CART11016 *Modernism and the New*
Term 1 - 2024

Profile information current as at 03/05/2024 09:33 am

All details in this unit profile for CART11016 have been officially approved by CQUniversity 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 experiences relevant to the emergence of modernism and modern visual art practices. You will examine a selection of key visual artists and movements associated with the modern period, including the emergence of conceptual art practices.

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 - 2024
- Online

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 discussion forum**
Weighting: 20%
2. **Written Assessment**
Weighting: 30%
3. **Written Assessment**
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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback, SUTE.

Feedback

Students reported that the learning design for this unit supported how they engaged with the unit's content.

Recommendation

Maintain learning design for the unit.

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. Discuss the historical relevance of a selection of key artists to modern visual culture
4. Discuss the ongoing influence of Dada and anti-aesthetic practices upon international, late twentieth century and early twenty-first century visual art practices.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	∘ Introductory Level	∘ Intermediate Level	∘ Graduate Level	∘ Professional Level	∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Online discussion forum - 20%	●			
2 - Written Assessment - 30%		●		
3 - Written Assessment - 50%			●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Communication	∘	∘	∘	∘
2 - Problem Solving				
3 - Critical Thinking			∘	∘

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence	•	•		
7 - Cross Cultural Competence	•			
8 - Ethical practice				
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 discussion forum - 20%	•	•	•	•		•	•			
2 - Written Assessment - 30%	•	•	•	•		•		•		
3 - Written Assessment - 50%	•	•		•						

Textbooks and Resources

Textbooks

There are no required textbooks.

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Patrick Connor Unit Coordinator
p.connor@cqu.edu.au

Schedule

Week 1. Introduction to 'Modernism and the 'New'. - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Modernism and the 'New'. • Introduction to unit assessment requirements, learning outcomes and overview. • Why study art history and theory?	• **Read:** week 1 study guide: *Introduction to Modernism and the 'New'.* • **View:** related week 1 learning resources. • **Complete:** week 1 learning activities.	• Introduction to 'Modernism and the 'new'.

Week 2. Pre-modern European visual arts and culture. - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to pre-modern European visual arts and culture.	• **Read:** week 2 study guide: *Introduction to Introduction to pre-modern European visual arts and culture.* • **View:** related week 2 learning resources. • **Complete:** week 2 learning activities.	• Introduction to pre-modern European visual arts and culture.

Week 3. The French Royal Academy, Manet, Cassatt, and French Impressionism. - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The French Royal Academy, Manet, Cassatt, and French Impressionism.	• **Read:** week 3 study guide: *The Royal Academies, Manet and French Impressionism.* • **View:** related week 3 learning resources. • **Complete:** week 3 learning activities.	• The French Royal Academies, Manet, Cassatt, and French Impressionism. • **Begin:** draft for forum discussion/presentation (Assessment 1).

Week 4 - Post Impressionism and Cezanne. - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Post Impressionism and Cezanne.	• **Read:** week 4 study guide: *Post Impressionism and Cezanne.* • **View:** other week 4 learning resources. • **Complete:** week 4 learning activities.	• Post Impressionism and Cezanne. • **Complete:** forum discussion/presentation draft and prepare slides or visual aids. (Assessment 1).

Week 5. Cubism and Primtivism. - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cubism and Primitivism.	• **Read:** week 5 study guide: *Cubism and Primitivism.* • **View:** other week 5 learning resources. • **Complete:** week 5 learning activities.	• Cubism and Primitivism. • **Complete:** presentation for forum discussion/presentation (Assessment 1).

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
NA	NA	NA

Week 6. Futurism. - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Futurism.	• **Read:** week 6 study guide: *Futurism.* • **View:** other week 6 learning resources. • **Complete:** week 6 learning activities.	• Futurism. • **Present:** forum discussion/presentation (Assessment 1), (schedule TBA.). **Discussion Forum/Presentation.** Due: Week 6 Friday (19 Apr 2024) 10:00 am AEST

Week 7. Dada and Surrealism. - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Dada and Surrealism.	• **Read:** week 7 study guide: *Dada and Surrealism.* • **View:** other week 7 learning resources. • **Complete:** week 7 learning activities.	• Dada and Surrealism.

