City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: **Distributed Curation**

Course Code: **SM5349**

Course Duration: **One semester**

Credit Units: **3**

Level: **P5**

Medium of Instruction: **English**

Medium of Assessment: **English**

Prerequisites:
(Course Code and Title) **Nil**

Precursors:
(Course Code and Title) **Nil**

Equivalent Courses:
(Course Code and Title) **Nil**

Exclusive Courses:
(Course Code and Title) **Nil**

Part II   Course Details

1.   Abstract

This course explores innovative ways of presenting artworks that break free from traditional museum structures and contribute to promoting diversity, equity, and inclusion. Iconic exhibitions successfully implementing such practices will be studied to provide a theoretical and practical context for emerging presentational forms and social practices. The course will delve deeper into the concept of curatorial distributed models, which provide equal opportunities to people across borders, ethnicity, ideology, and gender identification. This approach opens up new avenues for artists to showcase their work and connect with a broader audience. The course will explore the various distributed curation models used across virtual and physical sites. Shared and interactive selection and evaluative models, voting, and crowdsourcing will be examined, which provide a democratic approach to curating exhibitions. Additionally, the course will examine the artist's role as a curator and the challenges and opportunities that come with this role.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	to empower underrepresented community through nontraditional technology to promote, inclusion and participation. presentation and circulation technologies.		✓		
2.	Understand the theoretical and practical context of emerging presentational forms and social practices that foster inclusivity		✓	✓	
3.	Explore curatorial distributed models and their role in promoting diversity, equity, and inclusion		✓	✓	
4.	Analyze the various distributed curation models used across virtual and physical sites		✓	✓	✓
5.	Understand shared and interactive selection and evaluative models, voting, and crowdsourcing as a democratic approach to curating exhibitions		✓	✓	✓
6.	Examine the role of the artist as a curator and their challenges and opportunities		✓	✓	✓
7.	Curate a distributed project with both theoretical and practical knowledge		✓	✓	✓
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: *Accomplishments*
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)
   (LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.							Hours/week (if applicable)
		1	2	3	4	5	6	7	
Lectures	Lectures on topics such as innovative ways of presenting art, distributed curation models, democratizing curatorial practices, artist's role as a curator	✓	✓	✓	✓	✓	✓		
In-class discussions of curatorial cases	Weekly readings and in-class discussions on distributed curatorial cases prepared by presentation groups	✓	✓	✓			✓		
Proposal for the curatorial project	Devise a plan on a distributed curatorial project				✓	✓	✓	✓	
Distributed curatorial project in Hong Kong with a document of reflection	Execute the plan, record the process, write a document to reflect on the process.				✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)
   (ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.							Weighting	Remarks
	1	2	3	4	5	6	7		
Continuous Assessment: _100___%									
In-class discussions	✓	✓	✓			✓		20	
Curatorial plan				✓	✓	✓	✓	30	
Reflection document				✓	✓	✓	✓	50	
Examination: __0__% (duration: , if applicable)									
								100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation of curatorial cases	This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	− Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter − Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative − Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time- management − Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize	− Adequate content with firm grasp of the material that informs the audience on a subject matter − Reasonable organization, balanced structure and composition − Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time- management	− below average content with below average grasp of the material that informs the audience on a subject matter − below average organization, balanced structure and composition − below average verbal communication: comprehensible pronunciation, not fully fluent expression and diction, below average time-management	− Weak content, loose grasp of the general ideas with some knowledge of the subject matter − Poor organization, structure and composition − Poor presentation skills: marginal pronunciation, expression and diction, poor time-management	− Inadequate content, fail to identify the general ideas with knowledge of the subject matter − No organization, structure or/and composition − Poor presentation skills: marginal pronunciation, expression and diction, minimal time- management

2. Curatorial plan	The grade will be based on the argument's and the comment's rationality, clarity, and fluency. The ability of a student to negotiate a position that is well-informed, tenable, and based on personal understanding is the criterion for "discovery."	− Rich content, excellent ability to interpret and integrate various resources − Rigorous organization, coherent structure, systematic composition − Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature − Readiness to respond to peer opinion and other views initiated in class discussion − Discussion shed light on new dimensions of the issue	− Adequate content, sufficient ability to integrate various resources based on demand − Reasonable organization with balanced structure and composition − Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently − Sufficient responses to peer comments to sustain a discussion	− below average content, below average ability to integrate various resources based on demand − below average organization with below average structure and composition − below average elaboration of ideas that sticks to the point, with unclearly differentiated issues, ability to interpret opinions independently − below average responses to peer comments to sustain a discussion	− Weak content, limited use of resources − Poor organization, structure and composition − Relevant points to the subject matter, marginal ability to interpret opinions − Ability to respond to other comments in simple terms	− Inadequate content, no/irrelevant use of resources − No organization, structure or/and composition − Irrelevant points to the subject matter, no ability to interpret opinions − Fail to respond to other comments
3. Reflection document	Students should demonstrate knowledge of materials discussed in class and secondary sources identified independently, build up argument and analysis. The threshold of 'discovery' lies in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience, and communicate	− Excellent grasp of research material, able to explain key concepts, assumptions and debates − Rigorous organization, coherent structure, distinct thesis, properly argued	- Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on	- below average grasp of materials, below average ability to explain key concepts and assumptions - below average organization, below average structure, below average content, below average	− Weak content, loose grasp of the general ideas with some knowledge of the subject matter − Poor organization, structure and composition − Poor presentation	− Inadequate content, fail to identify the general ideas with knowledge of the subject matter − No organization, structure or/and composition − Poor presentation skills: marginal

