

Unit Information

AHT131 Visual Cultures: Art & Architecture

Lecturers: *Lycia Trouton with Marianne Dyson*

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10 credit points

Internal

Class Times	Contact hour requirements for each week: <ul style="list-style-type: none">• 2 hours of lecture per week• 1 hour of tutorial per week
Recommended private study commitments	A minimum of 6 hours per week private study is required.
Prerequisites/ Corequisites	BVISAR students: CUC100 Academic Literacy
Occupational Health & Safety	CDU occupational health and safety regulations apply.

Unit Purpose	This unit introduces the student to the Visual Cultures of Western Art and Architecture providing them with a foundation for further focused study. The unit will include coverage of the significant themes and problems explored in Western visual cultures. By way of contrast and clarification reference will also be made to non-Western visual cultures on occasion. The unit will take a broad historical approach from earliest times to the beginning of Modernism.
Learning Outcomes	On completion of this unit students should be able to: <ul style="list-style-type: none"> • identify the key historical moments in Western art and architecture. • understand the paradigms for problem solving that predominate in Western art and architecture. • be able to make informed comparisons between historical periods and Western and non-Western art and architecture. • be familiar with and, to an extent, be able to apply the concepts and methodologies of art and architectural history, theory and criticism.
Learning Strategies/Approach	Students will learn through a range of processes in this unit. Knowledge acquisition will take place through the lecture program. Students will then reflect upon, question and analyse that knowledge in the tutorial context. They will be expected to undertake critical reading and analysis of set readings and demonstrate their comprehension of that material in writing and develop their understanding in discussions in class. Essay writing will further build upon these skills and knowledge. In addition students will undertake group programs of investigation in which material gathered is presented to the class for discussion. This is a process requiring cooperation, skill in research, an ability to identify appropriate information, a capacity to synthesise this material and then organise appropriately to communicate to others. These learning processes, combining class delivered information, group discussions and self-directed investigation are structured to encourage the development of critical thinking and analysis alongside knowledge building.

Set Text

AHT 131 *Visual Cultures: Art & Architecture*, unit reader.

Resources

The following resources are highly recommended:

Harrison, C & Woods, P, (2001), *Art in theory, 1900-2000: an anthology of changing ideas*, Blackwell, Oxford.
Harrison, C & Woods, P. (1998), *Art in theory, 1815-1900: an anthology of changing ideas*, Blackwell, Oxford.
Preziosi, Donald (1998), *The art of art history: a critical anthology*, OUP, Oxford.
Frampton, Kenneth (1982), *Modern Architecture: a critical history*, Thames & Hudson, London.

Additional reading lists will be distributed with assignment details.

Class Schedule

Week	Lecture	Tutorial
1	What is Visual Culture?	
2	Monsters to Monuments: the Dark Ages.	
3	A Blast from the Past: Renaissance Art and Architecture I.	
4	A Blast from the Past: Renaissance Art and Architecture II.	
5	Spaces, places and faces: the art of the Court	
6	Film: The Draughtman's Contract.	
7	The Age of Reason: ordering chaos.	
8	The Birth of the City: The Emperor's Paris.	
9	Discovery of the Other: Orientalism.	
10	Colonial visions & Primitivism on show: Expositions & Fairs.	
11	Smoke and speed: factories, trains and urban life.	
12	Love and longing: the art of William Morris and the Pre-Raphaelites.	
13	Gendered spaces.	

Assessment

Overview

The unit consists of the following assessable tasks:

Please note that we have introduced a number of short assignments in order to provide opportunities for economical tasks that can be assessed quickly and provide you with clear feedback as to the development of your critical thinking abilities, writing skills and academic literacy.

Assessment item	Focus	Value	Length	Due date
Assignment 1	Critical response to Lecture & Readings 1 + 2	10%	500 words	Monday, Week 3
Assignment 2	Critical response to Lecture & Readings 3 + 4	10%	500 words	Monday, Week 5
Assignment 3	Critical response to Lecture & Readings 5 + 6	10%	500 words	Monday, Week 7
Assignment 4	Critical response to Lecture & Readings 7 + 8	10%	500 words	Monday, Week 9
Assignment 5	Critical response to Lecture & Readings 9 + 10	10%	500 words	Monday, Week 11
Assignment 6	Class presentation (group)	20%	15 minutes	TBA
Assignment 7	Essay	30%	2000 words	Monday, Week 14

Assessment information

All tasks must be attempted in order to qualify for a pass in this unit.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is described as a process that allows a person to receive formal recognition for the skills and knowledge they have, no matter how, when and where they were attained. This usually includes skills and knowledge obtained from work and life experiences, although skills and knowledge obtained through credentialed learning may contribute to the RPL assessment process. Please see your Course Coordinator to discuss your eligibility to apply for credit transfer.

