Course Code: 1506QCA
Course Name: Modernity & Post-modernity
Semester: Semester 1, 2015
Program: Diploma of Graphic Design
Credit Points: 10
Course Coordinator: Christine Moulder
Document modified: 23 Feb 2015 11:20:09

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Moulder</td>
<td><a href="mailto:christine.moulder@staff.qibt.qld.edu.au">christine.moulder@staff.qibt.qld.edu.au</a></td>
</tr>
<tr>
<td>Nasan Pather</td>
<td><a href="mailto:nasan.pather@staff.qibt.qld.edu.au">nasan.pather@staff.qibt.qld.edu.au</a></td>
</tr>
</tbody>
</table>

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the QIBT Portal under the “myTimetable” link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course situates design in an enlightenment history of ideas and within the crisis of reason that underpinned the arrival of postmodernity. At the same time, it examines how non-Western cultures constituted and engaged the idea of the modern from the perspective of a critical, culturally comparative history. Students will acquire a very clear distinction between the concepts and historical figures of the modern, modernity, and modernism and the relationship to design.

Rationale

This course will introduce students to major 20th and 21st Century Fine Art, Craft, Design, Photography, Film and Animation developments which will help students to understand the interdisciplinary nature of visual art and design within the contexts of European, American, Asian and Australian societies. It will also introduce students to academic researching techniques and writing skills that will be essential to future studies.

Aims

The aims of this course are twofold: to provide students with a clear understanding of the complexity of design, and contemporary design practice, in the context of the concepts of modernity and postmodernity; and, to provide a comprehensive account of how the concepts modernity and postmodernity can and need to be understood in and beyond an Eurocentric perspective.

Learning Outcomes

After successfully completing this course you should be able to:

1 Understand design as object and process
2 Understand design as it has acted in and upon the world in the modern era
3 Comprehend and discuss the concepts of modernity and postmodernity

Texts and Supporting Materials

Learning Resources
Course Texts - available from Griffith Library and the QIBT portal
Berman, Marshal ‘All That is Solid Melts into Air’, London: Verso, 1982
Sloterdijk, Peter, ‘Terror from the Air’ New York: Semiotext(e), 2009

Recommended Resources

Organisation and Teaching Strategies

The course consists of a one hour lecture and two hour tutorial each week.

The tutorials are interactive to enable maximum learning. You are encouraged to participate through asking questions, making comments and doing some short relevant exercises.

Class Contact Summary

Program Progression: You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 with passing grades achieved in more than 50% of courses in any semester (please see QIBT Policy Library - Program Progression Policy - for more information).

Weekly Readings: There are readings on the portal applicable to each week’s lectures. You are expected to have familiarised yourself with these readings prior to each week’s classes.

Independent Study: You should allocate approximately 10 hours of study per week (including the lecture/tutorial time) to this course. However, you will find that more than this will be required in some weeks.

Content Schedule

Content Schedule below may be subject to change as the course proceeds.

Weekly Teaching Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Introduction to the concepts of modernity and postmodernity from a global perspective of difference</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to tutorial activity and review of lecture content and readings</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Modernity and the Enlightenment: This lecture will present an account of the nature and significance of western enlightenment</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: Review of lecture content and readings</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Making &amp; Modernity: The Making of the Modern World: Outlining the relationships of design and technology to global transformations</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: Review of lecture content and readings</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>History, Eurocentrism, Design: History, Eurocentrism, Design</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: Tutorial plus feedback from tutor on course progress and participation</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Modern &amp; Modernization: The session will examine to move from idea to practice</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: Review of lecture content and readings</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Modern and Disorder</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: Review of lecture content and readings</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Disaster and the End of Modernity: The reason for the end of modernity explained</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: The reason for the end of modernity explained</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The Nature of Postmodernity: Thinking, Design and Globalism</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: The Nature of Postmodernity</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Order and Disorder in ???A New World Order????: This session will present the issues of a changing concept of world order</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: The Nature of Postmodernity</td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The Nature of Postmodernity Revisited: Knowing and Seeing</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Tutorial: Review of lecture content and readings</td>
<td>Tutorial</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment

This section sets out the assessment requirements for this course.

#### Summary of Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Relevant Learning Outcomes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual Book Review</td>
<td>20%</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Individual Presentation of Design Issues</td>
<td>30%</td>
<td>1,2,3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Case Study: Projected Future</td>
<td>50%</td>
<td>1,2,3</td>
<td>13</td>
</tr>
</tbody>
</table>

#### Assessment Details

**Individual Book Review**

Reading report assigned from reading list during 2/3rd tutorial. 1,000 - 1,500 words. Write a reading report about your selected text, demonstrating an understanding of the author's intention, the content of the book and a critical perspective on the text, relating it to the course content and supported with appropriate research.

Criteria: report must demonstrate
1. an understanding of the author's intention
2. a grasp of content
3. a critical perspective (not simply based on opinion)

**Individual Presentation of Design Issues**

The requirement is to write and speak to a 'statement of position' towards issues linked to a fragmented world order and design (e.g. the end of the image of national identity - nations with a flag; what comes after the UN and how to represent it; what would a post-nation world of sport look like?). The presentation should be 5-10 minutes.

Criteria: presentation must demonstrate
1. reflection on course content
2. rhetorical effort to communicate an understanding of the selected issues
3. clear evidence of prior effort

**Case Study: Projected Future**

Select an object of the present and write a 'case study' of its projected future in the context of its past history and current use and appearance. 1,500 - 2,000 words.

Criteria: assignment must demonstrate
1. research effort
2. imagination
3. coherence and clarity of expression

Students who achieve a final course mark of 47.5 to 49.4% and who have otherwise completed all other requirements of the course may be offered the opportunity to sit a Supplementary assessment. Students must adhere to the QIBT timetable for Supplementary and Deferred assessments. Please refer to the Assessment Policy for more details on Supplementary Assessments.

#### Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

**Please note:** You may be required to submit assignments electronically to a collusion detection tool to allow the detection of possible instances of collusion/plagiarism. This will also involve QIBT or its nominee storing your work on a secure database for use in testing assessment submitted by others in the future. For further information on QIBT's Academic Integrity Policy refer to QIBT's online Policy Library.

#### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation (e.g. medical certificate). Please refer to the QIBT website - Policy Library - for guidelines regarding extensions and deferred assessment.

#### Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of
the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0). For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the QIBT website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

QIBT aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<table>
<thead>
<tr>
<th>Generic Skills</th>
<th>Taught</th>
<th>Practised</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Secondary Research</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Critical and Innovative Thinking</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Self Directed Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Intelligence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Additional Course Generic Skills

Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the QIBT portal whenever these are available.

Academic Integrity

QIBT is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual’s and the College’s reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, QIBT also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at QIBT, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.
Please ensure that you are familiar with the QIBT Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the QIBT website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with engagement in this course.

Copyright © - QIBT

Note: For all Diploma level programs, QIBT acknowledges content derived from Griffith University.