

UQ Archaeology



UQ-Mithaka excavations near Birdsville, October 2020 (Photo N. Wright)

Student Handbook V5

(download from <https://social-science.uq.edu.au/undergraduate/archaeology>)

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1. What is archaeology & why should I study it?

Archaeology is the investigation of the human past through the study of the physical remains people have left behind, including the remains of past people and the places/landscapes in which they lived. Archaeologists study many forms of evidence to understand the past including buildings, ancestral remains, artefacts, food (shells, bones, plants), monuments and environments. As well as discovering the history of humanity around the world, archaeologists work to conserve its unique, irreplaceable traces in the face of threats including development, illegal artefact trade, warfare and environmental change. Archaeologists are commonly employed in cultural heritage management companies and public bodies and work at the interface of the past and present, both in Australia and globally. Archaeology is an exciting and demanding career, requiring a mix of technical skills, such as excavation, artefact analysis or computer skills (e.g. use of geographic information systems), knowledge of key principles of the discipline, familiarity with the legal and ethical framework of archaeology, cross-cultural awareness, plus a critical understanding of the archaeology of one or more geographical regions or time periods. Students learn to apply and develop these skills through working on excavations around the world and in laboratory research projects, analysing the material they discover. Archaeology is thus a challenging focus for study, opening the door to travel, cross-cultural experience and a potentially rewarding and well paid career in a thriving and diverse profession.

For more information about contemporary archaeology, why not view some of the videos hosted at Brisbane's Crossriver Rail Archaeology site (scroll to the bottom of the page): <https://crossriverrail.qld.gov.au/planning-environment/archaeology/>

2. A career in archaeology? Are we kidding?

Fortunately not! Australia has a large professional community working in cultural heritage management, government museums and universities, which is part of a global profession. Read this recent survey of the structure, wages and professional status of Australian archaeology (the link downloads the pdf):

Mate, Geraldine, and Ulm, Sean (2016) *Another snapshot for the album: a decade of Australian Archaeology in Profile survey data*. Australian Archaeology, 82 (2). pp. 168-183.

https://researchonline.jcu.edu.au/45250/11/45250_Mate%20and%20Ulm_2016_accepted%20version.pdf

Most Australian archaeologists work in the private sector, usually for mining and construction companies, acting as cultural heritage managers at the interface between development, law, tradition and the material past. A significant number of archaeologists also work for government, museum and university sectors, developing and implementing policy, educating Australians about our past and training the next generation of professionals. While jobs are very competitive, it really is possible for you to join the many other UQ graduates in the workplace through dedication, hard work and commitment. Our Honours graduates have a >90% placement rate in Australia's archaeology and cultural heritage profession, which is among the best paid in the world (mean 2015 income c. \$96,000 per year). Also, UQ has well established partnerships with many of Australia's heritage consultancies, museums and government departments and offers mentoring and internship options with them (see *Building your Career*, below). For some useful advice on planning for this career why not read:

Smith, C., Garvey, J., Burke, H., & Sanz, I. D. (2015). Success Strategies for a Career in Archaeology. *Archaeologies*, 11(2), 300-336.

https://www.researchgate.net/publication/282642702_Success_Strategies_for_a_Career_in_Archaeology

This online discussion of careers from a US perspective:

http://onlinedigeditions.com/publication/?i=408862#%22issue_id%22:408862,%22page%22:10

3. UQ Archaeology?

- UQ is a major centre for archaeology in Australia, having one of the nation's most respected teaching programs and internationally recognised scholars working in Australia, Asia-Pacific, Southwest Asia and Africa.
- UQ is one of the best research centres for Archaeology in Australia with numerous opportunities for students;
- UQ's archaeology teaching is centred on the Archaeology Program of the School of Social Science, which is also the key focus for archaeological research at UQ and is a leading location for research and practice in Cultural Heritage Management at UQ. For more information go to: <http://www.socialscience.uq.edu.au/>

- The archaeology community at UQ also includes members of the School of Earth and Environmental Science and School Historical and Philosophical Inquiry (includes Classics and Ancient History) and the School of Architecture, who teach courses and engage in a range of research relevant to archaeologists.
- UQ archaeologists are represented on national and international scholarly and professional bodies, such as UNESCO, the Australian Archaeological Association, World Archaeology Congress and Society of Antiquaries and Australian Academy of the Humanities.
- UQ has a very active Archaeological Society run by our student group and we strongly recommend any students or prospective students join as it is a great way to find out what is happening in our community:
<https://www.uqu.com.au/club/uq-archaeological-society-uqas>
- To stay in touch with us why not sign up to the School of Social Science Facebook feeds
<https://www.facebook.com/uqschoolofsocalscience/>
- UQ Archaeology is well equipped with field and laboratory equipment essential for contemporary archaeological research and teaching, with its own extensive laboratory suite and teaching spaces plus access to cross-campus facilities including museums and laboratory facilities in the physical, chemical and geological sciences.

4. UQ Archaeology's mission statement

UQ Archaeology aims to foster and promote the discipline of archaeology by providing a world-class, integrated research and learning environment whose staff and graduates attain the highest ethical and professional standards in their work, contribute to the world's knowledge of the human past, and engage with the broader community to improve our collective understanding of that past and conserve it for future generations.

5. UQ Archaeology's staff

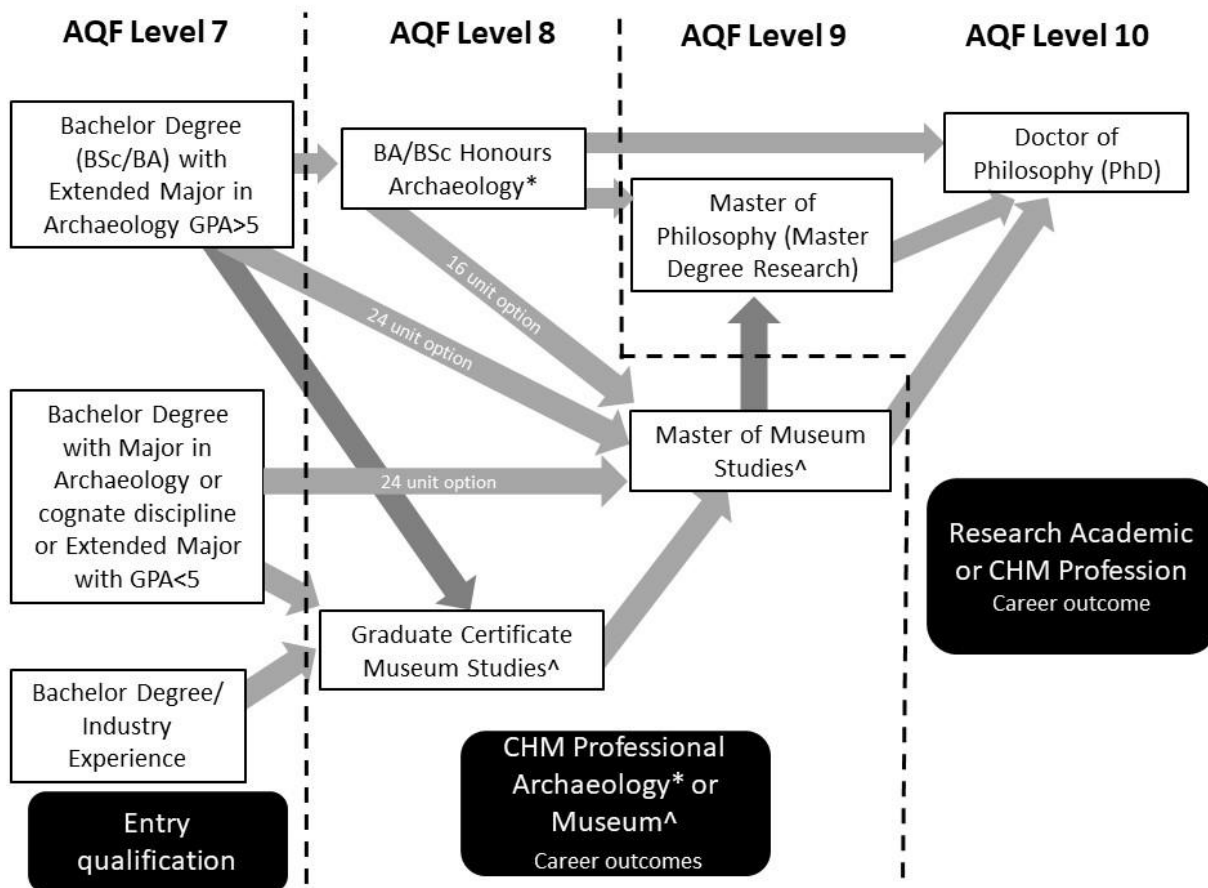
UQ Archaeology is staffed by a group of well-respected, research active experts in the field, all of whom bring with them years of experience across the archaeology sector. Current staff includes several holders of prestigious Australian Research Council grants and fellowships, fellows and members of professional societies and teaching award holders. In 2021 the School of Social Science has 12 permanent, emeritus and contract academic, professional and support staff in archaeology, including 6 lecturers, 3 postdoctoral fellows and a laboratory technician. Our interests span the globe and all aspects of archaeological practice. In addition, we have several adjunct and honorary scholars in residence who bring a wide range of skills to our community. For a full list of staff interests please go to the archaeology staff page of the School of Social Science website (www.socialscience.uq.edu.au) and also look into the UQ Researchers for the relevant staff members <http://researchers.uq.edu.au/>.

