# CART12009 *Contemporary Visual Art Practices*
## Term 1 - 2024

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 contemporary artworks from Australia's First Nations artists and 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 - 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. **Annotated bibliography**
Weighting: 50%
2. **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 Students feedback and SUTE survey.

**Feedback**
Learning/teaching design

**Recommendation**
Maintain current learning/teaching design.

## 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 or Pacific visual art practices.

Not applicable.

# 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 - 50% | ● | |
| 2 - Written Assessment - 50% | ● | ● |

## 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 | | |

## 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](mailto:p.connor@cqu.edu.au)

## Schedule

### Week 1. The End of Art History. - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| ***The End of Art History.*** | • **Read:** week 1 Study Guide: *The End of Art History.*<br>• **View:** your other week 1 Learning Resources.<br>• **Complete:** your week 1 Learning Activities. | **Topic:**<br> The 'end of art history', the 'end of modern art'. |

### Week 2. Globalism and Cultural Studies. - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| ***Globalism and Cultural Studies.*** | • **Read:** week 2 Study Guide: *Globalism and Cultural Studies.*<br>• **View:** your other week 2 Learning Resources.<br>• **Complete:** your week 2 Learning Activities. | **Topics:**<br>• Globalisation.<br>• Critical theory, cultural studies and contemporary visual arts practices. |

### Week 3. Ideology. - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| ***Ideology.*** What might a contemporary, critical view of ideology look like? | • **Read:** week 3 Study Guide: *Ideology.*<br>• **View:** your other week 3 Learning Resources.<br>• **Complete:** your week 3 Learning Activities. | **Topics:**<br>• Ideology, Power, Hegemony.<br>• The Frankfurt School.<br>• Colonialism and Post-colonialism.<br>• Capitalism and globalism.<br>• Derrida and 'deconstruction'.<br>**Artists investigated:**<br>• Michael Cook<br>• Daniel Boyd<br>• Fiona Foley |

## Week 4. Identity. - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| ***Identity.*** What is 'identity' and how is it constructed? | • **Read:** week 4 Study Guide: *Identity*.<br>• **View:** your other week 4 Learning Resources.<br>• **Complete:** your week 4 Learning Activities. | **Topics:**<br>• Gender, race, sexuality<br>• Identity politics and 'otherness'.<br>**Artists investigated:**<br>• Will Wilson<br>• Judy Watson<br>• Gordon Bennett |

## Week 5. Contemporaneity - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Contemporaneity.** What are the conditions to which contemporary artists respond? | • **Read:** Week 5 Study Guide: *Contemporaneity*<br>• **View:** your other week 5 Learning Resources.<br>• **Complete:** your week 5 Learning Activities. | **Topics:**<br>• Smith's contemporaneity<br>• temporality<br>• transnationalism<br>• cosmopolitanism<br>• worlding, placemaking and world-picturing<br>• the 'planetary turn'.<br>**Artists investigated:**<br>• Niloufar Lovegrove<br>• Vipoo Srivilasa<br>• Lee Paje<br>• Pala Pothupitiye |

## Vacation Week - 08 Apr 2024

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

## Week 6. The Body - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| ***The Body.*** Why has the body become such an important site for critical theorists and visual artists? | • **Read:** Your week 6 Study Guide: *The Body.*<br>• **View:** Your week 6 Learning Resources.<br>• **Complete:** your week 6 Learning Activities. | **Topics:**<br>• Mass media and gender representations.<br>• Body theory.<br>• The body as a sign.<br>• 'The gaze' and the sexualised body.<br>• Fluid identities<br>• The beautiful and the grotesque.<br>• The 'Abject'.<br>**Artists investigated:**<br>• Cindy Sherman<br>• Jenny Saville<br>• Ah Xian<br>• Mike Parr<br>• Julie Brown Rrap |

