



# **CART11016 Visual Arts and Society: Modernism and the 'New'**

## **Term 1 - 2018**

Profile information current as at 07/05/2024 01:05 am

All details in this unit profile for CART11016 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will be introduced to a range of historical socio-political events, attitudes and ideologies relevant to the emergence of Modernism and Modern visual art practices. You will examine a selection of key artists, movements and cultural theories and reflect on features of Enlightenment thinking and industrialisation relevant to Modernity. You will also analyse a range of perspectives relevant to the emergence of early 20th century avant-garde movements. In this unit, focus is given to Futurism, Cubism, Dada, bricolage and the emergence of anti-art and conceptual art approaches.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2018

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online resource/s**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Research Assignment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Discuss the relationship of 18th and 19th Century European fine art academies to the development of institutional theories of taste and art criticism
2. Recognise key features of Enlightenment thinking and their relevance to Modernity
3. Describe the relationship between changing technologies, economic systems, competing theories of social organisation during the 19th Century and the emergence of avant-garde and Modern art movements, the Modern city and Existentialism
4. Research key visual artists, movements and writers and discuss in context their historical relevance to Modern visual culture
5. Identify and discuss relationships between early European conceptual art practices, including Dada and anti-art theories, and a discreet range of international contemporary visual arts practices.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online resource/s - 20%	•				
2 - Written Assessment - 30%		•			
3 - Research Assignment - 50%			•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving					
3 - Critical Thinking			•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•	•
8 - Ethical practice				•	

## Graduate Attributes

## Learning Outcomes

1 2 3 4 5

### 9 - Social Innovation

### 10 - Aboriginal and Torres Strait Islander Cultures

## Alignment of Assessment Tasks to Graduate Attributes

### Assessment Tasks

### Graduate Attributes

1 2 3 4 5 6 7 8 9 10

#### 1 - Online resource/s - 20%

#### 2 - Written Assessment - 30%

#### 3 - Research Assignment - 50%

## Textbooks and Resources

### Textbooks

CART11016

#### Prescribed

#### Landscapes: John Berger on Art

Edition: 1 (2016)

Authors: John BERGER

VERSO

London , NA , England

ISBN: 13:978-1-78478-584-0

Binding: Hardcover

#### Additional Textbook Information

No

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Patrick Connor** Unit Coordinator  
[p.connor@cqu.edu.au](mailto:p.connor@cqu.edu.au)

## Schedule

### Week 1: Introduction to Visual Arts and Society: Modernism and the 'New' - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to Visual Arts and Society: Modernism and the 'New'. Lesson Outcomes:</b> By the end of this week you will be able to: <ul style="list-style-type: none"><li>· Recognise the importance of art history and theory to contemporary visual artist practice</li><li>· Identify key historical periods, movements and ideas relevant to the emergence of Modernity in western culture.</li></ul> <b>Tutorial Activity:</b> <ul style="list-style-type: none"><li>· Discuss the concept of 'artistry' in relation to an art object's form and content.</li><li>· Discuss the concept of 'artistry' in relation to how the arts are valued and the significance of art history to this process.</li><li>· Discuss the significance of studying art history and theory as a visual art student.</li></ul>	Students read prepared Week 1 Study Notes (Moodle): Modernism and the 'New' Introduction.	NA

### Week 2: Introduction to Premodern European visual arts - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to Premodern European visual arts and culture. Lesson Outcomes:</b> By the end of this week you will be to: <ul style="list-style-type: none"><li>· Recognise key socio-cultural developments of Premodern European societies relevant to the emergence of Modernity.</li></ul> <b>Tutorial Activity:</b> <ul style="list-style-type: none"><li>· Discuss the general characteristics of Medieval visual arts.</li><li>· Discuss the key doctrines of the Enlightenment project.</li></ul>	Students read prepared Week 2 Study Notes (Moodle): Introduction to Premodern European visual arts and culture.	NA

### Week 3: The Academy, Manet and Impressionism - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## **The Academy, Manet and Impressionism.**

### **Lesson Outcomes**

By the end of this week you will be able to:

- Recognise key features of Academic painting from the mid-19th century
- Recognise the control that Royal Academies had over professional accreditation and matters of taste
- Recognise key features of avant-garde and French Impressionist painting in the late 19th century
- Understand key ways in which the avant-garde and French Impressionist painters reacted against academic painting methods and values.

Students read prepared Week 3 Study Notes (Moodle): The Academy, Manet and Impressionism NA

### **Tutorial Activity**

- Discuss the key features of Academic painting.
- Discuss key features of French Impressionist painting.