6. Formal study options and pathways in archaeology at UQ

(for a full list of courses and program requirements go to: <https://www.uq.edu.au/study/>)

Archaeology can be studied at several levels at UQ from undergraduate (BA and BSc) to Honours, Master and PhD/MPhil level and several pathways through the discipline are available at UQ (see diagram below). The following notes and diagram below provide information helpful in planning your course of study and prospective students should contact archaeology staff should they require further advice about career and study pathways.

Pathways for archaeology/cultural heritage career outcomes (AQF indicates the level of qualification in the Australian Qualifications Framework [<http://www.aqf.edu.au>])



The following can be studied at UQ:

Electives in most degrees – UQ degrees follow the liberal arts tradition and encourage cross disciplinary study. You can take one or two courses to try out archaeology, perhaps starting with one of our introductory courses (ARCA1000, ARCS1001) or an advanced course in an area of interest

BA Degree, Archaeology Field of Study– Archaeology can be studied as a Major (16 units – course list and details: <https://my.uq.edu.au/programs-courses/requirements/plan/ARCHAC2000/2021>) and Extended Major (24 Units - <https://my.uq.edu.au/programs-courses/requirements/plan/ARCHAD2000/2021>) and Minor (8 units - <https://my.uq.edu.au/programs-courses/requirements/plan/ARCHAA2000/2021>) in the Bachelor of Arts Degree, which can be studied singly or as part of a dual degree program (for all program/degree/course information see <https://www.uq.edu.au/study/>). Archaeology Majors include tailored archaeology (course code: ARCA) and archaeological science (course code: ARCS) courses which provide a comprehensive education in the discipline and together comply with the National Benchmark in Archaeology. The BA Extended Major is the pre-requisite for BA Honours, which is the minimum qualification for professional entry (https://my.uq.edu.au/programs-courses/plan.html?acad_plan=ARCHAX2052).

BSc Degree, Archaeological Science Field of Study – Archaeology is increasingly empowered by scientific approaches and ways of thinking, which have revolutionised research into globally significant issues such as human evolution and dispersal, the development of civilisation and human-environment relationships. Students study geography, earth science, biology, psychology in combination with core archaeology courses to develop skills in scientific reasoning and to provide strong multidisciplinary knowledge as the foundation for a career in this exciting field. The BSc in Archaeological Science can be studied as a Major (16 Units - https://my.uq.edu.au/programs-courses/plan.html?acad_plan=ARCHSC2461) and Minor (https://my.uq.edu.au/programs-courses/plan.html?acad_plan=ARCHSA2461), with the Major allowing entry to BSc Honours in Archaeological Science (https://my.uq.edu.au/programs-courses/plan.html?acad_plan=ARCHSX2031).

Diploma in Arts, Archaeology – Archaeology can also be studied part of the Diploma in Arts (https://my.uq.edu.au/programs-courses/program.html?acad_prog=2320) as a Major and Minor.

BA and BSc Honours in Archaeology and Archaeological Science – Honours in Archaeology is a full year program consisting of coursework and a thesis based on a period of independent research supervised by a staff member. Honours is a key step towards PhD or MPhil research for those interested in academic careers and one of the entry level qualifications for a professional/consulting career in archaeology. For links, see above.

Museum Studies – Many archaeologists work in museums and for those who wish to develop a career in museums, the Postgraduate program in Museum Studies (<https://future-students.uq.edu.au/study/programs/master-museum-studies-5343>) provides professional level learning. Students can take a Graduate Certificate of Museum Studies (https://my.uq.edu.au/programs-courses/program.html?acad_prog=5341) or a Master of Museum Studies (https://my.uq.edu.au/programs-courses/program.html?acad_prog=5343).

Research Higher Degrees (MPhil and PhD (Doctoral)) – Higher research degrees allow students to develop independent research skills and are the minimum entry requirement for academic research careers. For information see: <https://social-science.uq.edu.au/higher-degree-research>. Honours is required for entry to higher research degree programs and Australian students may apply for a scholarship to support their study through the Federal Government Australian Postgraduate Awards program. UQ also offers its own scholarships, including scholarships for international students. Competition is high for scholarships and a First Class Honours Degree is usually required for a successful application and authorship of scholarly publications also significantly boosts an applicant's chances. See the section "Research in Archaeology at UQ" for further details about current research projects and facilities.

For more information on any study options go to the 'Study' page of our school website: <https://social-science.uq.edu.au/>

7. How to study archaeology at UQ

Undergraduate study provides the entry point to archaeology at UQ and we offer both the BA and BSc degrees. As with all academic disciplines at UQ, archaeology is taught through a series of courses that you study over time to build up your expertise. It is important that you understand how and why we teach archaeology in the various courses you will have offered during your time at UQ and also how you can enhance your education and career prospects through careful course selection and extra-curricular study/activities.

Understanding how we teach archaeology and why we teach it in the way we do

- The courses that form the BA and BSc named Majors in Archaeology and Archaeological Science (see below) at UQ have been developed over 40 years to provide a broad-based archaeology curriculum allowing students to develop their career ambitions in the discipline, whether they move into private, government or university sector of the profession. We base our curriculum design around the National Benchmark for Archaeology Teaching (see below).
- Courses are designed to be selected and built into degrees that suit the ambitions and interests of the student.
- Note that archaeology is a broadly based discipline. UQ's degree structures allow considerable latitude for students to study across a range of subject areas and we strongly recommend that students with a career aim including archaeology carefully consider their study options. We recommend considering study of Anthropology, Ancient History, History, Geography and Earth Science subjects alongside archaeology. Archaeology staff can advise on current options.

- Our courses are in two distinct streams: ARCA (archaeology) courses teach the theory and themes of archaeology and have limited practical engagement; ARCS (archaeological science) courses have significant practical components and aim to develop technical skills in students. You must study both together in your degree plans.
- The Major, Extended Major and Minor plans of study (see <https://www.uq.edu.au/study/>) are structured around a spine of compulsory introductory (Level 1, e.g. ARCA1000) and advanced capstone (Level 2 and Level 3) courses which provide the core knowledge and skills for your degree. Introductory courses have been carefully designed to underpin later learning. Compulsory courses are complemented by a series of 2nd and 3rd Level electives – chosen by you – which give you flexibility and choice in your subject focus.
- Archaeology and Archaeological Science can be studied as part of many dual degree options allowing them to be combined with complementary disciplines. Many students choose to study Archaeology in the BA and Earth Science in the BSc or will focus on Anthropology or Ancient History in the BA and Archaeological Science in the BSc.
- All courses are taught annually.
- In 2021 a revised curriculum was introduced across UQ, including archaeology and archaeological science.