## Week 7. Time & Memory - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Time & Memory.** How does the abstract concept of time effect our notions of self? Why are recollections of subjective experiences and cultural memory important to contemporary artists? | • **Read:** week 7 Study Guide: *Time & Memory.*<br>• **View:** your other week 7 Learning Resources.<br>• **Complete:** your week 7 Learning Activities. | **Topics:**<br>Time:<br>• Time as an element of design.<br>• Linear and non-linear concepts of time.<br>• Temporality.<br>Memory:<br>• The unreliability of memory.<br>• Cultural memory.<br>• Oral histories and their. relationship with visual cultural traditions.<br>• Creating empathy or relatedness.<br>• Reflecting on individual and shared experiences.<br>**Artists investigated:**<br>Time:<br>• Christian Marclay<br>• William Kentridge<br>• Shaun Gladwell<br> Memory:<br>• Louise Bourgeois<br>• Bill Namiayangwa<br>• Ramingining Artists (Memorial)<br>• Christian Boltanski<br><br>**Annotated Bibliography** Due: Week 7 Friday (26 Apr 2024) 11:45 pm AEST |

## Week 8. Place. - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Place.** How do places effect our sense of self? | • **Read:** Week 8 Study Guide: *Place.*<br>• **View:** your other week 8 Learning Resources.<br>• **Complete:** your week 8 Learning Activities. | **Topics:**<br>• Place and identity.<br>• Place as physical space and cultural space.<br>• Placemaking.<br>• Natural and architectural spaces.<br>• Public, and private spaces.<br>• Real and virtual spaces.<br>**Artists investigated:**<br>• Ian Smith<br>• Emily Kame Kngwarreye<br>• Ron McBurnie<br>• Jan Senbergs<br>• Khvay Samnang |

## Week 9 - Language. - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Language.** Why is the written word a common feature of contemporary visual art practice? | • **Read:** your week 9 Study Guide: *Language/text and the visual arts.*<br>• **View:** your other week 9 Learning Resources.<br>• **Complete:** your week 9 Learning Activities. | **Topics:**<br>• Post-structuralism and the 'linguistic turn'.<br>• The ubiquity of art and text.<br>**Artists investigated:**<br>• Joseph Kosuth<br>• Jenny Holzer<br>• Bea Maddock<br>• Christian Thompson<br>• STAB<br>• Parastou Forouhar |

## Week 10. Science and Technology. - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Science and Technology.** How does science and technology continue to shape who we are? How might contemporary artists explore these changes? | • **Read:** week 9 Study Guide: *Science and technology*<br>• **View:** your week 10 Learning Resources.<br>• **Complete:** your week 10 Learning Activities. | **Topics:**<br>• Technology and civilisation.<br>• Art/Science hybrid artforms.<br>• Bioart.<br>• Transhumanism & Posthumanism.<br>**Artists investigated:**<br>• Stelarc<br>• Orlan<br>• Patricia Picinini<br>• Jeffrey Shaw<br>• John Young |

## Week 11. The Environment. - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **The environment.** Why has the environment become such a key theme for contemporary visual artists? | • **Read:** week 11 Study Guide: *The Environment and the Visual Arts.*<br>• **View:** your other week 11 Learning Resources.<br>• **Complete:** your week 11 Learning Activities. | **Topics:**<br>• Environmental art; eco-art.<br>• Planetarity, and planetary art.<br>**Artists investigated:**<br>• Yunupingu<br>• Murray Fredericks<br>• Andy Goldsworthy<br>• Agnes Denes<br>• Olafur Eliasson<br>• Diller Scoffidio + Renfro |

## Week 12. Spirituality. - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Spirituality.** The arts and spirituality have always been aligned. How might contemporary visual arts practices serve the need to confirm or challenge worldviews and/or seek transcendence? | • **View:** your week 12 Learning Resources.<br>• **Complete:** your week 12 Learning Activities. | **Topics:**<br>• Secular and Non-secular faith (spirituality, culture and the individual)<br>• Death and transcendence.<br>**Artists investigated:**<br>• Bill Viola<br>• Tim Johnson<br>• Andres Serrano<br>• Rosella Namok<br>• Alick Tipoti<br>• Clifford Possum Tjapaltjarri<br><br>**Written Assessment and Presentation** Due: Week 12 Friday (31 May 2024) 11:45 pm AEST |

## Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Exam Week - 10 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

# Assessment Tasks

## 1 Annotated Bibliography

**Assessment Type**

Annotated bibliography

**Task Description**

**Length:** 1000-1500 words.

**Due Date/Time:** Week 7; Friday, 11:45 pm (AEST).

**Task Description:**

For this assessment you will develop and submit an annotated bibliography. This bibliography will list 10 quality sources which will directly inform the development of your written assignment (Assessment 2).

**Your annotated bibliography will include:**

- 5 books (hard copy, online or e-books)
- 5 academic or industry journal articles (ArtAsiaPacific, Art and Australia, Art Monthly and Imprint 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.

**Assessment Due Date**
Week 7 Friday (26 Apr 2024) 11:45 pm AEST
Submit your assessment via Moodle. Be 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 8 Friday (3 May 2024)
Assessment results and feedback will be available via Moodle.

**Weighting**
50%

**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%)

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Submit your assessment via Moodle. Be sure to attach a copy of the Assessment 1 criteria marking sheet, with both your 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

## 2 Written Assessment and Presentation

**Assessment Type**
Written Assessment

**Task Description**

**Weighting:** 50% weighting

**Length:** 10 - 12 minute duration

**Due Date/Time:** Week 12, Friday, 11:45 pm (AEST).

**Task Description:**

For this assessment you will prepare a written transcript and then present it as a pre-recorded, multimodal PowerPoint (audio narration + slides). In this written assessment and presentation, you will select one critically acknowledged international visual artist and one critically acknowledged 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/cultural theory, relevant

terminology and the informed opinions of authoritative writers and reviewers, compare and contrast a major work by each selected artist, whilst relating the artwork to the identified theme. Your pre-recorded PowerPoint presentation must also include at least 7 (seven) direct quotes or paraphrased commentary from reliable and scholarly authors (appropriately cited). Additionally, you are asked to submit for assessment the written transcript for your assessment, along with a pdf of the PowerPoint slides. Both the transcript and the PowerPoint will include a reference list that:

- conforms with APA style (7th edition).
- includes a minimum of 7 references for direct quotes or paraphrased content.
- acknowledges the source, license, and credits (where appropriate) of all visual representations (figures) used in the presentation.

**N.B.: When including imagery, graphs, or other visual representations in your presentation, only use copyright-free material, or seek authorisation for use. Also, ensure that appropriate acknowledgement of figures is included where the figures appear in your slides.**

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

**N.B.: The unacknowledged use of AI generated material in the preparation of this assessment may result in a 'fail' grade for this assessment.**

**Assessment Due Date**
Week 12 Friday (31 May 2024) 11:45 pm AEST
Submit your pre-recorded Written/Presentation assessment via Moodle. Be sure to attach a copy of the Assessment 2 marking criteria sheet, with both your name and student number included.

**Return Date to Students**
Review/Exam Week Friday (7 June 2024)
Assessment results and feedback will be made available via Moodle.

**Weighting**
50%

**Assessment Criteria**
1. Evidence of research and integration of theoretical perspectives. (20%)

2. Degree of depth with which topic is addressed. (20%)

3. Structure of presentation and use of appropriate software. (20%)

4. Ability to clearly articulate ideas and use appropriate style. (20%)

5. Citations, referencing and use of figures. (20%)

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
Online

**Submission Instructions**
Submit your pre-recorded Written/Presentation assessment via Moodle. Be sure to attach a copy of the Assessment 2 marking criteria sheet, with both your 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
- 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 or Pacific visual art practices.

# 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