

## Unit Outline

### INDS3003 (V.1) Rock Art, Archaeology and Antiquity Semester 1, 2025

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<b>Unit study package number:</b>	INDS3003
<b>Mode of study:</b>	Internal
<b>Tuition pattern summary:</b>	<p>Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.</p> <p>This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at <a href="https://www.curtin.edu.au/students/experience/industry/fieldwork-preparation/">https://www.curtin.edu.au/students/experience/industry/fieldwork-preparation/</a>.</p>
<b>Credit value:</b>	25
<b>Pre-requisite units:</b>	Nil
<b>Co-requisite units:</b>	Nil
<b>Anti-requisite units:</b>	INDS1002 (v.1) Rock Art, Archaeology and Antiquity
<b>Result type:</b>	Grade/Mark
<b>Approved incidental fees:</b>	Information about approved incidental fees can be obtained from our website. Visit <a href="https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees">https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees</a> for details.
<b>Unit coordinator:</b>	<p><b>Name:</b> Professor Robyn Heckenberg <b>Phone:</b> 08 9266 5148 <b>Email:</b> <a href="mailto:Robyn.Heckenberg@curtin.edu.au">Robyn.Heckenberg@curtin.edu.au</a> <b>Location:</b> Building: 211 - Room: 207 <b>Consult:</b> by appointment or email ahead</p>
<b>Teaching Staff:</b>	
<b>Administrative contact:</b>	<p><b>Name:</b> Ms Jacqui Holub <b>Phone:</b> 08 9266 2266 <b>Email or Website:</b> <a href="mailto:Jacqui.Holub@curtin.edu.au">Jacqui.Holub@curtin.edu.au</a> <b>Location:</b> Building: 211 - Room: 103</p>
<b>Learning Management System:</b>	<a href="#">Blackboard</a>

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## Acknowledgement of Country

Curtin University acknowledges all First Nations of this place we call Australia and recognises the many nations who have looked after Country for more than 60,000 years. We are honoured and grateful for the privilege to maintain campuses operating in Boorloo (Perth) and Karlkurla (Kalgoorlie) in Australia. We pay our respects to Elders past and present as Custodians and Owners of these lands. We recognise their deep knowledge and their cultural, spiritual and educational practices, and aspire to learn and teach in partnership with them. Curtin also acknowledges First Nations peoples connected with our global campuses. We are committed to working in partnership with all Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

## Syllabus

This unit studies Indigenous perspectives of Rock Art and Archaeological sites in terms of cultural heritage and histories. It also reviews global perspectives through the UNDRIP and UNESCO initiatives. There are opportunities for students to review global examples of rock art in comparative contexts. Students will explore contemporary research in this field descriptive of the Indigenous voice to create a living narrative of cultural practice from time immemorial until the present. The unit explains the importance of understanding the continuity of Indigenous ontologies and the very fabric of the interrelatedness of Indigenous ownership, inclusive Indigenous spiritual feeling for Country. The unit describes evidence of long-time occupation, heritage, cultural practices and philosophies

## Introduction



This unit is a great introduction to many of the conversations that are part of Indigenous knowledges. The unit talk about the Antiquity of Indigenous Australia. It also opens up the world of antiquity reviewing some significant sites in Australia, as well as incorporating the interests of the student in exploring Rock Art in other parts of the Globe. There is a strong link between spiritual integrity and Indigenous ontology. This is also explored. This unit talks about story, connection from antiquity to now, and some of the issues that we can direct to contemporary issues and case studies.






INDS3003 is taught on campus and mixed mode, employing Collaborate and iLectures as well as in class workshops and seminars.

## Unit Learning Outcomes






Curtin University's six Graduate Capabilities indicate to employers that graduates possess discipline knowledge and valuable skills. Each course unit addresses these capabilities through specific learning outcomes, which outline what students need to know and do to succeed. Assessments are designed to test these outcomes, ensuring that upon completion, students have met all learning objectives.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of the learning process in each unit.