Awareness and use of the National Benchmark framework

- UQ's archaeology and archaeological science courses and curricula are designed to allow students to fulfil the requirements of the National Benchmark for Archaeology Teaching.
- In 2008, all Australian universities engaged in teaching and research in archaeology developed a series of benchmarks stating what types of knowledge and skills university degrees in Australia should be providing to facilitate a professional level of education and training in archaeology – this is detailed in the *By Degrees* document (<http://www.australianarchaeologicalassociation.com.au/wp-content/uploads/2012/05/By-Degrees-Benchmarking-Archaeology-Degrees-in-Australian-Universities.pdf>) and is summarized at the end of this handbook. The benchmarks, which are in fact 'subject specific graduate attributes' in today's teaching language, include:
 - Subject-specific knowledge – the things you need to know to be an archaeologist
 - Archaeology-specific skills – the skills you need to develop to be an archaeologist
 - Generic skills – the life skills you will develop as you learn to be an archaeologist
- All serious students of archaeology must read that document as it provides the basis for planning your study at UQ and making sure that your degree meets the expected standard for career development.
- UQ's BSc and BA degree programs have Subject Specific Graduate Attributes and the BA Archaeology and BSc Archaeological Science Major attributes are based on the national benchmark system and align to it!
- Together the UQ Archaeology Extended Major/Honours or Masters progression allows students to fulfill the national benchmark standard. A chart showing how courses in the Archaeology Programs fit together is available in this handbook. As you will see from the chart you must choose a range of courses to fulfill all of the benchmark statements. Also, if students undertake a Major they may in fact not cover all the expected benchmarks/graduate attributes.

Selecting your courses and programs wisely

- The BA/BSc Majors and Extended Major course progressions are designed to build your skills and knowledge in key areas identified in the national benchmark.
- The compulsory courses provide the scaffolding for your degree. Gateway (ARCA1000, ARCS1001) introduce you to our discipline's theory and practice; cornerstone courses (ARCA2020, ARCS2000) structure your advanced learning around key benchmark skills and knowledge – practical skills, cultural heritage concepts and geographical understanding – while allowing study of electives across a range of fields; advanced capstone courses (ARCA3000, ARCS3010, ARCS3118, ARCS3168) complete your core learning with advanced theory, method and practice drawing together all you have learned. Around this framework you can build a range of elective courses to pursue your specific interests and career goals.
- Many courses cover the teaching of archaeology specific practical skills, starting with *ARCA/ARCS1001 Doing Archaeology*, building through advanced courses such as *ARCS2000 Science in Archaeology*, *ARCS2003 Forensics*, *ARCS2010 Ancient Technology*, *ARCS2011 Lithic Analysis*, *ARCS2060 Archaeology Fieldschool*, *ARCS2070 Bioarchaeology*, *ARCS2080 Plants and Archaeology*, *ARCS2090 Animals in Archaeology*, to the capstones such as *ARCS3010 Field Archaeology*. These courses fit together in a progression and are best studied in sequence.
- Many other courses build up key areas of subject knowledge, starting from *ARCA1000 Discovering Archaeology* which introduces the key principles of the subject and key themes in world archaeology. Subsequent courses can include those focusing on geographical regions or particular periods, such as *ARCA2020 Archaeology of Australasia*, *ARCS2050 Historical Archaeology*, *ARCA2150 Ancient Civilisations*. Our degree is rounded off by

ARCA3000 Predicting the Past and *ARCS3168 Human Evolution* which develop advanced theoretical and critical knowledge of archaeology's key debates and approaches.

- To fulfill the national benchmark we recommend that you take a range of courses from these two groups to balance your understanding of and skills in the subject. Furthermore, if you are planning a career in archaeology we also suggest you consider taking more than the bare minimum of qualifying archaeology courses for the Extended Major to provide the best base for future archaeological work.
- As well as courses on the archaeology Major and Extended Major lists, we recommend that you complete your degree course complement by carefully selecting relevant courses from both the archaeology lists and other disciplines, including Ancient History, Anthropology, Geography, Aboriginal Studies, Earth Science, Biology, and Psychology. You should also consider taking courses in writing, statistics and computing methods, as well as languages, should you be planning to work overseas or in periods where the archaeological literature is predominantly in an unfamiliar language. It is easy to choose courses on the basis of convenience or perceived ease and waste the opportunity to enhance necessary skills.
- Students have a wide choice of 2nd (advanced) Level electives, but should choose courses to make sure that they achieve the correct range of technical/practical skills, knowledge of geographical regions, knowledge of legislation and consultation practice. The program itself is allowed no control over the elective courses students take and students must take responsibility to make sure that they balance their degrees correctly. Seek advice from staff.
- We also strongly advise that you take courses IN ORDER – for example, Level 1 courses (e.g. *ARCA1000*) in the first year and Level 3 (e.g. *ARCA3000*, *ARCS3010*) courses in your final year before graduation. Level 2 courses vary in content, with some suitable to first-year enrolment (*ARCS2050*, *ARCA2150*, *ARCS2003*), but most are best taken after the first year of study. If you are uncertain about the time to study your course discuss it with the course coordinator.
- UQ has numerous degree options and many archaeology students combine the BA Archaeology or BSc Archaeological Science with cognate disciplines as part of a dual degree. In dual degrees, students study for an extra year and graduate with two degrees. For example, two common combinations are for students who have an interest in Ancient History or Anthropology and Archaeology to combine a BA Major in Ancient History or Anthropology with a BSc Major in Archaeological Science. Some students are also combining a BA Major in Archaeology with a BSc Major in Geological or Biological Science. These courses of study are demanding but empower students to develop a very strong base for their future careers.
- Honours is the minimum qualification required for professional practice in Australia, as recognized by all professional bodies and in the National Benchmark document *By Degrees*. It is a full year of study following BA graduation with an Extended Major in Archaeology or BSc Major in Archaeological Science (minimum GPA of 5.0). Honours develops independent research and critical thinking skills, culminating in the preparation of a thesis based on your own project.
- MPhil and PhD degrees (collectively known as Research Higher Degrees (RHD)) are research degrees that are aimed for those who wish to pursue academic research careers or who wish to engage in a period of focused original discovery. They require Honours in Archaeology or cognate discipline and may also be entered from the Master in Heritage Management. These degrees also require an agreed research topic with a supervisor. For more information see <https://social-science.uq.edu.au/research-higher-degrees> and contact student.socsci@uq.edu.au.

Types of learning activities you should expect in UQ Archaeology courses

Archaeology is a diverse subject and we use a range of formal teaching activities to develop student's knowledge and skill base, some of which are directly assessed (e.g. presentations). Active learning, in which students participate in archaeological activities and group work is a key element of our teaching strategy, especially in the development of field and laboratory skills.

COVID NOTICE: As you will know, the pandemic has complicated teaching in 2021 and all lectures in semester 1 will be online, with flexible and external versions of most courses available where possible to do so.

Lectures

These are formal classes in which students receive tuition from a staff member on a specified topic. This is the traditional way of teaching large bodies of knowledge, especially in areas of theory and in geographically focused studies. Students are expected to take notes during lectures as a basis for revision and examination. Most ARCA and ARCS courses have some form of lecture content and most will be accompanied by outline notes to help students pick up key points. Effective use of lectures should not be taken for granted as listening, comprehension and note taking require discipline and practice. In some courses different lecturing styles may be adopted including use of the 'flipped

classroom' where students are expected to prepare for class through viewing an online lecture, or other activity, allowing ideas to be explored in detail in more freeform classes.

Tutorials and other forms of group work

Tutorials are small-group classes in which students discuss aspects of a topic with a tutor. They provide a less formal complement to lectures and allow students to explore key issues covered in lectures or other forms of teaching. As well as tutorials you will find various other forms of group work distributed throughout the Archaeology Program, including problem solving exercises and discussions focused on theoretical and practical problem solving in classroom, excavation and laboratory.