Week 8. German Expressionism and Existentialism. - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
German Expressionism and Existentialism.	• **Read:** week 8 study guide: *German Expressionism and Existentialism.* • **View:** other week 8 learning resources. • **Complete:** week 8 learning activities.	• German Expressionism and Existentialism. • **Complete:** draft for Assessment 2 - Written assessment/prerecorded PowerPoint presentation.

Week 9. Pure Abstraction and Abstract Expressionism. - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pure Abstraction and Abstract Expressionism..	• **Read:** week 9 study guide: *Pure Abstraction and Abstract Expressionism.* • **View:** other week 9 learning resources. • **Complete:** week 9 learning activities.	• Pure Abstraction and Abstract Expressionism. • **Submit:** Assessment 2 - Written assessment/prerecorded PowerPoint presentation. **Written Assessment and Presentation.** Due: Week 9 Friday (10 May 2024) 11:45 pm AEST

Week 10. Conceptual Art, Anti-art, Pop Art and Minimalism. - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Conceptual Art, Anti-art, Pop Art and Minimalism.	• **Read:** week 10 study guide: *Conceptual Art, Anti-art, Pop Art and Minimalism.* • **View:** other week 10 learning resources. • **Complete:** week 10 learning activities.	• Conceptual Art, Anti-art, Pop Art and Minimalism. • **Collate:** research and begin draft of Assessment 3 - Written Assessment.

Week 11. Modernism in Australia. - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Modernism in Australia.	• **View:** week 11 learning resources. • **Complete:** week 11 learning activities.	• Modernism in Australia. • **Complete:** polished draft for Assessment 3 - Written Assessment.

Week 12. The end of modern art. - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
The 'end of modern art' and the 'end of art history'.	• **Read:** week 12 study guide: *'Anxious objects' and the decline of the 'New'.* • **View:** other week 12 learning resources. • **Complete:** week 12 learning activities.	• The 'end of modern art' and the 'end of art history'. • **Complete:** final draft for Assessment 3 - Written Assessment.

Review/Exam Week - 03 Jun 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Submit Assessment 3 - Written Assessment.		• **Submit:** Assessment 3 - Written Assessment. **Written Assessment.** Due: Review/Exam Week Friday (7 June 2024) 11:45 pm AEST
Exam Week - 10 Jun 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Discussion Forum/Presentation.

Assessment Type
Online discussion forum

Task Description
Length: 7 minutes (duration).
For this assessment you will engage in a live discussion forum with unit staff and your peers. Prior to presenting your live discussion, you are required to read the study guides for weeks 1, 2 and 3 of this unit. After doing this, you are then required to complete further research using high-quality scholarly resources to find out more about your discussion forum topic. The discussion forum will involve three parts:
Part A (3 minutes): You will present a live, oral description of one of the key impacts that European Royal Academies of Fine Art had on institutional theories of taste and art criticism during the 1800s (2 minutes). After presenting findings from your research, you will share your opinions about this impact (1 minute). You may use presentation software like PowerPoint if you wish as visual imagery may be important to your description of the topic.
Part B (4 minutes): Engage in conversation with staff and peers and answer questions that relate to your discussion forum topic.
Part C: Share at least 5 reliable, scholarly resources via email, or via a pdf of your PowerPoint (emailed to your lecturer's inbox). This list of resources will act as your reference list.

Useful information about this assessment:
1.   *Use of effective and appropriate communication:* Your live discussion should evidence effective structure and 'flow', effectively articulate concepts, and use reasoned argument (supported by reliable sources).
2.   *Demonstrate appropriate critical thinking and reflection:* You will demonstrate critical thinking and reflection by providing opinion and evaluative personal judgement.
3.   *Contribute profitably to the live conversation:* When contributing to the discussions/descriptive statements of others, you will seek to provide relevant or thought-provoking additional information.
4.   *Content of assessment is accurate and in the case of opinion is supported by reliable sources:* Facts or opinion that you present in your discussion are supported by reliable sources.
5.   *Discussion concisely addresses the discussion topic:* Your discussion/presentation will strictly focus on the assessment topic.
6.   *Quality references are used:* The sources you use must be considered as authoritative in the fields of visual arts history and cultural criticism. (Wikipedia and similar websites without authors are not considered authoritative sources for the purposes of academic research.)
7.   *Respect is shown for the ideas and opinion of others:* Lack of respect for others will not be tolerated in this forum discussion. This does not mean that the opinions of others cannot be politely challenged. It does mean that appropriate care should be taken in the manner in which you share your opinion or engage in discussion.

Assessment Due Date
Week 6 Friday (19 Apr 2024) 10:00 am AEST
Your Discussion Forum/Presentation is due in Week 6. A schedule for individual student Discussion Forum/Presentations will be posted in Moodle by the end of week 4. Academic integrity must be applied when preparing and presenting this assessment. Unacknowledged use of AI bots may result in a 'Fail' grade for this assessment.

Return Date to Students
Week 7 Friday (26 Apr 2024)
Assessment feedback is provided via Moodle.

Weighting
20%

Assessment Criteria

1. Evidence of research and integration of theoretical perspectives and/or facts. (Max. 20)
2. Evidence of critical thinking and reflection supported by reliable sources. (Max. 20)
3. Accuracy of information presented. (Max. 20)
4. Ability to clearly articulate an opinion/knowledge of the topic. (Max. 20)
5. Referencing. (Max. 15)

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
A schedule for the live discussions/presentations will be provided by week 1 in Moodle. Details about the exact timing of discussion/presentations will be made available at this time. Ensure your Assessment 1 Marking Criteria Sheet, along with your name and student ID # is successfully submitted via Moodle.

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

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

2 Written Assessment and Presentation.

Assessment Type
Written Assessment

Task Description
Length: 10 - 12 minutes (duration).
In this assessment you will prepare a written statement and then present it as a pre-recorded PowerPoint. For this written assessment and presentation, you will research and discuss key features of Enlightenment thinking and their relevance to the emergence of European modernism and the revolutionary tendencies of avant-garde visual art practices between 1905 and 1939. To do this you will:

- Read your study guides for Weeks 1 - 7 and then conduct further research using academically reliable journals, books/ebooks and web-based resources. (Web-based sources that do not acknowledge an author or authors should not be used).
- Relate key features of Enlightenment thinking to the development of European industrialisation and the modern city.
- Relate the social theory of individualism with the significance of subjectivity to European, modern avant-garde art practices between 1905 and 1939.
- Relate European, modern avant-garde art practices (like German Expressionism, Dada, and Surrealism) to the spirit of revolution in Europe during the first half of the twentieth century.
- Include a reference list (not a bibliography).
- If you include imagery in your presentation, only use copyright-free material and ensure to include acknowledge all figures in your reference list.

Suggested Outline:

1. Introduction.
2. Enlightenment thinking and its impact on the modern sensibility.
3. Changing technologies, industrialisation, and the modern city.
4. Rationalism and emotion, individualism, and subjectivity: European avant-garde art practices between 1905 and

1939.
    5. The spirit of revolution and European avant-garde art practices between 1905 and 1939.
    6. Conclusion.

NB:
Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.

Important information about the use of technology:
The unacknowledged use of AI in the preparation of this assessment may result in a 'fail' grade for this assessment. The use of AI bots can be detected when assessments are submitted via Moodle.

Assessment Due Date
Week 9 Friday (10 May 2024) 11:45 pm AEST
Assessment 2 must be a pre-recorded PowerPoint presentation> It must be submitted via Moodle, along with your Assessment 2 Marking Criteria Sheet (name and student number added).

