



# MUSC11384 Arts in Perspective

## Term 2 - 2018

Profile information current as at 27/04/2024 01:40 am

All details in this unit profile for MUSC11384 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 study the tangible links between the composers, fine artists, writers, inventors and architects from the nineteenth century to the present day. You will also study the important social, cultural, political and technological influences on these various art forms within this period and into the twenty-first century.

#### 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 2 - 2018

- Distance

#### 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. **Written Assessment**

Weighting: 20%

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

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 20%

#### 4. **Written Assessment**

Weighting: 20%

#### 5. **Written Assessment**

Weighting: 20%

### 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 Self evaluation

##### Feedback

Learning resources

##### Recommendation

Continue to develop relevant learning resources for this unit to support the learning objectives and assessment items in this unit.

## Unit Learning Outcomes

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

1. Describe the links between composers, fine artists, writers, inventors and architects from the nineteenth century to the present day
2. Articulate the important social, cultural, political and technological influences on various arts forms from the nineteenth century to the present day

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Written Assessment - 20%	•	•
2 - Written Assessment - 20%	•	•
3 - Written Assessment - 20%	•	•
4 - Written Assessment - 20%	•	•
5 - Written Assessment - 20%	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Communication	•	•
2 - Problem Solving		

Graduate Attributes	Learning Outcomes	
	1	2
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 - Written Assessment - 20%	•		•	•						
2 - Written Assessment - 20%	•		•	•						
3 - Written Assessment - 20%	•		•	•						
4 - Written Assessment - 20%	•		•	•						
5 - Written Assessment - 20%	•		•	•						

## 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Judith Brown** Unit Coordinator

[j.brown@cqu.edu.au](mailto:j.brown@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Empire and Neo-classical style	Read the notes and watch the videos provided on Moodle for Topic 1	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Peace in Europe, Romanticism and the Rococo Revival	Read the notes and watch the videos provided on Moodle for Topic 2	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: The Orient and the rise of the middle classes	Read the notes and watch the videos provided on Moodle for Topic 3	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Civil War and Impressionism	Read the notes and watch the videos provided on Moodle for Topic 4	<b>Assignment 1</b> Due: Week 4 Monday (30 July 2018) 11:45 pm AEST

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: La Belle Epoch and Art Nouveau	Read the notes and watch the videos provided on Moodle for Topic 5	

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Women's suffrage, the Great War and the end of service	Read the notes and watch the videos provided on Moodle for Topic 6	<b>Assignment 2</b> Due: Week 6 Monday (20 Aug 2018) 11:45 pm AEST

### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: The Rise of Fascism and Art Deco	Read the notes and watch the videos provided on Moodle for Topic 7	

### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Total war, the Cold War and American domination	Read the notes and watch the videos provided on Moodle for Topic 8	<b>Assignment 3</b> Due: Week 8 Monday (3 Sept 2018) 11:45 pm AEST

## Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Space, the Swinging Sixties and Women's lib	Read the notes and watch the videos provided on Moodle for Topic 9	

## Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Ecology and terrorism	Read the notes and watch the videos provided on Moodle for Topic 10	<b>Assignment 4</b> Due: Week 10 Monday (17 Sept 2018) 11:45 pm AEST

## Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision		

## Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision		

## Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Research essay</b> Due: Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

## Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assignment 1

#### Assessment Type

Written Assessment

#### Task Description

#### Topics 1 & 2: 1800 - 1840

**Length:** 1000 - 1500 words.

**Answer each question separately.** It is not a requirement to join the sections into one essay, but rather look at each question as a separate topic.

Include **primary sources** to support your discussion for **each question**. This may include pictures, music excerpts, excerpts from literature all appropriately referenced

1. Outline the contributions of female novelists from Britain in the early 19th century. How have they been adapted into various media in the 21st century?
2. How was Napoleon Bonaparte depicted in the arts during the 19th century? Discuss various visual, literary and musical art forms.
3. What is meant by the term 'Romanticism'? Using either visual arts, literature or music, give examples of the various types of Romanticism.
4. How did the invention of the steam-powered engine change land and sea travel in the mid 19th century and how did this effect the arts?

#### Assessment Due Date

Week 4 Monday (30 July 2018) 11:45 pm AEST

#### Return Date to Students

Week 6 Monday (20 Aug 2018)

#### Weighting

20%

## Assessment Criteria

- Accuracy of information presented (35%)
- Ability to write in a clear and coherent manner (25%)
- Discussion supported with examples from primary sources (20%)
- Accuracy of spelling, punctuation and grammar (10%)
- Correct use of academic referencing conventions (10%)

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Describe the links between composers, fine artists, writers, inventors and architects from the nineteenth century to the present day
- Articulate the important social, cultural, political and technological influences on various arts forms from the nineteenth century to the present day

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 2 Assignment 2

### Assessment Type

Written Assessment

### Task Description

**Topics 3 - 5: 1840 - 1900**

**Length:** 1000 - 1500 words.

**Answer each question separately.** It is not a requirement to join the sections into one essay, but rather look at each question as a separate topic.