All forms of group work rely on students being willing to discuss issues and are important in improving comprehension of key topics and developing group work skills. Like all academic skills, effective group work requires thought, discipline and commitment. You can only learn by experience how to marshal and articulate your thoughts and also when to both raise points and ask questions, as well as how to respond to queries.

Most students initially dislike group work and we are often asked, "Why do we bother?" Well, group work is an essential part of archaeology as we rarely, if ever, work on projects alone. Rather, we normally work in multidisciplinary groups, frequently with non-archaeologist specialists and stakeholders. Developing the discipline and interpersonal skills to communicate your thoughts appropriately to others and work cooperatively is thus essential and is indeed an important benchmark skill. To help you do this, and encourage positive practice in our classes we have developed *Rules of Group Work*, which you must adhere to:

- a) Take responsibility for your own thoughts and actions
- b) Involve everyone in the group
- c) Listen to everyone's point of view and try to understand them
- d) Show respect for other's opinions and actions
- e) Speak for yourself
- f) Be honest
- g) Keep an open mind
- h) Be constructive and supportive with other people's ideas
- i) Maintain confidentiality within the group

Presentations

Several courses require students to present a summary of a piece of academic work or the results of some research to their class. Presentations involve speaking on a topic and illustrating your findings with appropriate audio-visual media, typically Powerpoint presentations, but also may include the use of props, examples, video clips, posters and activities for the class – creativity is important. Most students hate presentations and again we are often asked why do we inflict presentations on students? Presentations are a key means of communication for archaeologists and are indeed routine in most areas of professional practice within or outside the university – including business. Effective use of visual media and developing an engaging, individual style of speaking are especially important and there is no better way of improving than by practice.

Debates

Debates are a specialized form of presentation in which a contentious issue is explored, usually taking the format of two opposing teams arguing for and against a proposition. Debates routinely involve explicit rules of conduct and roles for the team members. Successful debate participation requires clear comprehension of the topic, only gained via thorough research, including understanding the opponent's position, concise presentation style, persuasive and relevant argument plus an ability to respond to your opponent's questions. When done in the right spirit they provide the most stimulating form of learning and are highly effective in developing critical skills.

Laboratory practical classes

Archaeological practice requires the development of laboratory analytical skills to investigate the many types of material evidence found in archaeological sites and preserved ancient landscapes, including artefacts, biological remains (seeds, bones), sediments and biological remains. Through your degree you will be expected to build up an understanding of the range of materials archaeologists routinely encounter and how to approach their analysis. Analysis of most types of archaeological remains depends on the nature of the material and, in most cases, follow a specific set of protocols. These may include use of balances, microscopes, chemical analyses, ovens, calipers and even 3D object scanners. Whatever the laboratory protocols, all practical classes require adherence to the same principles of objective recording, based on the development of a disciplined and careful approach to observation, skills also

required in fieldwork (see below). Laboratory work also allows students to explore the crucial link between data collection and the interpretation of past phenomena. Laboratory classes require students to adhere to national Operational Health and Safety (OH&S) laws, including wearing closed shoes – no thongs/sandals – and appropriate clothing, as well as being suitably prepared with notebook, pens, pencils, etc. No prior experience of laboratory practice is expected in students entering the Archaeology Program.

Fieldwork

Several courses require students to leave the classroom and laboratory to work on archaeological fieldwork projects which are usually the first steps in the collection of archaeological data. These course components require students to learn and apply skills used to find and characterise sites (survey) and then record or further investigate them in various ways, including through excavation. Fieldwork classes develop key observation and investigation skills and require both practical ability and a certain amount of physical activity. The field school requires you to live in basic conditions for several weeks, in most cases in unfamiliar environments. Come suitably prepared and dressed for a range of outdoor conditions, including very sunny days.

Web-based learning

UQ is increasingly using web-based tools and exercises to broaden the range of learning experiences for students. We use several web-tools to enhance courses and will increase our use of these tools in the future. You must get to know the UQ web environment and routinely use the following:

1. myUQ: Your own e-account at UQ that acts as the gateway to online resources and support including email, mySInet and Blackboard.
2. Email: Every student has a UQ email account for life and we use it routinely to communicate with you about course news and other events. Please note that it is your responsibility to check your UQ email account – it is impossible for us to email you using another address – and if you use another account to check email please make sure that your UQ email is diverted to it.
3. Blackboard: Blackboard is a web-interface that allows staff to provide important course materials and tools for class. We use it to distribute readings, facilitate discussions, administer exams (ARCA1000) and deliver web-based lectures.
4. Electronic Course Profiles: These are available through Blackboard for current courses and through the Programs and Courses webpage for other courses (<http://www.uq.edu.au/study/>). They provide the details of assessment, course aims, etc. and may be supplemented by handouts in class.

Learning resources

We have a range of resources to support your learning and career development:

1. *UQ Library*: The essential UQ resource for your <http://www.library.uq.edu.au>
2. *UQ Archaeology Laboratory and ATARC*: Our dedicated research and teaching spaces on Level 3 of the Michie Building are well stocked with equipment required for archaeology field and lab projects. We also have the nation leading Archaeology Teaching and Research Centre (ATARC) near UQ Lakes Bus Station which houses our outdoor teaching space with replica excavation, forensics pits and experimental archaeology facility.
3. *Anthropology Museum*: Located on Levels 1 of the Michie Building, UQ's Anthropology Museum houses >25,000 artefacts from Australia and the Pacific and has rolling exhibitions. Visit for free and find out more at: <http://anthropologymuseum.uq.edu.au/>
4. *R. D. Milns Antiquities Museum*: Located on Level 2 of the Michie Building this Museum houses objects from the Classical world and is open through the year. Visit: <https://hapi.uq.edu.au/about/rd-milns-antiquities-museum>

Developing your academic skills

You should be under no illusions when entering UQ that university study is the same as school! We demand a very different set of skills and the biggest difference is that you have to take a great deal of responsibility for your learning. We expect that you will use classes and other activities and resources, such as the library, to develop *your own* understanding of the disciplines *you* study. You should also be aware that many of the activities and assessments require the conscious development and improvement of your academic skills, from taking notes to writing essays, compiling technical reports and giving presentations. There is no guarantee that just because you did well at school in these skills you will also do well in university.

Fortunately UQ provides a great support network to make sure that you have every opportunity to develop your learning skills while a student and make full use of your time with us. Some archaeology courses contain specific workshops on skills, such as the essay and library workshops in ARCA1000, however, there are a number of services

provided by other areas of UQ which you should take advantage of. Free academic skills workshops have helped many students, as our feedback from former students indicates, and are effective in improving your marks in assessment and also giving students confidence in their work. Find out more:

1. **Learning pages at Student Services** (<http://www.uq.edu.au/student-services/Learning>) has a range of direct advice on all manner of academic skills and weekly workshops which we strongly recommend you take.
2. **Using the library.** Effective use of the library and the many web-resources it hold, is probably the single most important skill you should develop in your first semester at UQ as research underpins all learning and discovery. To find out more you can visit the library, ask questions here: <https://web.library.uq.edu.au/contact-us#> and check out services for students here: <https://web.library.uq.edu.au/library-services/services-students>
3. **Library “one-stop-shop” Help** page (<http://www.library.uq.edu.au/services/help.html>) available via the *Help* tab on the library homepage. A well organized and comprehensive range of links.
4. **Your lecturers!** Yes, the people who teach you are often good people to ask questions if you do not understand a course’s aims, rationale and content and all will have strong views on how best to make the most of your time at UQ. They design the courses and all are highly qualified professionals, all with international profiles in archaeology.

As a final word, a key generic skill that you should concentrate on during study in *time management*. We expect students to undertake 8-10 hours per course, per week in addition to class time and get their assessments in on time. This requires careful planning!