## **Week 4: Post-impressionism and Cezanne - 26 Mar 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Post-impressionism and Cezanne.</b> <b>Lesson Outcomes</b> By the end of this lesson you will be able to: <ul style="list-style-type: none"><li>· Recognise the influence of Japanese woodblock prints in Post-Impressionist visual art</li><li>· Appreciate the complexities of human perception when working from in front of a motif and the problematic notion of pure realism.</li><li>· Understand the significance of the individual experiments of van Gogh and Gauguin.</li><li>· Understand the importance of Cezanne to the development of Cubism and related radical forms of experimentation in painting.</li></ul> <b>Tutorial Activity</b> <ul style="list-style-type: none"><li>· Discuss why symbolism was more important to the Post-Impressionists than it was to the French Impressionists.</li></ul>	Students read prepared Week 4 Study Notes (Moodle): Post-impressionism and Cezanne NA	

## **Week 5: Cubism and Primitivism - 02 Apr 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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**Cubism and Primitivism.**

**Lesson Outcomes**

By the end of this week’s lesson you will be able to:

- Understand the key stylistic features of Cubism
- Recognise the role of ‘Primitive art’ in the story of Modern art
- Recognise the Eiffel Tower’s symbolic significance to Modernism and Capitalism
- Recognise the general significance of Picasso, Braque, Gris and Delaunay to Cubism

**Tutorial Activity**

- Discuss the role of ‘Primitive art’ in the story of Modern art.
- Discuss the Eiffel Tower’s symbolic significance to Modernism and Capitalism.

Students read prepared Week 5 Study Notes (Moodle): Cubism and Primitivism: Picasso, Braque and Gris. To support the delivery of content for this unit you have purchased the book '*Landscapes: John Berger on Art*'. During your Week 5 research you are asked to complete a reading from this text. Please read and enjoy Chapter 19, "The Moment of Cubism" beginning on page 113 and concluding on page 140.

Assessment 1 Due: Online Forum Discussion:

Discuss the relationship of 18th and 19th Century European fine art academies to the development of institutional theories of taste and art criticism.

**Online forum discussion** Due: Week 5 Wednesday (4 Apr 2018) 4:00 pm AEST

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6: Futurism, Dada and Surrealism - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Futurism, Dada and Surrealism.**

**Lesson Outcomes**

By the end of this week you will be able to:

- Recognise key features of Futurism, Dada and Surrealism
- Recognise some of the key artists associated with Futurism, Dada and Surrealism.

**Tutorial Activity**

- Discuss how Futurism, Dada and Surrealism may be described as ‘activist art’.
- Discuss Duchamp’s notion of ‘anti-aesthetic’.

Students read prepared Week 6 Study Notes (Moodle): Futurism, Dada and Surrealism. Watch and or read "The Shock of the New", Chapter 1: The Mechanical Paradise, pps, 9-56 and/or original BBC TV production; Hyperlink provided in Moodle.

NA

**Week 7 German Expressionism and Existentialism - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**German Expressionism and Existentialism.**

**Lesson Outcomes**

At the end of this lesson you will be able to:

- Recognise the key features of Expressionism
- Recognise some of the key artists of German Expressionism
- Recognise some of the key features of Existentialist philosophy
- Recognise some of the key writers of Existentialist philosophy.

**Tutorial Activity**

- Discuss key features of Expressionism.
- Discuss the relationship of ‘Subjectivity’ to Existentialist philosophy, Modernity and Modern art.

Students read prepared Week 7 Study Notes (Moodle): German Expressionism and Existentialism

• **Assessment 2 Due:** Written Assessment: Describe the key features of Enlightenment thinking and their relevance to modernity (1500 - 2500 words) Wednesday 4:00 pm.

**Identify key features of Enlightenment thinking and Industrialisation and describe their relevance to Modernity and life in the Modern city.** Due: Week 7 Wednesday (25 Apr 2018) 4:00 pm AEST

**Week 8: Pure Abstraction and Abstract Expressionism - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Pure Abstraction and Abstract Expressionism.</b></p> <p><b>Lesson Outcomes</b></p> <p>By the end of this lesson you will be able to:</p> <ul style="list-style-type: none"> <li>· Identify key Abstract painters and discuss their motivations</li> <li>· Identify some of the major differences between European abstraction and American abstraction.</li> </ul> <p><b>Tutorial Activity</b></p> <ul style="list-style-type: none"> <li>· Discuss the relationship between 'abstraction' and 'realism'.</li> <li>· Discuss the American art market in the mid to late twentieth century.</li> <li>· Discuss the role of the critic Clement Greenberg to the Abstract Expressionist movement.</li> <li>· Discuss the role of the CIA in supporting the Abstract Expressionist painters.</li> <li>· Discuss your views about examples of Abstract Expressionist art.</li> <li>· Discuss Mark Rothko's quote at the end of the week 8 study notes.</li> </ul>	<p>Students read prepared Week 8 Study Notes (Moodle): Pure Abstraction and Abstract Expressionism.</p> <p>Students read: Essay "The Decline and Fall of the Avant-Garde", by Robert Hughes' and ' Les Levine Replies: Two Views on Advanced Art".</p> <p>View Via Hyperlink (Moodle): A Lady's not a Gent's, Glyn Thompson.</p>	<p>NA</p>