	On successful completion of this unit student can:	Graduate Capabilities addressed
1	Demonstrate an understanding of modes, methods and materials of Rock Art generation from an Indigenous standpoint and narratives of Aboriginal symbolism; metaphysical belief; and value systems	 

	On successful completion of this unit student can:	Graduate Capabilities addressed
2	Appraising the significance of Aboriginal sacred and significant sites within local and global contexts by understanding the significance of connection to Country and Heritage issues and examining Archaeological organisations, narratives around traditional sites and the UNDrip and Heritage Acts and govt policy	 
3	Understand the processes of dating Rock Art and Ancient Aboriginal places and interpret the meaning in terms of human occupation and Heritage and Benefits in terms of negotiating protection	  

### Curtin's Graduate Capabilities

	Apply discipline knowledge, principles and concepts		Innovative, creative and entrepreneurial		Effective communicators with digital competency
	Globally engaged and responsive		Culturally competent to engage respectfully with local first people and other diverse cultures		Industry connected and career capable
Find out more about <a href="#">Curtin's Graduate Capabilities</a> .					

## Learning Activities

There will be some workshopping around Theory and Praxis, therein using Creative Practice as a tool to understand the past and enhance our experience in the present: realising how relevant stepping in the shoes of those who came before can be.

INDS3003 employs three assessment tasks that are lenses to focus on issues that are most relevant to the student.

Assignment 1 is a presentation to showcase your ideas to your peers.

Assignment 2 is a CASE STUDY

Assignment 3 is an Essay.

The unit encourages an understanding of the significance of Rock Art in contexts of antiquity and the history of archaeology. We learn about the Dreamings (Dreamtime) within Country as well how story creates visual text. The Case studies we do help us understand the significant Places on the continent of Australia. Students also learn about how important Rock art and significant sites are to Aboriginal people in the present. Also documents like the Heritage Acts in WA and other parts of Australia are reviewed. Many aspects of cultural life and heritage can be viewed through the lens of the rock art in many places around the Continent, and this work is well authored. Our weekly readings and videos play a part in our learning and academic, cultural and creative growth.

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## Learning Resources

### Library Reading List

The Reading List for this unit can be accessed through Blackboard.

The text(s) for this unit are:



Josephine Flood Archaeology of the Dreamtime

**Electronic:**No

**Essential:**Yes

**Resource Type:** Book

**ISBN:** ISBN 0207197547



ROBERT G. GUNN. Art of the ancestors: spatial and temporal patterning in the ceiling rock art of Nawarla Gabarnmang, Amhem Land, Australia

**Electronic:**No

**Essential:**No

**Resource Type:** Article

**ISBN:** ISSN 0003598X



Yorro Yorro: everything standing up alive, spirit of the Kimberley by Mowaljarlai, David Banggal,

**Electronic:**No

**Essential:**Yes

**Resource Type:** Book

**ISBN:** ISBN : 9781925360059

### Essential Software



computer ,,

### Other Resources



There are weekly readings and this will be advised in emails and Announcements. Please do the readings when you can n

## Assessment

### Assessment policy exemptions

There are no exemptions to the assessment policy

### Assessment Schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?	Assessment Extensions Considered? *
1	Presentation	30 %	<b>Week:</b> Week 4 <b>PRESENTATION</b> 30% <b>Day:</b> 20th of March <b>Time:</b> 11.55pm	1	Yes	Yes
2	Case study	30 %	<b>Week:</b> Week 8 CASE <b>STUDY</b> 30% <b>Day:</b> 18/04/2025 <b>Time:</b> 11.55pm	2	Yes	Yes
3	Essay	40 %	<b>Week:</b> Week12 40% <b>Day:</b> 23/05/2025 <b>Time:</b> 11.55pm	3	Yes	Yes

\*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

### Detailed Information on assessment tasks

#### Presentation

Assessment 1.

Please create up to 12 slides (less is fine if you can hold the floor) or a Video which you have created to speak to your topic.

The Topic will reiterate where you have focused your mind and interest in terms of Rock Art to this point:

Devise a Powerpoint or Video (interactive presentation):

One of these Topics:

- a) from a Global perspective: choose a site that is of International interest. Discuss.
- b) Choose an Australian Rock art site and discuss, drawing attention to its cultural significance, significance to local Indigenous people (clan/language/tribal group).
- c) Discuss rock art from the perspective of art practice, such as aspects of colour, design, location. Use examples to demonstrate your feelings on the work.
- d) interpret three rock art sites and describe the significance of each in turn. Draw together their commonalities and how they are different from each other.

e) Cultural heritage is tied to sacred sites. Discuss.