Getting help and advice

It is quite likely that during your degree at UQ you may require advice on course selection, assessment preparation and other aspects of academic life, as well as career planning. It is also possible that you may have a disability or develop health problems that affect your ability to study. UQ has a committed and highly effective support network to help you successfully complete your studies:

1. Student Services (<http://www.uq.edu.au/student-services/>): the first place to visit if you require advice or counseling on any issue. Students with a disability should contact disability services and discuss with their advisor developing a student action plan to take account of their specific needs.
2. School of social Science Teaching Support Team can be contacted via socialscience@uq.edu.au if you require assistance concerning any aspect of enrolment, assessment submission, study abroad and exchanges.
3. For specific advice about archaeology, please ask your lecturer or email the program convenor and/or course coordinator!
4. We also run advice sessions in semester time for students wishing to develop their archaeological education, experience and/or careers.
5. Join the UQ Archaeological Society which provides a social and professional support network: <https://www.uqu.com.au/club/uq-archaeological-society-uqas>

8. Building your career in archaeology beyond the UQ classroom

We strongly recommend that students see their courses in the Archaeology/Archaeological Science Major and BA/BSc Degree as the start of their archaeological education. To develop a strong base for your career you should start to develop your professional network and get as much experience in the lab and field as possible. For all students we recommend visiting the UQ Careers and Employability website for a lot of advice, support and funding to aid you in developing your career: <https://employability.uq.edu.au/>. Below are some specific archaeology tips from your UQ Archaeology staff and you can also find advice at the AAA website:

<https://australianarchaeologicalassociation.com.au/careers-resources/information-for-students/>

1. Join the UQ Archaeological Society

UQAS is an important point of contact in our archaeology community and has regular events as well as information via social media. Many seminar, job and volunteer opportunity announcements are distributed via UQAS. In 2020 it was an important means of keeping the archaeology community here at UQ together and if you are not a member, join today! Contact UQAS at uqarchsoc@gmail.com and investigate following the QR code or links below:



UQAS on Discord: <https://discord.gg/ekrhuuEvgx>

Facebook: [UQ Archaeological Society - Home | Facebook](#)

Website: <https://www.uqu.com.au/club/uq-archaeological-society-ugas>

Membership signup: <https://uqarchsocmembership.getqpay.com>

2. Come to the *Working Papers in Archaeology seminar series*: Every week through semester archaeologists, including UQ staff, students and visitors, present seminars on their work. In normal times, seminars take place at 3pm on Fridays and are followed by informal discussion at UQ Pizza Café. In COVID conditions we also have Zoom seminars. For the latest venue and details of topics visit: <https://social-science.uq.edu.au/archaeology-working-papers>

3. Come to other lectures and events through the year: We have the Hall Annual Lecture in semester 1 each year and a range of other lectures, seminars and workshops by visitors. Look out for social media posts (UQAS, School of Social Science) and announcements in courses through the year.

4. Develop your skills with the *Archaeology Skills Passport*: In 2020 the Australian Archaeological Association launched the Australian Archaeology Skills Passport. This allow students to identify and record attainment in the key skills of archaeology when taking part in projects in the field and lab. You can get signed off on your skills by participating in volunteer, internship and other activities. For details see the link below and note that the AAA is developing online training guides for the skills passport system. Students get a passport free with membership of the AAA (recommended) and UQ Extended Major and Major students can receive a free copy at key annual events. It is clear that the skills passport system is becoming a requirement for demonstrating experience for jobs, and we recommend all serious archaeology students get one and fill it out.

<https://australianarchaeologicalassociation.com.au/skillspassport/>

5. Undertake volunteer work: There is strong evidence from professional surveys (see paper discussed above by Mate and Ulm 2016) that most professional archaeologists developed their skills – and all important professional networks – by volunteering in archaeological projects during their study. With the advent of the skills passport it is now easier than ever to record your experiences, which will contribute towards career entry, and many students carry on these projects into Honours and PhDs:

a) *Fieldwork projects in Australia and overseas.* **NOTE: COVID HAS REDUCED FIELDWORK OPPORUNITIES.** The easiest way to take part in fieldwork is by enrolling in the UQ Archaeology Fieldschool (ARCS2060) which usually takes place mid-year in Australia or overseas (not available 2021). Many UQ staff also run their own research excavations (see the section on “Research in archaeology at UQ” (below), for details). There are also many hundreds of excavations around the world which you can discover by surfing the web, asking archaeology staff and by subscribing to services such as the Archaeological Institute of America (<http://www.archaeological.org/>) and numerous others easily found with a web search. Most UQ archaeology staff have extensive professional networks and can advise you on gaining fieldwork experience. CONTACT STAFF DIRECTLY FOR ADVICE. UQ undergraduates can apply for short term travel grants (<https://employability.uq.edu.au/financial-support/short-term-funding>) and other funds from here: <https://employability.uq.edu.au/>.

b) *Taking part in laboratory sessions at UQ.* UQ staff have many ongoing post-excavation projects which are undertaken in the Archaeology Laboratories of the Michie Building (Level 3). Currently, staff have projects in Australian archaeology (m.westaway@uq.edu.au), experimental archaeology and lithics analysis (Chris Clarkson – c.clarkson@uq.edu.au), African archaeology and paleoanthropology (Ben Schoville – b.schoville@uq.edu.au), environmental archaeology, archaeobotany and residue analysis (Andy Fairbairn and Alison Crowther –

a.fairbairn@uq.edu.au, a.crowther@uq.edu.au), Australian archaeology, Zooarchaeology (Tiina Manne t.manne@uq.edu.au), historical archaeology (Jon Prangnell – j.prangnell@uq.edu.au) and Pacific prehistory and midden analysis (Marshall Weisler – m.weisler@uq.edu.au). High achieving scholars should also look out for the UQ Summer Scholarships which provides paid research internships to work with UQ staff. **For details on weekly volunteer opportunities please email the Lab Manager Dr Glenys McGowan (g.mcgowan@uq.edu.au) who coordinates activities during semester.**

c) *Volunteering in UQ Anthropology Museum and Antiquities Museum:* Build up those Museum skills in our on campus facilities by emailing the helpful staff at: Anthropology Museum at anthmuseum@uq.edu.au or Antiquities Museum at antiquitiesmuseum@uq.edu.au. UQ RD Milns Antiquities Museum has annual internship schemes that give professional experience in museum skills (deadline for applications in June). Email for details.

6. Get an industry mentor

From your second year of study, UQ students can join the [HASS Connect Mentoring Program](https://hass.uq.edu.au/hass-industry-mentoring-program), running twice a year (Semester 1 from March to June, and Semester 2 from August to October). Once registered you will be matched with an industry professional who can advise you on working in archaeology and cultural heritage management. As well as regular meetings with your mentor, you can participate in workshops and networking events that aim to build your skills, knowledge and confidence in the professional world. Sign up at the webpage: <https://hass.uq.edu.au/hass-industry-mentoring-program>

7. Internships and Group Industry Projects tied to UQ course PHSS2000

Students can undertake an industry experience as part of UQ's dedicated Group Industry Projects and Internships course PHSS2000: *Practical Employability Experience*. This runs over summer and winter and accommodates all HASS students undertaking a range of practical experiences with industry partners or in a professional workplace. Students can self-source an internship or take part in a Group Industry Project with a range of leading HASS industry partners, including those in archaeology and cultural heritage management. Visit the [PHSS2000 webpage](#) to see current available projects, or contact the course administrator Sophie Plunkett for more information about this course (s.plunkett@uq.edu.au). Recent archaeology internships/group projects include fieldwork at Birdsville and Internships at the Queensland Museum.

8. HASS Student Futures programs and events

The [HASS Student Futures team](#) offer a range of programs, events and opportunities to help develop your career and employability. You can take part in a leadership program or a Student Staff Partnership, attend networking events, volunteer, or attend panel discussions and workshops with industry experts. For more information on these programs, events and opportunities, visit the HASS Student Futures website – [Enrich your Study Experience](#)

9. Individual Internships

Students can undertake internships that are not-for-credit. You are encouraged to build your networks with industry professionals and may wish to undertake internship opportunities in addition to your studies. Internships can be found by approaching employers, job recruitment websites and via the webpages and social media of Australia's professional archaeological associations, such as the [Australian Archaeological Association](#), [Australian Society for Historical Archaeology](#), [Australian Institute for Consulting Archaeologists](#) and [Australian Institute of Maritime Archaeology](#). Please contact your program convenor for advice on how to arrange these internships.