**Week 9: Anti-aesthetic, Conceptual Art and Pop art - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Conceptual Art, Anti-art and Pop Art.</b></p> <p><b>Lesson Outcomes:</b></p> <p>By the end of this lesson you will be able to:</p> <ul style="list-style-type: none"> <li>· Recognise the relationship between Dada and late twentieth century conceptual art practices.</li> <li>· Recognise the significance of Surrealism and post WWII politics, the Writings of Marx and Adorno, and critiques of Abstract Expressionism to the twentieth century conceptual art practices.</li> </ul> <p>Recognise the 'Anti-Art' as anti-establishment gestures, especially directed towards Academic institutionalism.</p> <p><b>Tutorial Activity:</b></p> <ul style="list-style-type: none"> <li>· Discuss the relationship between Duchampian 'anti-art' aesthetics and Marxist critiques of Modern and contemporary visual art practice.</li> <li>· Discuss theories of false attribution of the 'Fountain' to Duchamp.</li> </ul>	<p>Students read prepared Week 9 Study Notes (Moodle): Conceptual Art, Anti-art and Pop Art.</p>	<p>NA</p>

**Week 10: Internationalist Architecture and the Bauhaus - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## **Internationalist Architecture and the Bauhaus**

### **Lesson Outcomes**

By the end of this lesson you will be able to:

- Identify key Modern architects
- Identify key Bauhaus artists/teachers and recognise their general significance to modern art.

Students read prepared Week 10. Study Notes (Moodle): Internationalist Architecture and the Bauhaus.

### **Tutorial Activity**

- Discuss the relationship between The Bauhaus and Nazi Germany endorsed visual art.

## **Week 11: Modernism in Australia 1 - 21 May 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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### **Modernism in Australia.**

#### **Lesson Outcomes**

By the end of this lesson you will be able to:

- Identify key European movements, styles and attitudes which influenced Australian Modern artists
- Identify key female artist and their role in Australian modern art
- Identify key Modern Australian Aboriginal and Torres Strait islander artists.

Students read prepared Week 11. Study Notes (Moodle): Modernism in Australia.

#### **Tutorial Activity**

- Discuss which styles of modern art most influenced Australian modern artists.
- Discuss the significance of women in the story of modern Australian art.
- Discuss 'Bricolage' and non-western traditions within Australian modern art.
- Discuss key Modern Australian aboriginal and Torres Strait islander artists.

## **Week 12: Review and Feedback - 28 May 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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Assessment 3 Due: Research Assignments Part A & Part B  
Part A: Research and describe the relationship between changing technologies, economic systems, competing theories of social organisation during the 19th Century and the emergence of avant-garde and Modern art movements, the Modern city and Existentialism.  
Part B: Research an historically significant Dada artist and discuss in context his or her relevance to Modern visual culture, anti-art theories and a discreet range of international, contemporary, visual art practices.

**Two-Part Research Assignment.**  
Due: Week 12 Wednesday (30 May 2018) 4:00 pm AEST

## **Review/Exam Week - 04 Jun 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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## Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

## Assessment Tasks

### 1 Online forum discussion

#### Assessment Type

Online resource/s

#### Task Description

For this assessment you will contribute at least two posts to the unit's online discussion forum. Your discussion must focus on identifying key relationships between European Fine Art Academies and the development of institutional theories of taste and art criticism. In order to complete this task, you are required to read the study notes for weeks 1, 2 and 3. Your posts will require appropriate referencing. Your posts must contribute to the discussion by commenting on previous posts or by providing new, relevant information to the discussion. It is a requirement that one of your posts must be a comment on a contribution from another student. Each post must be between 100 and 250 words.

#### Assessment Due Date

Week 5 Wednesday (4 Apr 2018) 4:00 pm AEST

Your online forum discussions must be posted by 4:00 pm, 04/04/2018. Please submit the Assessment Criteria Sheet with your name on it to confirm that your posts are ready for assessment.

#### Return Date to Students

Week 7 Wednesday (25 Apr 2018)

Your feedback about this assessment will be provided via Moodle.

#### Weighting

20%

#### Assessment Criteria

1. At least two posts are submitted to forum discussion, each observing the minimum and maximum word requirement
2. At least one post must be a comment on a contribution from another student
3. Use of effective and appropriate written communication
4. Discussion posts demonstrate appropriate critical thinking and reflection
5. Discussion posts seeks to contribute profitably to the online conversation
6. Discussion posts content are accurate, and in the case of opinion is supported by reliable sources
7. Discussion posts concisely addresses the discussion topic
8. Quality references are used
9. Respect is shown for the ideas and opinion of others.