Include **primary sources** to support your discussion for **each question**. This may include pictures, music excerpts, excerpts from literature all appropriately referenced

1. What is meant by the term *Japonisme*? How was this shown in the visual arts, fashion and home-wares in the mid-19th century Europe?
2. Discuss the main themes of the novel *Uncle Tom's Cabin* by Harriet Beecher Stowe. How did this novel effect society at the time?
3. What was *La Belle Epoque*? How was this presented in the arts? Give examples of visual arts and music.
4. Who was Dame Nellie Melba and what was her contribution to the arts?

### Assessment Due Date

Week 6 Monday (20 Aug 2018) 11:45 pm AEST

### Return Date to Students

Week 8 Monday (3 Sept 2018)

### Weighting

20%

### Assessment Criteria

- Accuracy of information presented (35%)
- Ability to write in a clear and coherent manner (25%)
- Discussion supported with examples from primary sources (20%)
- Accuracy of spelling, punctuation and grammar (10%)
- Correct use of academic referencing conventions (10%)

## Referencing Style

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

**Submission**

Online

**Learning Outcomes Assessed**

- Describe the links between composers, fine artists, writers, inventors and architects from the nineteenth century to the present day
- Articulate the important social, cultural, political and technological influences on various arts forms from the nineteenth century to the present day

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

### 3 Assignment 3

**Assessment Type**

Written Assessment

**Task Description****Topics 6 & 7: 1900 - 1940**

**Length:** 1000 - 1500 words.

**Answer each question separately.** It is not a requirement to join the sections into one essay, but rather look at each question as a separate topic.

Include **primary sources** to support your discussion for **each question**. This may include pictures, music excerpts, excerpts from literature all appropriately referenced

1. Who were the suffragettes? What means did they use to advance their cause around the world?
2. Discuss the literary works of C. J. Dennis and how they shaped the popular view of the working classes in Australia at the beginning of the 20th century.
3. Describe the art movement known as *Art Deco*. When was it popular and how was it represented?
4. Outline the technology that was used to create the first 'talking' movies at the end of the 1920s. What was the social impact of this new type of entertainment in the 1930s?

**Assessment Due Date**

Week 8 Monday (3 Sept 2018) 11:45 pm AEST

**Return Date to Students**

Week 10 Monday (17 Sept 2018)

**Weighting**

20%

**Assessment Criteria**

- Accuracy of information presented (35%)
- Ability to write in a clear and coherent manner (25%)
- Discussion supported with examples from primary sources (20%)
- Accuracy of spelling, punctuation and grammar (10%)
- Correct use of academic referencing conventions (10%)

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Describe the links between composers, fine artists, writers, inventors and architects from the nineteenth century to the present day
- Articulate the important social, cultural, political and technological influences on various arts forms from the nineteenth century to the present day

**Graduate Attributes**



- Communication
- Critical Thinking
- Information Literacy

## 4 Assignment 4

### Assessment Type

Written Assessment

### Task Description

**Topics 8, 9 & 10  
1940 - 2000**

**Topics 8, 9, & 10: 1940 - 2000**

**Length:** 1000 - 1500 words.

**Answer each question separately.** It is not a requirement to join the sections into one essay, but rather look at each question as a separate topic.

Include **primary sources** to support your discussion for **each question**. This may include pictures, music excerpts, excerpts from literature all appropriately referenced

1. Outline the connections between Joseph McCarthy and specific artists, writers and entertainers during the Cold War. How did this effect the arts during this period?
2. How was the women's lib movement represented in the popular songs of the 1960s and 1970s? Describe how these songs supported the cause.
3. What type of world was depicted in George Orwell's novels, *Animal Farm* and *1984*. Why do these novels still resonate in the 21st century?
4. What effect did the 'space race' have on film, television and computer games since the 1970s? Focus particularly on their vision for the future of mankind.

### Assessment Due Date

Week 10 Monday (17 Sept 2018) 11:45 pm AEST

### Return Date to Students

Week 12 Monday (1 Oct 2018)

### Weighting

20%

### Assessment Criteria

- Accuracy of information presented (35%)
- Ability to write in a clear and coherent manner (25%)
- Discussion supported with examples from primary sources (20%)
- Accuracy of spelling, punctuation and grammar (10%)
- Correct use of academic referencing conventions (10%)

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Describe the links between composers, fine artists, writers, inventors and architects from the nineteenth century to the present day
- Articulate the important social, cultural, political and technological influences on various arts forms from the nineteenth century to the present day

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 5 Research essay

### Assessment Type

Written Assessment

### Task Description

**Length:** 2000 - 2500 words

### Task:

Explore the role of the arts in scientific and health research in the twenty-first century (up to 2018) by considering one of the following topics:

1. The arts and child development.
2. The arts and healthy aging.
3. The arts and managing disability.

For each topic discuss at least 3 different areas of arts and science research that have focused on the connections between the arts and that particular area of health research. You make take a broad approach to the arts and include all areas of performing arts, visual arts and creative arts.

### Assessment Due Date

Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

### Return Date to Students

Exam Week Friday (19 Oct 2018)

### Weighting

20%

### Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (35%)
- Ability to write in a clear and coherent manner (15%)
- Discussion supported with examples from primary sources (20%)
- Accuracy of spelling, punctuation and grammar (10%)
- Correct use of academic referencing conventions (10%)

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Describe the links between composers, fine artists, writers, inventors and architects from the nineteenth century to the present day
- Articulate the important social, cultural, political and technological influences on various arts forms from the nineteenth century to the present day

### Graduate Attributes

- Communication
- Critical Thinking
- 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