10. Study Abroad/exchange and international experiences in general: NOTE THAT COVID HAS RESTRICTED OPTIONS FOR INTERNATIONAL STUDY. You can spend time at another university in UQ's Study Abroad program and gain credit towards your degree. Visit the following link for details: <http://www.uq.edu.au/studyabroad/> and the Global Experiences website: <https://employability.uq.edu.au/global-experiences>. To undertake Study Abroad archaeology students must get the support of the convenor of the Archaeology Major who can be contacted via socialscience@uq.edu.au. Also feel free to discuss your plans with staff who can advise you on an appropriate course of study.

Many excavations ask for fees and all require students to pay their own travel fees to reach the excavations. UQ has a number of means of supporting students, many of which can be found in the 'Financial Support' section of UQ Careers and Employability: <https://employability.uq.edu.au/>. This includes various grants and advice on how you can take *student loans to fund travel*: <https://my.uq.edu.au/node/633/0#0>. OS-HELP is a loan scheme for eligible Commonwealth Supported students who want to undertake part of their studies overseas.

11. Cross-institutional enrolment in courses: You can also get credits from Australian universities for a course or semester's study to count towards your degree. If you find courses elsewhere that you'd like to study contact the Student Administrator of the School of Social Science for advice (socialscience@uq.edu.au).

12. Participate and volunteer at disciplinary conferences: it is important for students interested in academic careers to take part in archaeological and aligned conferences, where scholars present their work. As well as attending, students are encouraged to give papers or posters on their research projects and also may be able to volunteer in organizing and running conferences (this can help to offset registration costs). The *Australian Archaeological Association* (<https://www.australianarchaeologicalassociation.com.au/>) is Australia's largest body of professional archaeologists and the association organises an annual conference which is held in early December, in a different location each year.

9. Courses in the Archaeology/Archaeological Science Majors

A full list of courses with descriptions and course profiles can be found at: <https://my.uq.edu.au/programs-courses/>. Archaeology can be formally studied at UQ through the following courses which are included variously in degree programs (BA, BSc etc):

ARCA (Archaeology) Courses: cover the key concepts of archaeology and often focus on a theme (Cultural Heritage Management, Historical Archaeology in Practice) or geographical region (Pacific Islands, Australasia, Southwest Asia). These courses focus more on conceptual skills and development of key areas of knowledge.

ARCS (Archaeological Science) Courses: include significant technical training in key areas of archaeological practice required in the profession of archaeology, such as field and laboratory skills. Higher course fees reflect the significant cost of providing equipment and laboratory space for these courses.

Notes:

- In the last 18 months, extensive consultation with the archaeology profession has led to a greater development in our of skills directly relevant to professional careers which will improve your chances of working in archaeology.
- This list includes only the courses present in the Archaeology and Archaeological Science Majors. Other relevant courses are included in the Ancient History, Anthropology and Geography disciplines.

I. Introductory courses

These courses provide the foundation for developing your archaeology degree, introducing key concepts and skills. These courses act as stand-alone introductory courses for those with a casual interest in archaeology, but are essential pre-requisites for advanced courses.

ARCA1000 Discovering Archaeology (taught Semesters 1 & 2 annually)

The foundation course in the archaeology Major, providing an overview of the key concepts, principles and history of archaeology, with an introduction to key global research themes, such as human evolution and the development of civilizations. The course includes sessions developing key academic skills such as essay writing and using the library effectively and the tutorials focus on developing key areas of knowledge through effective group-work, a skill that is essential for practicing archaeologists.

ARCS1001 Doing Archaeology (taught in Semester 2 annually)

This course complements ARCA1000 by introducing students to contemporary archaeological methods and techniques through practical application, including Australian and international case studies. It emphasises the diversity of archaeological investigation and elements of analyses and interpretation through group and individually based

problem-solving exercises in the laboratory. Students learn the fundamental skills of the discipline, providing a foundation for subsequent courses, especially those in the ARCS stream.

II. Advanced courses

a) Courses building key areas of knowledge, including understanding of geographical regions

ARCA2020 Australasian Archaeology (taught every year in Semester 1)

This course provides students with an introduction to the prehistory and archaeology of the greater Australasian region. These issues include the timing and nature of colonisation; patterns of Pleistocene occupation; Holocene settlement, subsistence and technology; and cultural change in the more recent past. This includes the archaeological evidence coming from the contact and historical periods. In covering these issues, this course highlights the complexity and diversity of human behaviour in the region throughout prehistory.

ARCA2150 Ancient Civilisations: Archaeology of Mesopotamia, Turkey and The Levant before Alexander the Great (taught every year in semester 1)

ARCA2150 introduces students to the archaeology of ancient states and urban societies through investigation of the region in which they first appeared: southwest Asia (also known as The Near East). As well as looking at the story of the past, we look at how the archaeology of this region has affected contemporary society and professional ethics in archaeology and museums. Drawing on the archaeological record from Mesopotamia, Anatolia and the Levant (Iraq, Syria, Turkey, Lebanon, Israel, Palestine and Jordan), ARCA2150 asks 'what is civilisation, when did it start and how do we know?' While focused on the period from 4,000-300BC, the course discusses the origins of sedentary life in the Neolithic and takes a deep time view of the problem of civilization to look at its continuities and diversity. Lectures will be complemented by online modules and practical sessions developed with the R.D. Milns Antiquities Museum.

b) More technically focused courses and those building knowledge through applied practice

ARCS2000 Science in Archaeology (taught annually in Semester 1)

ARCS2000 introduces students to the major scientific methods used in archaeology, providing a practical introduction to their application. Methods discussed include: advanced dating techniques; geoarchaeological & geophysical techniques; materials analysis, including microscopy and other analytical tools; isotopic analysis; ancient DNA; proteomics; and site taphonomy. ARCS2000 introduces second level university students to concepts, theoretical frameworks and analytical methods crucial to developing a career in contemporary archaeology and archaeological science.

ARCS2003 Forensics: The archaeology of death and crime scenes (taught annually in Semester 1 & Summer)

This course explores the place of archaeological techniques of search, recovery and analysis within a forensic (or legal) context. It provides an introduction to human skeletal analysis, search and excavation, forensic testing, the criminal justice system, and the archaeology of death. Students gain hands-on experience in the excavation, recovery and analysis of human skeletal material and associated evidence at an introductory level, as well as an introduction to analysis, interpretation and reporting procedures.

ARCS2010 Ancient Technologies: Current and Future Directions for Research and Heritage Management (taught every year in Semester 2)

The ability to command technology has been one of humanities greatest skills and this, one of our most popular courses, looks at what archaeology knows about the development of technology through the ages, including the manufacture of stone tools, metals and use of food processing technologies, amongst others. The course goes beyond simple description of archaeological finds to discuss how we understand technological change and how changes have transformed human communities' abilities to survive and thrive. The course also draws heavily on experimental techniques, with hands-on practical classes showing students how to ancient tools were made and you even complete your own experiment!

ARCS2011 Lithic Analysis: Current and Future Directions for Research and Management (every year in semester 2)

This course provides advanced training in one of the most important technical specialisations in world archaeology and Australian heritage management: stone tool analysis. Covering the theoretical, archaeological and experimental basis of stone artefact in global context, the course includes lectures and a strong focus on practical handling and making of stone tools to improve recognition and interpretative skills.

ARCS2050 Historical Archaeology (taught every year in Semester 2)

This 2nd year elective course is about the insights gained from historical archaeology concerning the development of the modern world. It concentrates on both the role of historical archaeology in studying the global phenomena of colonialism and capitalism and on the methods of the discipline including the integrated use of written documents, photographs and modern material culture. Students will be able to identify, date and interpret ceramic, glass and plastic artefacts. All this brought together in a workshop in which students create a story of the past uses of a place through interpretation of archaeological features, artefacts and stratigraphy.

ARCS2060 Archaeology Fieldschool (taught annually (not in 2020 and 2021) in the mid-year break, ending immediately before Semester 2)

The archaeology fieldschool allows students to develop their field archaeology skills in a real-life research excavation. The course teaches archaeological survey, excavation and basic field lab processing of finds, including the field application of specialist skills, such as geoarchaeology, and cross-cultural protocols and the importance of stakeholder consultation. The fieldschool gives students an unforgettable and essential experience undertaking the quintessential activities of the archaeologist and is a pre-requisite for attendance on some other research excavations.

ARCS2070 Bioarchaeology (every year in semester 2)

ARCS2070 prepares students for the identification and analysis of human skeletal material excavated at archaeological sites. Students become familiar with human osteology and skeletal evidence of ancient disease and trauma (palaeopathology). This information is placed in the context of major developments in the human past (e.g., changing cultural approaches to death and burial, human migration, social stratification, the development of agriculture and animal domestication, urbanism, colonialism, conflict, and the development of medical treatment). Scientific methods used to image, identify and analyse ancient diseases are used increasingly in archaeology, and these are discussed in detail. In addition, this course covers ethical considerations relating to the excavation, analysis, display and repatriation of ancient human remains.

ARCS2080 Plants and archaeology: Food, fuel, foraging and farming in the human past (every year in semester 1)

Plants are a key resource for all past and current human communities and archaeological techniques now allow us to understand that long history of innovation and change. This course introduces the story of past plant use, including plants and human evolution, ancient farming, drugs and drink, trade and crafts, in a lecture series which is complemented by practical classes in which students will learn the key techniques of archaeobotanical research, applying them to solve problems. The content complements other courses in the ARCA/ARCS curriculum and opens opportunities to participate in research projects at UQ and overseas.

ARCS2090 Archaeology and animals: Analytical approaches to understanding past human-animal behaviour (Taught every year in semester 1)

ARCS2090 investigate how archaeologists understand the long-term relationship between animals and humans examining topics such as hunting, domestication, social and ritual roles, and ecological change. Integrating practical teaching with theoretical discussion, the course allows deeper understanding of a key aspect of the human past.

III. Advanced capstone courses

These courses help to round off your BA in archaeology by providing high-level tuition in key areas of archaeological knowledge and allowing students to apply their practical and intellectual knowledge to solve archaeological problems. All of the courses provide essential skills and knowledge used in the archaeological workplace. Several courses are compulsory in Major and Extended Major Programs but we recommend serious students take them all as the content is complementary and important for professional development.

ARCA3000 Predicting the Past (taught annually in Semester 2)

This is the 3rd year theory capstone course and presents a number of the most important theoretical approaches that have been, or that are currently, used in archaeology. The course does not deal with specific theories of past behaviour but rather concentrates on the suite of broader theoretical approaches to understanding the past. Students will also learn about the philosophical underpinnings of archaeological theory and its relationship to the broader social and natural sciences.

ARCS3010 Field Archaeology (taught annually in Semester 2)

ARCS3010 provides introductory training in the elements of archaeological field-based research including field research design, stratigraphy, excavation, data recording, artefact analysis and site report writing. Taught at the ATARC, the course provides an essential grounding in excavation method used in archaeological projects around the world.

ARCS3118 Managing Cultural Heritage: Ethics, History and Practice (taught annually in Semester 1)

Cultural Heritage Management is a key area of practice for 21st Century archaeologists and this course looks into the theory and practice of CHM in Australia through a mixture of lectures, a fieldtrip, online modules and workshops. Students explore what heritage is, archaeology's place in it, the legal structure of CHM and the ethical response within the professional community to changing concepts of heritage. Students will use data searches and GIS platforms to integrate data and prepare significance assessment and heritage management plans in line with QLD law and providing direct experience of CHM relevant to gaining employment in the field.

ARCS3168 Human Evolution (Taught annually in semester 1)

This course provides a broad overview of human biological and behavioural evolution over the last ~6 million years, ranging from the earliest hominins to the emergence of modern humans and their expansion across the globe. ARCS2168 draws upon the many fields that contribute to our understanding of human evolution, including archaeology, palaeontology, geology, geochronology, biology, systematics, and genetics. The course includes lectures as well as hands-on laboratory exercises that will provide training in human osteology and hominin anatomy. The UQ Archaeology hominid fossil cast collection is now one of the best in Australia with over 100 specimens from >70 hominid finds, including casts of 7 complete skeletons (or what remains of them) from specimens including Lucy, Neander 1, Turkana Boy and *Australopithecus sediba* specimens MH1 and MH2.

10. Research in archaeology at UQ

Research projects UQ is home to an active community of archaeological scholars who are engaged in research across the discipline and around the world. Students are sought on several projects to help with fieldwork and develop post-excavation research projects, including the analysis of archaeological materials for Honours, MPhil and PhD projects. Some current areas of research include:

- *Human origins and dispersals around the world*
- *Pacific archaeology*
- *Australia's Indigenous archaeology and cultural heritage*
- *Cultural Heritage Management*
- *Historical Archaeology, especially in Queensland*
- *Archaeobotany and ancient plant economies*
- *Residue and usewear analysis*
- *The archaeology of Africa*
- *The archaeology of the Eastern Mediterranean (Turkey, Jordan)*
- *Zooarchaeology and taphonomy*

For details about current research projects please check the School of Social Science website and email staff directly <http://www.socialscience.uq.edu.au/arca-research-projects>.

Archaeological excavations and other fieldwork at UQ seeking student participants

UQ archaeologists engage in research and consulting fieldwork at home and around the world including in Hawai'i (Marshall Weisler), Mediterranean region (Andrew Fairbairn, Glenys McGowan), Australia (Chris Clarkson, Tiina Manne, Jon Prangnell, Kelsey Lowe, Glenys McGowan, Michael Westaway), and Africa (Ben Schoville, Alison Crowther, Glenys McGowan). We are currently developing a cross-discipline project in southeast Queensland – watch this space. Opportunities come up every year and we suggest you discuss your interests with staff and see what is available for you. Obviously, the COVID pandemic has put all overseas fieldwork on hold for now, but we will be back soon!

Research facilities

UQ's Archaeology Laboratory is one of the best in Australasia, with well-equipped, purpose built spaces (<http://www.socialscience.uq.edu.au/arca-labs>) allowing integrated research and teaching in contemporary archaeological techniques. Based in the Michie Building (Level 3) the lab also includes the ATARC (Archaeology Teaching and Research Centre) complex, which includes a controlled excavation area, crime scene and experimental archaeology facility. This is also supplemented by an extensive holding of field equipment to facilitate field projects around the world. Facilities include:

- *Artefact laboratory*, housing lithics and historical archaeology collections and equipment, including 3D scanners;
- *Faunal laboratory*, housing extensive shell and bone reference collections, including mammals, avifauna, reptiles and fish;

- *Microscope laboratory*, housing research-grade incident and transmitted light microscopes and SEM (all enabled with digital cameras) and seed, wood, starch and residue reference collections;
- *Pacific laboratory*, housing extensive Pacific archaeology collections including marine shell & fish bone reference collections;
- *Sample processing laboratory*, allowing geoarchaeological analysis and processing of soils and sediment samples;
- *Chemical laboratory*, allowing chemical treatment and analysis of specimens;
- *Archaeobotany laboratory*, with space to work on plant specimens and archaeobotanical remains;
- *Teaching laboratory 325*, allowing group learning and research.

11. Professional Consulting in Archaeology at UQ

The School of Social Science is home to UQ's own professional consulting unit UQCHU (The University of Queensland Cultures and Heritage Unit), which undertakes archaeological, anthropological and heritage contracts for clients across Australia. From survey and desktop assessment, to excavation and post-excavation specialist analysis UQCHU provides lucrative professional opportunities for staff and students alike. For details of UQCHU's work and to enquire about positions or how to build relevant experience, please email Dr Kelsey Lowe (k.lowe4@uq.edu.au).