Credit Transfer

Where a student shows documented evidence of equivalent units completed at another institution they may apply for credit for this unit. Please see your Course Coordinator to discuss your eligibility to apply for credit transfer.

Delivery and submission

This unit will be delivered through 1 x 2 hour lecture per week and 1 x 1hr tutorial per week. Assignments must be submitted to the lecturer.

Extensions and late submission

Extensions will only be granted in extreme circumstances and requests must be made in writing and supported by appropriate documentation, such as medical certificates.

Resubmission

Resubmission is at the discretion of the lecturers.

University Plagiarism policy

Plagiarism is the unacknowledged use of material written or produced by others or a rework of your own material. All sources of information and ideas used in assignments must be referenced. This applies whether the information is from a book, journal article, the internet, or a previous essay you wrote or the assignment of a friend.

Plagiarism policy is available at:

http://mindil.ntu.edu.au/ntu/apps/ntuinfo.nsf/WWWView/Policy_170

Exams

Exam rules are available at <http://www.ntu.edu.au/scs/pdf/examinationrules.pdf>

Assessment 1; 2; 3; 4; 5:

Critical response to lectures & class readings.

Due date: Monday, Week 3; 5; 7; 9; and 11.

Length: 500 words

Value: 10% each (10% x 5 = 50%)

Task

Students are required to write an informed, critical response to questions set in response to lectures and 2 pieces of writing from the Unit Reader.

Preparation

Students need to attend all lectures and read the set readings critically, identifying the salient points of the reading and evaluating arguments. Set questions will guide the focus of their response, which should be presented in essay form (not question by question).

Presentation

See the Art History Essay Writing Guide for guidelines on presentation and style.

Students must keep a copy of all material presented for assessment.

Assessment

Criteria

Assessment will be based upon the student's appropriate, informed response to the text and the set questions. Their response should demonstrate their comprehension of both the text and the questions. Their writing should be clearly constructed, grammatically correct and demonstrate understanding of any specific terminology. Students are encouraged to refer to additional material outside of the set text and any such references must be correctly documented.. The assignment should demonstrate the student's integration of information gained from the lectures, the reading and class discussions, as well as their own additional investigation.

Assessment 6: Group class presentation

Due date: TBA

Length: *20 minute presentation + one page handout*

Value: **20%**

Task

Working in pairs students are required to investigate a given topic for presentation to the class for discussion. Topics will be distributed in week 1 and students will nominate themselves for a topic and a time to do their presentation. Students will be expected to investigate their topic, gather information, synthesise that information and then present that material to the class in an interesting, informative manner. The presentation must contain accurate and appropriate information, be clearly structured and easy to follow, informative and interesting.

Preparation

Students will need to work collaboratively with their partner and ensure an equal division of tasks, which will include library and internet research.

Presentation

This is an oral presentation, but students are also required to produce a one page handout for the class which itemises the key points of their presentation. The oral presentation can include slides, powerpoint presentation, video or other visual material. However, video components should not comprise more than 5 minutes of allocated time, unless by prior arrangement with the lecturers.

Assessment Criteria

The presentation will be assessed on the following:

- Demonstrated investigation of the topic;
- Demonstrated planning of presentation and clarity of presentation;
- Evidence of identification and considered analysis of issues;
- Imaginative use of material in presentation.

Assessment 7: Essay

Due date: Monday, Week 14

Length: 2,000

Value: 30%

Task Students are required to write a critically informed essay on a given topic. Essay topics will be distributed in Week 1.

Preparation Students will prepare themselves for this task by attending all lectures and tutorials as well as undertaking readings as directed. Additional bibliographies detailing material relevant to the topic of their essay will be distributed in class.

Presentation See the Art History Essay Writing Guide for guidelines on presentation and style.

Students must keep a copy of all material presented for assessment.

Assessment Criteria The essay will be assessed by the following criteria:

- The degree to which the student has convincingly addressed the essay question.
- Evidence of thorough investigation into the topic.
- Appropriate and logical organisation of the text.
- Presentation - including ease of reading; spelling, grammar, consistent use of referencing.