Return Date to Students
Week 10 Friday (17 May 2024)
Assessment feedback is provided via Moodle.

Weighting
30%

Assessment Criteria

    1. Evidence of research and integration of theoretical perspectives. (Max. 20)
    2. Degree of depth with which topic is addressed. (Max. 20)
    3. Structure of presentation and use of appropriate software. (Max. 20)
    4. Ability to clearly articulate ideas and use appropriate style. (Max. 25)
    5. Referencing. (Max 15)

Referencing Style

  * [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Assessment 2 must be a pre-recorded PowerPoint presentation> It must be submitted via Moodle, along with your Assessment 2 Marking Criteria Sheet (name and student number added).

Learning Outcomes Assessed

  * Recognise key features of Enlightenment thinking and their relevance to modernity

Graduate Attributes

  * Communication
  * Problem Solving
  * Critical Thinking
  * Information Literacy
  * Information Technology Competence
  * Ethical practice

3 Written Assessment.

Assessment Type
Written Assessment

Task Description

Length: 2000 - 2300 words.

This written paper has two parts. To complete this written assessment, you will:

A). research and discuss the historical relevance of either Edouard Manet, Mary Cassatt, Paul Cezanne, Filippo Tommaso

Marinetti, Pablo Picasso, Robert Delaunay or Piet Mondrian to modern visual culture and

B). research and discuss the on-going influence of Dada and Duchampian anti-aesthetic practices upon international,

late twentieth century and early twenty-first century visual art practices. In your discussion, describe what you believe to be the most interesting or surprising aspect of Dada's and Duchamp's ongoing influence on late twentieth century and contemporary art practices.

Suggested Outline:

- *Introduction.* (Define key terms like 'modern visual culture' and outline the intent and scope of the essay. (350-400 words)

- *Selected artist and her/his impact on modern visual culture.* (650-750 words)

- *The impact of Dada and Duchampian anti-aesthetic practices on late twentieth century and early twenty-first century visual art practices.* (650-750 words)
- *Conclusion.* (350 - 400 words).

NB: You may wish to use sub-headings in your written assessment to improve its structure and signal content flow to your reader.

Assignment format:

- Use 12-point Times New Roman font for the body of the essay.
- 1.5 spacing throughout
- You may use sub-headings if you wish to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include your name and student number in the header of the document.
- Include page numbers in the footer of the document.
- Include a Reference List at the end of the assignment in APA style, 7th edition.
- You should have a minimum of 10 references for this assignment.
- Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.

Important information about word count:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the

cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct

quotations.

NB: Please recognise that 'visual culture' is a term that extends beyond the scope of the visual/fine arts. It may include architecture, furniture design, fashion design, design within mass media and advertising, as well as the visual/fine arts. Designs and styles may become a part of visual culture due to their successful influence on culture more broadly.
NB: For our purposes, 'modern culture' will be considered to include European, American, and Australian culture from the 1850s to the late 1960s.

Assessment Due Date
Review/Exam Week Friday (7 June 2024) 11:45 pm AEST
Assessment 3 must be submitted as a Microsoft Word document, along with the Assessment 3 Marking Criteria Sheet. Assessment submission is made via Moodle.

Return Date to Students
Exam Week Friday (14 June 2024)
Assessment feedback is provided via Moodle.

Weighting
50%

Assessment Criteria

1. Evidence of research and integration of theoretical perspectives. (Max. 20)
2. Degree of depth with which topic is addressed. (Max. 20)
3. Writing structure and word count. (Max. 20)

4. Writing standard: Ability to clearly articulate ideas and use appropriate style. (Max. 25)
5. Referencing. (Max. 15)

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Assessment 3 must be submitted as a Microsoft Word document, along with the Assessment 3 Marking Criteria Sheet (name and student number added).

Learning Outcomes Assessed

- Discuss the historical relevance of a selection of key artists to modern visual culture
- Discuss the ongoing influence of Dada and anti-aesthetic practices upon international, late twentieth century and early twenty-first century visual art practices.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy

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