12. The Australian Archaeological Community

Australia has dynamic archaeological community with community projects and professional associations providing the opportunity for students to extend their disciplinary knowledge and establish networks. We strongly recommend that students join the relevant association for their area of interest as this is the quickest way to find out what is happening where, when and with whom:

Australian Archaeological Association [<http://www.australianarchaeologicalassociation.com.au>]

Australia's key association, which publishes Australian research, lobbies for archaeology and cultural heritage at state and federal level and runs the legendary annual conference, which now has a graduate recruitment event. The association has great student rates, supports teaching initiatives like the National Benchmark and has a register of volunteer opportunities.

Australian Society for Historical Archaeology [<http://www.asha.org.au>]

ASHA is a professional organization focusing on the study and management of archaeology from Australia's historical period (i.e. since 1788). Again, ASHA has an annual conference and has a strong student cohort at UQ.

Australian Institute of Maritime Archaeology [<http://www.aima.iinet.net.au>]

The AIMA is the key professional body supporting the technically demanding and highly specialized study of Australia's coastal and underwater archaeology, including shipwrecks.

Australian Association of Consulting Archaeologists Inc. [<http://www.aacai.com.au>]

AACAI is the professional body representing Australia's consulting archaeologists and all students with a serious interest in developing an Australian career should become affiliated.

National Archaeology Week including the Hall Annual Lecture [<http://www.archaeologyweek.com>]

Every year in the 3rd week of May archaeologists across Australia host events to celebrate Australia's past and our discipline. UQ is the home to Queensland's committee so contact them and get involved. UQ Archaeology kicks off QLDNAW by hosting the Hall Annual Lecture <https://social-science.uq.edu.au/hall-annual-lecture>. Given by a distinguished speaker, it celebrates UQ's founder of archaeology, Associate Prof. Jay Hall, and is followed by a catered function.

Indo-Pacific Prehistory Association [<http://www.arts.anu.edu.au/arcworld/ippa/ippa.htm>]

One of the world's great archaeological associations bringing together archaeologists from India to China and Polynesia. Regular conferences, the journal and generous student membership rates make IPPA a must for anyone with an interest in Australia's immediate region.

World Archaeology Congress [<http://www.worldarchaeologicalcongress.org>]

WAC is an international organization that fosters global archaeology in all countries, fostering archaeology in developing nations & promoting community involvement with the discipline.

Australia ICOMOS [<http://www.aicomos.com>]

The Australian chapter of the International Council on Monuments & Sites, which lobbies for the adequate protection of the world’s archaeological sites and ethical practice in their investigation. Australian ICOMOS developed the Burra Charter which underpins ethical practice when dealing with Indigenous Heritage.

APPENDIX: Alignment of UQ archaeology courses to National Benchmarks
(used in new UQ Graduate Attributes)

Note that the Benchmark Statements are listed below

Course code & name	BENCHMARK CATEGORIES →	1. Subject knowledge and understanding													2. Archaeology specific													3. Generic Skills																												
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	I	J																					
Ba & BSc core/compulsory courses																																																								
ARCA1000	Discovering Archaeology	X	X	X	X		X	X	X	X	X		X	X	X	X	X		X							X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
ARCA1001	Doing Archaeology	X	X	X	X	X	X	X				X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X											
ARCA2020	Australasian Archaeology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
ARCA2150	Ancient Civilisations		X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
ARCS2000	Science in Archaeology	X		X		X	X				X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
ARCS2003	Forensics			X	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
ARCS2010	Ancient Technologies	X	X		X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
ARCS2011	Lithic Analysis		X	X	X	X	X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
ARCS2050	Historical Archaeology	X		X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
ARCS2060	Archaeology Field School			X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
ARCS2070	Bioarchaeology	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
ARCS2080	Plants and Archaeology		X	X	X	X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
ARCS2090	Animals and Archaeology		X	X	X	X					X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ARCA3000	Predicting the Past	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ARCS3010	Field Archaeology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ARCS3118	Managing Cultural Heritage		X	X	X	X	X	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
ARCS3168	Human Evolution	X	X		X	X					X					X				X	X			X	X			X	X			X	X			X	X			X	X			X	X			X	X			X	X			
BA and BSc courses in other disciplines		Meet various benchmark statements																																																						
Honours																																																								
ARCS6030/6040	Research Seminars A and B	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ARCA6008	Honours Research Thesis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

National Benchmarks in Archaeology Teaching 2008 (From By Degrees)

1. Subject knowledge and understanding

An Honours graduate in archaeology can be expected to possess knowledge and understanding in a range of areas, which include:

- A. Knowledge and understanding of the origins and development of archaeology as a discipline
- B. Understanding that archaeological histories are constructed and change from time to time in light of new concepts, theories, methods and discoveries
- C. Appreciation of the historical, social, cultural, political and economic contexts of archaeology and archaeological practice
- D. Familiarity with the diverse sources of evidence used by archaeologists (including excavated, documentary and oral history, representational, observational, artefactual, environmental and other scientific evidence)
- E. Familiarity with the basic concepts which underpin the subject (such as stratigraphy and stratigraphic context, temporality and landscape and concepts of social change)
- F. Familiarity with approaches to the analysis of archaeological materials (such as archaeological uses of assemblage, culture and style; approaches to classification, taxonomy and ancient technology)
- G. Understanding the causes of variation in the reliability of different classes of evidence from archaeological contexts (such as taphonomy, depositional processes and recovery processes)
- H. Knowledge of the ethical and legal frameworks for research and professional practice in archaeology
- I. Knowledge of the cultural values and sensitivities of archaeological materials for different cultural groups
- J. Appreciation of the importance of the recovery of primary data through practical experience
- K. Understanding the concepts and application of methods used in collecting, analysing and interpreting archaeological data
- L. Understanding the use of analogy and experiment in archaeological analysis
- M. Broad and comparative knowledge of the archaeology of a number of geographical regions
- N. Broad and comparative knowledge of the archaeology of a number of chronological periods
- O. From specialised investigation, deep understanding of one or more distinct classes of archaeological material (such as stone, ceramic, or glass artefacts or bones)
- P. Appreciation of the fragile and non-renewable nature of archaeological heritage, and its conservation.

2. Archaeology-specific skills

An Honours graduate in archaeology should be equipped to:

- A. Understand and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems
- B. Understand and apply archaeological fieldwork techniques including identification, surveying, mapping, recording and documentation, excavation and sampling
- C. Understand and apply laboratory techniques including recording and documentation, measurement, analysis and interpretation of archaeological material
- D. Discover and recognise the significance of material remains and landscapes in accordance with the principles embodied in the International Council on Monuments and Sites Charters, relevant legislation, and the ethical codes of Australian and international archaeological associations
- E. Interpret human behaviour across space at a variety of scales, including within sites (through excavation or survey data) and across landscapes (between sites)
- F. Observe and describe different classes of primary archaeological data and record their characteristics
- G. Select and apply appropriate statistical and numerical techniques to process archaeological data, recognising the potential and limitations of such techniques
- H. Understand the principles and practice of consultation processes relevant to undertaking archaeological research or consulting projects.

3. Generic skills

An Honours graduate in archaeology will also be equipped with general and widely applicable skills, including the ability to:

- A. Work independently to plan, design and execute a program of research, including taking into account regulatory, funding and administrative constraints
- B. Critically appraise one's own and others' arguments and opinions in all aspects of professional practice
- C. Demonstrate professional responsiveness to changing theoretical, methodological, ethical and social contexts
- D. Produce logical and structured arguments supported by relevant evidence
- E. Communicate effectively with different audiences and stakeholders using written, oral and visual presentations, including the ability to prepare plain English reports for non-specialists
- F. Make effective and appropriate use of relevant information technology (such as geographic information systems)
- G. Make critical and effective use of information retrieval skills using paper-based and electronic resources, in relevant languages
- H. Collaborate effectively in a team
- I. Appreciate the importance of health and safety procedures and responsibilities in the field and the laboratory
- J. Appreciate and be sensitive to cross-cultural protocols and language and be able to deal with unfamiliar situations.