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Submission Instructions

Students are asked to use the discussion forum provided in their Moodle unit for this assessment. The Assessment 1 Marking Criteria Sheet, complete with your name and student ID # added, should also be submitted to confirm that your posts are ready for assessment

## Learning Outcomes Assessed

- Discuss the relationship of 18th and 19th Century European fine art academies to the development of institutional theories of taste and art criticism

## Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Identify key features of Enlightenment thinking and Industrialisation and describe their relevance to Modernity and life in the Modern city.

### Assessment Type

Written Assessment

### Task Description

After completing your readings for Weeks 1, 2, 3 and 4, and conducting some further research, you will complete a short research paper identifying key features of Enlightenment thinking and Industrialisation and describe their relevance to Modernity and life in the Modern city. The research paper should also discuss one artwork from either Robert Delaunay, Fernand Leger, Jacob Epstein, Francis Picabia, or Marcel Duchamp to explain how that artist responded to the effects of Modernisation and Industrialisation in that work. It is suggested that you use the following artworks to support this short research paper:

Delaunay's *'Homage to Bleriot'*, 1914; Leger's *'Soldier with a Pipe'*, 1916; Epstein's *'The Rock Drill'*, 1913-14, Picabia's *'I see again in Memory My Dear Udnie'*, 1914; or Duchamp's *'The Bride Stripped Bare by her Bachelors, Even'*, 1915-23. The word count for this assessment is between 1500 -2500 words. Tables and listed dot points can be used, but must be contextualised appropriately. Students are asked to use APA referencing.

### Assessment Due Date

Week 7 Wednesday (25 Apr 2018) 4:00 pm AEST

Assessment 2 must be submitted as a Microsoft Word document, along with the Assessment 2 Marking Criteria Sheet

### Return Date to Students

Week 9 Wednesday (9 May 2018)

Feedback for this assessment will be provided via Moodle.

### Weighting

30%

### Assessment Criteria

1. Evidence of research and integration of theoretical perspectives
2. Structure
3. Writing Standards
4. Attention to requirements of task
5. Referencing

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Students must submit this assessment by uploading it and the Assessment 2 Marking Criteria Sheet by the stated to the deadline

## Learning Outcomes Assessed

- Recognise key features of Enlightenment thinking and their relevance to Modernity

## Graduate Attributes

- Communication
- Critical Thinking

- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

### 3 Two-Part Research Assignment.

#### Assessment Type

Research Assignment

#### Task Description

**Research Assignment Part A:** In this part of the assessment you will research and describe the relationship between changing technologies, economic systems, and competing theories of social organisation during the 19th Century with the emergence of avant-garde, Modern art movements, the Modern city and Existentialism. You will consider Part A merely as an introduction, contextualising broadly and collectively avant-garde Modern art movements prior to 1924. (Suggested word limit; Part A: 1000 words)

**Research Assignment Part B:** In Part B you will add to your introduction by presenting the outcomes of your research of an historically significant Dada artist and discuss in context his or her relevance to Modern visual culture, anti-art theories and a discreet range of international contemporary visual art practices. (Suggested word limit; Part B: 1800 words)

The entire assignment must be no shorter than 2500 words and no longer than 3000 words. Students are asked to use APA referencing.

#### Assessment Due Date

Week 12 Wednesday (30 May 2018) 4:00 pm AEST

Assessments must be submitted as Microsoft Word Documents along with the Assessment 3 Marking Criteria Sheet

#### Return Date to Students

Exam Week Wednesday (13 June 2018)

Feedback provided via Moodle

#### Weighting

50%

#### Assessment Criteria

PART A:

1. Evidence of research and integration of theoretical perspectives
2. Structure
3. Writing Standard
4. Attention to requirements of task (changing technologies, economic systems, competing theories of social organisation, modern art movements, the modern city and Existentialism)
5. Referencing

PART B:

1. Evidence of research and integration of theoretical perspectives
2. Structure
3. Writing Standard
4. Attention to requirements of task (historically significant Dada artist, Modern visual culture, anti-art theories and a discreet range of international contemporary visual art practices identified by artworks, artists, movements or styles)
5. Referencing

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Submission Instructions

Students must submit this assessment by uploading it into their Moodle unit by the stated deadline

#### Learning Outcomes Assessed

- Describe the relationship between changing technologies, economic systems, competing theories of social organisation during the 19th Century and the emergence of avant-garde and Modern art movements, the Modern city and Existentialism
- Research key visual artists, movements and writers and discuss in context their historical relevance to Modern

visual culture

- Identify and discuss relationships between early European conceptual art practices, including Dada and anti-art theories, and a discreet range of international contemporary visual arts practices.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem