CART12009 *Visual Arts and Society: Ideology, Identity and Contemporary Visual Art Practices*
Term 1 - 2019

Profile information current as at 01/05/2024 10:24 am

All details in this unit profile for CART12009 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 common themes in international visual art practices since the 1980s. You will examine prominent critical and cultural theory and reflect on the ongoing influence of these discourses on visual arts production and criticism. In this unit, you will also explore issues of identity and cultural imperialism in recent and contemporary artworks of Aboriginal and Torres Strait Islander peoples and the works of artists from the Asia-Pacific region.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
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 - 2019

- 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. **Annotated bibliography**
Weighting: 25%
2. **Research Assignment**
Weighting: 40%
3. **In-class Test(s)**
Weighting: 35%

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. Conduct focused research and develop context specific knowledge to inform and share opinions in appropriate written styles
2. Identify and apply a range of concepts from critical theory and cultural studies to a discreet selection of late twentieth century and contemporary Australian, Asian and Pacific 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
1 - Annotated bibliography - 25%	●	
2 - Research Assignment - 40%	●	●
3 - In-class Test(s) - 35%		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
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		
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 - Annotated bibliography - 25%	○	●	●	●		●		●		
2 - Research Assignment - 40%	●	●	●	●		●	●	●		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - In-class Test(s) - 35%	•		•	•			•			

Textbooks and Resources

Textbooks
CART12009

Prescribed

Themes of Contemporary Art: Visual Art After 1980.
Edition: Fourth (2017)
Authors: Robertson, Jean, McDaniel, Craig.
Oxford University Press
New York , New York , Unites States of America.
ISBN: 9780190276652.
Binding: Paperback

Additional Textbook Information
Text book is available from The CQUniversity Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

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
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Schedule

WEEK 1: INTRODUCTION TO IDEOLOGY, IDENTITY AND CONTEMPORARY VISUAL ART PRACTICES. - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to Ideology, Identity and Contemporary Visual Arts Practices.
Week 1 Tutorial Outcomes:
　◦ Recognise the impact of globalisation on the construction of identity and contemporary visual arts practices.
　◦ Recognise the influence of critical theory and cultural studies on contemporary visual art practices internationally and in Australia, Asia and the Pacific.
Tutorial Discussion:
　◦ The relationship between globalisation and contemporary visual arts practices.
　◦ The relationship between globalisation and identity construction.
　◦ The influence of critical theory and cultural studies on contemporary visual arts practices internationally and in Australia, Asia and the Pacific.

　◦ Read Week 1 Study Guide.
　◦ Read pages 13 -23 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
(A spectrum of voices emerges - Theory flexes its muscles)
　◦ Explore related week 1 Moodle resources.

Topics:
Globalisation and the impact of critical theory and cultural studies in contemporary visual arts practices.

Week 2. Ideology - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Ideology.
What might a contemporary, critical view of ideology look like?
Week 2 Tutorial Outcomes:
　◦ Recognise key features of contemporary discourses of Ideology.
　◦ Identify relationships between Capitalism and Globalisation.
　◦ Recognise the how the terms 'hegemony' and 'power' can be related to processes of colonisation.
　◦ Recognise key features of Derrida's theory of Deconstruction.
Week 2 Tutorial discussion:
　◦ consider the influence of Foucault on critical theory and cultural studies.
　◦ consider the theoretical relationships between Power, Ideology, hegemonic and colonial processes.
　◦ Consider economic systems as cultural processes and the relationship between capitalism and globalism.
　◦ Discuss key features of Derrida's theory of deconstruction.
　◦ Discuss key Australian artists who evidence post-colonial concepts in their work.

　◦ Read Week 2 Study Guide: Ideology.
　◦ Read page 204 of primary text: Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
(official and excluded histories - Foucault)
　◦ Explore related week 2 Moodle resources.

Topics:
Ideology, Power, Hegemony, Foucault and the Frankfurt School, Colonialism and Post-colonialism, capitalism and globalism, Derrida and Deconstruction.
Artists investigated:
• Michael Cook
• Daniel Boyd
• Fiona Foley
• Greg Semu

Week 3. Identity - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Identity.
What is identity and how is it constructed?
Tutorial Outcomes:
  ◦ Recognise the importance of identity as a theme in international contemporary visual arts practices.
  ◦ Recognise prominent discourses in theories of identity including the influence of psychoanalysis and theories of subjectivity.
Tutorial Discussion:
  ◦ Discuss related themes of the body, time, memory, place, language, science and technology and spirituality.
  ◦ Discuss recent international and contemporary Australian artists whose work explores various notions of identity.

  ◦ Read Week 3 Study Guide: Identity.
  ◦ Read pages 55 - 82 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
  ◦ Explore related week 3 Moodle resources.

Topics:
  ◦ The relationship between themes such as identity, the body, time and memory etc.
  ◦ Identity politics and 'otherness'.
Artists investigated:
  ◦ Cindy Sherman
  ◦ Will Wilson
  ◦ Judy Watson
  ◦ Gordon Bennett

Week 4. The Body - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

The Body.
Why has the body become a site for investigation by cultural theorists and artists?
Tutorial Outcomes:
  ◦ Review theories of the Gaze.
  ◦ Recognies how theories of subjectivity and representations of gender and ethnicity impact conditions for identity construction.
  ◦ Recognise why the body is a common subject used to explore contemporary notions of identity.
Tutorial Discussion:
  ◦ Discuss international and contemporary Australian artists who use their body or explore issues to do with the body in their work.

  ◦ Read Week 4 Study Guide: The Body.
  ◦ Read pages 99 - 130 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
  ◦ Explore related week 4 Moodle resources.

Topics:
Mass media representations and the body as a sign, the Gaze and the sexualised body, fluid identities, the beautiful and the grotesque.
Artists investigated:
  ◦ Jenny Saville
  ◦ Ah Xian
  ◦ Mike Parr
  ◦ Julie Brown Rrap.

Week 5. Time. - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Time.
How does the abstract concept of time effect our notions of self?
Tutorial Outcomes:
  ◦ recognise how notions of history and time are relevant to identity construction.
  ◦ Recognise ways in which time is used in contemporary visual art practices.
Tutorial Discussions:
  ◦ history and time as a context for identity construction.
  ◦ time as a medium for art
  ◦ the abstract and transitory experience of time.
  ◦ The effects of time on the body and changing notions of self.
  ◦ Discuss international and contemporary Australian artists who explore concepts of time in their work.

Read Week 5 Study Guide: Time.
Read pages 144 - 169 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
Explore related week 5 Moodle resources.

Topics:
time, history and memory.
Artists investigated:
  ◦ Joseph Beuys
  ◦ Christian Marclay
  ◦ William Kentridge
  ◦ Shaun Gladwell

Vacation Week - 15 Apr 2019

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

Week 6. Memory - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Memory. How are time, memory and history interrelated? Tutorial Outcomes: 　◦ Recognise various ways in which memory informs contemporary visual art practices. Tutorial Discussion: 　◦ Individual memory and contemporary visual arts. 　◦ Collective and cultural memory and contemporary visual arts. 　◦ The relationship between oral histories and visual culture. 　◦ Discuss international, contemporary Australian and Asia/Pacific artists who explore concepts relating to memory in their work.	◦ Read Week 6 Study Guide: Memory. 　◦ Read pages 181 - 213 of primary text: Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press. 　◦ Explore related week 6 Moodle resources.	Topics: The unreliability of memory in identity construction, cultural memory, collective memory, story telling and oral histories and their relationship with visual cultural traditions. Artists investigated: 　◦ Louise Bourgeois 　◦ Bill Namiayangwa 　◦ Ramingining Artists Aboriginal Memorial 　◦ Atul Dodiya 　◦ Ai Weiwei

Week 7. Place. - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Place. We are effected by places as they have meaning to us. So how do changes to the places in which we live also impact us? Tutorial Outcomes: 　◦ Recognise that place, both physical and cultural manifestations, have impacts on identity construction. Tutorial Discussions: 　◦ Places are often defined by various designed and controlled spaces. 　◦ These spaces, real and virtual, effect actions and thoughts. 　◦ How might artists respond to an awareness of these different spaces or the changes being imposed on the places where they live? 　◦ How do we challenge or resist how place shapes our identity. 　◦ Discuss international, contemporary Australian and Asia/Pacific artists who explore place in their work.	◦ Read Week 7 Study Guide: Place. 　◦ Read pages 277 - 261 of primary text: Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press. 　◦ Explore related week 7 Moodle resources.	Topics: Place and its relationship to identity construction, place as physical space and cultural space, natural space or person made space, architecture and the role of different kinds of spaces, public, private, real and virtual. Artists investigated: 　◦ Ian Smith 　◦ Emily Kame Kngwarreye 　◦ Ron McBurnie 　◦ Jan Senbergs 　◦ Brook Andrew 　◦ Khvay Samnang **Assessment 1 - Annotated Bibliography** Due: Week 7 Friday (3 May 2019) 11:45 pm AEST

Week 8. Language. - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Language.
How do language and visual culture have related histories?
Why is the written word a feature of of contemporary visual arts?
<u>Tutorial Outcomes:</u>
  ◦ Recognise the importance of language to the imagination and making meaning.
  ◦ Recognise the significance of post-structuralist theory on the use of text in contemporary visual art works.
<u>Tutorial Discussion:</u>
  ◦ The power and limits of meaning generation using both text and visual traditions.
  ◦ Histories and trajectories in the use of text and language.
  ◦ Discuss international, contemporary Australian and Asia/Pacific artists who use text and/or language in their work.

  ◦ Read Week 8 Study Guide: Language.
  ◦ Read pages 277 - 309 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
  ◦ Explore related week 8 Moodle resources.

<u>Topics:</u>
Post-structuralism and the linguistic turn, the ubiquity of art and text.
<u>Artists investigated:</u>
  ◦ Joseph Kosuth
  ◦ Jenny Holzer
  ◦ Bea Maddock
  ◦ Christian Thompson
  ◦ STAB
  ◦ Parastou Forouhar

Week 9. Science and Technology - 13 May 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Science and Technology.
The use of tools has always defined us. How does science and technology continue to shape who we are? How might contemporary artists explore these changes?
<u>Tutorial Outcomes:</u>
  ◦ Reflect on the changing attitudes towards empiricism, science and technology in modern and post-modern culture.
  ◦ Recognise the relationship between technology and historical attitudes towards civilisation.
<u>Tutorial Discussions:</u>
  ◦ Reflect on the relevance of the Victorian Gothic tale of the Frankenstein monster (Mary Shelley).
  ◦ How does our use and fear of technology infuse our contemporary consciousness?
  ◦ How does postmodern theory characteristically frame our use of technology.
  ◦ Surveillance and the Penopticon.
  ◦ Discuss international and contemporary Australian visual artists who use of consider technology in their work.

  ◦ Read Week 9 Study Guide: Science and Technology.
  ◦ Read pages 323 - 354 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
  ◦ Explore related week 9 Moodle resources.

<u>Topics:</u>
technology and civilisation, and use and fear of technology (truth, hope, or doom?), critiques of contemporary processes of modernisation in the Asia/Pacific, Art/Science hybrid artforms.
<u>Artists investigated:</u>
  ◦ Stelarc
  ◦ Patricia Picinini
  ◦ Orlan
  ◦ Jeffrey Shaw
  ◦ John Young

Week 10. Spirituality. - 20 May 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Spirituality.
The arts and spirituality have always been aligned.How might contemporary visual arts serve the need to confirm or challenge world-views and seek transcendence.
<u>Tutorial Outcomes:</u>
  ◦ Recognise the ongoing relevance of spirituality in contemporary visual art practices internationally and across the Asia/Pacific region.
  ◦ Recognise the significance of various approaches to spirituality in the process of identity construction.
<u>Tutorial Discussions:</u>
  ◦ How might visual cultures, vernacular, secular or religious be directly or indirectly linked to the spiritual?

  ◦ Read Week 10 Study Guide: Spirituality.
  ◦ Read pages 365 - 399 of primary text:
Robertson. J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980 (fourth edition),* New York: Oxford University Press.
  ◦ Explore related week 10 Moodle resources.

<u>Topics:</u>
Spirituality, faith, death and transcendence.
<u>Artists investigated:</u>
  ◦ Bill Viola
  ◦ Tim Johnson
  ◦ Andres Serrano
  ◦ Rosella Namok
  ◦ Alick Tipoti
  ◦ Clifford Possum Tjapaltjarri

Week 11. Feedback - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Final Assessment 2 feedback is provided this week, assuming that polished final drafts have been provided with sufficient time prior to tutorials.		

Week 12 Review and feedback - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 - Research Assignment Due: Week 12 Friday (7 June 2019) 11:45 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review study guides and weekly readings in preparation for Assessment 3 - In class test.	Study Guides and learning resources, weeks 1-12	Review of weekly study guides in preparation for Assessment 3 - In class test.

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 - In-class test. Due: Exam Week Wednesday (19 June 2019) 4:00 pm AEST

Assessment Tasks

1 Assessment 1 - Annotated Bibliography

Assessment Type
Annotated bibliography

Task Description
Weighting: 25%.
Length: 1000-1500 words.
Task Description: For this assessment you will develop and submit an annotated bibliography. This bibliography will list 10 quality sources which you have identified as having direct relevance to supporting the development.of your research assignment (Assessment 2).

<u>Your annotated bibliography will include</u>:

· 5 books (hard copy, online or e-books)

· 5 academic or industry journal articles (*Art and Australia* and *Art Monthly* can be accessed through the CQUniversity library).

· Each listed book or article will be accompanied with a 100-150 word statement, summarising the relevance of this resource to the research topic.

The annotated bibliography will not include websites or articles where no author is noted.

<u>The research topic for Assignment 2 is:</u>

Select one significant international visual artist and one significant Australian or Asia/Pacific artist, both of whom may be identified as working within one of the contemporary themes identified in this unit. Using critical and/or cultural theory, and the informed opinion of authoritative writers and reviewers, compare and contrast a major work by each selected artist.

Assessment Due Date
Week 7 Friday (3 May 2019) 11:45 pm AEST
Assessment 1- Annotated Bibliography is due Week 7; 11:45 pm Friday, 3/5/19 (AEST). Please submit your assessment via your Moodle site, being sure to attach a copy of the Assessment 1 criteria marking sheet, with both your name and student number included.

Return Date to Students
Week 9 Friday (17 May 2019)
Assessment results and feedback provided via Moodle.

Weighting
25%

Assessment Criteria

1. Quantity of sources. (10%)

2. Quality/reliability of sources. (20%)

3. Writing fluency of annotations. (25%)

4.Variety of sources. (20%)

5. Adherence to APA style guidelines. (25%0

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit Assessment 1 - Annotated Bibliography via Moodle, along with Assessment 1 - Marking Criteria Sheet (name and student number included).

Learning Outcomes Assessed

- Conduct focused research and develop context specific knowledge to inform and share opinions in appropriate written styles

Graduate Attributes

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

2 Assessment 2 - Research Assignment

Assessment Type
Research Assignment

Task Description
Weighting: 40% weighting
Length: 2500 - 3000 words
Task: For this research assignment you will select one significant international visual artist and one significant Australian or Asia/Pacific artist, both of whom may be identified as working within one of the contemporary themes identified in this unit. Using critical and/or cultural theory, and the informed opinion of authoritative writers and reviewers, compare and contrast a major work by each selected artist.
As always, please use APA referencing.

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, 6th edition.

    - You should have a minimum of 15 references for this assignment
    - Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.
    - Include in your reference list, all images of artworks included in your paper, Youtube sources, as well as books and academic journal articles.

NB: WORD COUNT for written assignments:

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.

Assessment Due Date
Week 12 Friday (7 June 2019) 11:45 pm AEST
Assessment 2 - Research Assignment should be submitted via Moodle, along with the Marking Criteria Sheet for this assessment.

Return Date to Students
Exam Week Friday (21 June 2019)
Results and Feedback provided via Moodle.

Weighting
40%

Assessment Criteria

1. Evidence of research and integration of theoretical perspectives. (25%0

2. Structure. (10%)

3. Writing standard. (25%)

4. Attention to requirements of task. (25%)

5. Referencing. (15%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Assessment 2 – Research Assignment must be submitted as a Microsoft Word document, along with the Assessment 2 - Marking Criteria Sheet (Name and Student # completed.)

Learning Outcomes Assessed

- Conduct focused research and develop context specific knowledge to inform and share opinions in appropriate written styles
- Identify and apply a range of concepts from critical theory and cultural studies to a discreet selection of late twentieth century and contemporary Australian, Asian and Pacific visual art practices.

Graduate Attributes

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

3 Assessment 3 - In-class test.

Assessment Type
In-class Test(s)

Task Description
Test Duration: 2 Hours
Task: Assessment 3 – In-class test is your final assessment for this unit. The test will comprise short answer questions. This is not an open-book test.

Assessment Due Date
Exam Week Wednesday (19 June 2019) 4:00 pm AEST
The In-class test is not an open-book exam and will have a 2 hour duration.Your test responses will be submitted at the end of the testing period.

Return Date to Students
Exam Week Friday (21 June 2019)
Results will be provided via Moodle.

Weighting
35%

Assessment Criteria

1. Accuracy of responses. (60%)

2. Depth of treatment of responses. (40%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
The in-class test will be submitted at the end of the testing period.

Learning Outcomes Assessed

- Identify and apply a range of concepts from critical theory and cultural studies to a discreet selection of late twentieth century and contemporary Australian, Asian and Pacific visual art practices.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

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