## **Case study**

Assessment 2

This is a Case Study.

Before you attempt this question look at what some of the explanations are of what a case study is.

Question: Choose a significant Rock Art site in one of the states of Australia. Look up the Heritage Act of that State.

- a) Review the Site and describe the site; explain in the context of the design and story of the work there.
- b) Describe the local Aboriginal people's attachment to the site and their cultural narrative this Place.
- c) Explain how the Heritage Act of the state you have chosen, has or has not ensured its safety into the future.
- d) Conclusion: provide Advice and your Philosophy on the site in terms of its heritage or place in the world of archaeology or world art history.

## **Essay**

Choose only one Topic:

1. Describe the importance of the Burrup Peninsula rock art etchings and how extensive they are. Then critically analyse the industrial use of the Burrup Peninsula and if this has effected its Traditional and National significance. Mention the Traditional custodians of the region and how they see the site and its significance.
2. Describe the subterranean aquifers and their importance for Indigenous knowledges and cultural heritage for the Nation; mention stygafauna; Koonalda Caves or any other mythological significance such as Mythical creatures and their stories.
3. Look at a site where there is Indigenous Art in cave settings. You can chose either somewhere in Australia; or a region in Europe or the Americas (just chose one).
4. Describe the work of a contemporary Indigenous artist who has been influenced by the work of their ancient sites.

## **Pass requirements**

There are three assignments; an attempt needs to be made at each of the three assignments.

## **Assessment Moderation**

### **Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the [Assessment and Student Progression Manual](#).

### **Pre-marking moderation**

Assignments will have pre-marking moderation and feedback from other academic staff.

### **Intra-marking / Post-marking moderation**

Marked assignments will be moderated for consistency by colleagues

### Late Assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

### Assessment Extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the [Assessment Extension Form](#) and within the student OASIS (My Studies tab – Quick Forms) account.
2. Submit the application for an Assessment Extension with supporting documentation [via the online form](#).
3. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time.

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

### Deferred Assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

### Further Assessments

Further assessment is not available in this unit.

### Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A [Curtin Access Plan](#) (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from [AccessAbility Services](#).

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact [AccessAbility Services](#). If you already have a CAP, please provide it to the Unit Coordinator in week 1 of each study period.

## Referencing style

The referencing style of this unit is APA 7th Ed.

More information can be found on this style from the library web site  
<https://uniskills.library.curtin.edu.au/referencing/apa7/introduction/>

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## Privacy

[Curtin's privacy statement](#) describes how personal information is handled. Curtin may record or transmit your image or voice during learning activities or class participation, both on campus and internationally. Students may also record for study purposes but must not share these recordings publicly and must seek permission from those recorded. Recordings cannot be used for commercial purposes or shared beyond personal study. Breaching the [privacy policy or procedures](#) may lead to disciplinary action under [Statute No 10](#). For privacy concerns, please contact your Unit Coordinator.

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## Copyright

The course material for this unit is provided solely for your personal research and study. It is protected by [copyright](#) and sharing it on third-party websites without Curtin University's written consent is a copyright infringement.

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## Academic Integrity

Curtin's [Student Charter](#), [Academic Integrity Program \(AIP\)](#), and core [Values](#) guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the [Academic Integrity Website](#).

## Appropriate Use of Generative Artificial Intelligence (Gen-AI) technologies

Curtin supports the philosophy of teaching students to appropriately use Gen-AI technologies in an ethical and responsible way. Gen-AI technology is rapidly evolving and being incorporated into software programs, so it is important to understand how it can and cannot be used within your studies.

Check your assessment instructions carefully before using any Gen-AI software (e.g. Chat GPT, Midjourney, GitHub Copilot, etc.). You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assignment specifications). Where use of Gen-AI is approved, you must use it in accordance with those instructions. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and thus considered misconduct.

Visit the [appropriate use of Gen-AI technologies website](#) and [library website on Gen-AI](#) for more information.

## Academic Integrity Warnings

An [Academic Integrity Warning](#) may be issued to a student in limited circumstances and only where misconduct is not involved.

## Academic Misconduct

Staff members are required to report suspected misconduct. [Academic misconduct](#) means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. [Contract cheating](#), the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, unapproved and inappropriate use of Gen-AI tools, and assignment help websites also may be considered academic misconduct. The longer term personal, social, and financial consequences of misconduct can be severe, so please ask your tutors or unit coordinator if you need clarification or are unsure what to do.

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## Information and Communications Technology (ICT) Expectations

Curtin students should ensure they have reliable internet access to connect to OASIS email, Blackboard or other Learning Management Systems, and Library Services. A computer or mobile device may be necessary for preparing and submitting assignments.

You may be required to use remote invigilation software like [IRIS](#) or [Respondus Monitor with Lockdown Browser](#) to verify your identity and monitor your behavior during online assessments. This requires a computer, webcam, microphone, and reliable internet access. If you don't have access to the necessary equipment, you can use the resources available at the Curtin University Library.

For general ICT assistance, please visit the [IT tools and guides website](#). For study resources and assistance, check out the [UniSkills website](#).

Alternate ways of presenting assessment tasks are welcome. Please discuss with Lecturer.

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## Additional information

### Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

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## Student Rights and Responsibilities

Students must be aware of all relevant legislation, policies, and procedures concerning their rights and responsibilities. This information is available on the [student rights and responsibilities](#) website.

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## Student Equity

Several factors might hinder students from performing their best in studies or assessments, such as disabilities, medical conditions, significant caring responsibilities, pregnancy, religious practices, remote living, or other reasons. If you believe you are unfairly disadvantaged, contact the appropriate service. University staff can only assist if they are aware of your circumstances, so please reach out for help.

To discuss your needs in relation to:

1. Disability or medical conditions, contact [AccessAbility Services](#)
2. Elite athletes, contact [Elite Athlete Coordinator](#)
3. All other grounds, contact the [Student Wellbeing Advisory Service](#)

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## Recent Unit Changes & Response to Student Feedback

Students are encouraged to provide feedback through student surveys (such as [Insight](#) and the annual [Student Experience Survey](#)) and interactions with teaching staff.

Listed below are some recent changes to the unit as a result of student feedback.

Students are invited to be part of INDS3003 which has been upgraded to a third year unit and has been reviewed with these upgrades taken into consideration.

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# Program Calendar

WEEK	BEGIN DATE (Monday)	TOPIC/MODULE	Study guide to do	ASSESSMENTS
Orientation week	17th of February	Visit the University for interest and to connect to services and Orientation to University	review the semester	
week 1	24th February	Rock Art, Archaeology and Antiquity: Introduction.	Read first weeks reading and look at week 1 content	
week 2	3rd March	Maps and Narratives of Mapping sites.	Survey your ideas of maps of your own and those surveyed	
week 3	10th March	How old art is: Technologies; what the Ancients understood.	Creating a communal artwork: collaboration	
week 4	17th March	Australian Archaeology and Aboriginal voices. Authors.	What is Archaeology in a study of art in rock	Assignment 1 PRESENTATION in CLASS
week 5	24th of March	Profiling: The Dreaming	How we can talk about the Dreaming as a concept	
week 6	31st of March	The Heritage Policy and UNESCO	Looking at th UN as a supporter of cultural sovereignty of knowledge	
week 7	7th of April	Case Study: Jenolan Caves and Koonalda: what do Caves mean	What is a CASE STUDY: discussions	
week 8	14th of April	Laura as a Case Study: all that is involved		CASE STUDY Assignment 2 due (Extensions allowed)
Tuition Free	21st April	TUITION FREE WEEK		
9	28th of April	Something Lost: Nothing gained	Challenges of Caring for Country, Place and important sites	
10	5th May	Looking at Issues in Rock Art Contexts	have you got a favourite rock art place or story?	
11	12th May	Reconciliation Outcomes: solutions?	Discussion and project	
				Assignment 3 due

12	19th of May	The Future	Discussion and project	(extensions given if needed)
Study week	study week			
Exams 1				
Exams 2				