	these in their exam script	with strong narrative − Insightful interpretation of the subject matter with distinct themes and thesis − Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize − Ability to approach a text or a theme using a variety of theories and analytical tools − Strong bibliography suggesting breadth and depth of coverage and informed insights	demand - Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently - Organized bibliography which can be utilized in accordance with the topic	ability to integrate various resources based on demand - below average ideas which struggle to keep to the point, not clear-cut subject, lack of ability to interpret opinions independently - below average bibliography which is not utilized in accordance with the topic	skills: marginal pronunciation, expression and diction, poor time-management	pronunciation, expression and diction, minimal time- management

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Presentation of curatorial cases	This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	− Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter − Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative − Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management − Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize	− Adequate content with firm grasp of the material that informs the audience on a subject matter − Reasonable organization, balanced structure and composition − Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time- management	− Weak content, loose grasp of the general ideas with some knowledge of the subject matter − Poor organization, structure and composition − Poor presentation skills: marginal pronunciation, expression and diction, poor time- management	− Inadequate content, fail to identify the general ideas with knowledge of the subject matter − No organization, structure or/and composition − Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management
2. Curatorial plan	The grade will be based on the argument's and the comment's rationality, clarity, and fluency. The ability of a student to negotiate a position that is well-informed, tenable, and based on personal understanding is the criterion for "discovery."	− Rich content, excellent ability to interpret and integrate various resources − Rigorous organization, coherent structure, systematic composition − Precision in argument, well defined	− Adequate content, sufficient ability to integrate various resources based on demand − Reasonable organization with balanced structure and composition − Clear elaboration of ideas that sticks to the	− Weak content, limited use of resources − Poor organization, structure and composition − Relevant points to the subject matter, marginal ability to interpret opinions − Ability to respond to other comments in	− Inadequate content, no/irrelevant use of resources − No organization, structure or/and composition − Irrelevant points to the subject matter, no ability to interpret opinions − Fail to respond to

		and reasoned points of view grounded in insightful interpretation of existing literature − Readiness to respond to peer opinion and other views initiated in class discussion − Discussion shed light on new dimensions of the issue	point, with clearly differentiated issues, ability to interpret opinions independently − Sufficient responses to peer comments to sustain a discussion	simple terms	other comments
3. Reflection document	Students should demonstrate knowledge of materials discussed in class and secondary sources identified independently, build up argument and analysis. The threshold of 'discovery' lies in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience, and communicate these in their exam script	− Excellent grasp of research material, able to explain key concepts, assumptions and debates − Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative − Insightful interpretation of the subject matter with distinct themes and thesis − Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize − Ability to approach a text or a theme using a variety of theories and analytical tools − Strong bibliography suggesting breadth and depth of coverage and informed insights	- Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand - Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently - Organized bibliography which can be utilized in accordance with the topic	− Weak content, loose grasp of the general ideas with some knowledge of the subject matter − Poor organization, structure and composition − Poor presentation skills: marginal pronunciation, expression and diction, poor time-management	− Inadequate content, fail to identify the general ideas with knowledge of the subject matter − No organization, structure or/and composition − Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

Part III Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
    (An indication of the key topics of the course.)

    Distributed curatorial models, Collaboration in curatorial practices, Community-driven curation projects, Crowdsourcing for curatorial research, Shared responsibility in curation, Open access to curatorial resources and knowledge

2. **Reading List**
2.1 **Compulsory Readings**
    (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Söderqvist, T. (2010) "The Participatory Museum and Distributed Curatorial Expertise." N.T.M. Vol. 18, 69–78
2.	Reilly, Maura (2018). *Curatorial Activism: Towards an Ethics of Curating.* Foreword by Lucy Lippard. New York: Thames & Hudson.
3.	Cann, S. (2012). "Participatory curatorial practices: An online approach." International Journal of Humanities and Social Science, **2**(14), 73–8.
4.	Coffee, K. (2008). Cultural inclusion, exclusion and the formative roles of museums. *International Journal of Museum Management and Curatorship*, **23**(3), 261–79.
5.	Jeffery, C. (ed.) (2015). The artist as curator. Bristol: Intellect.
6.	Broeckmann, Andreas, Hui, Yuk (2020) *30 Years After Les Immatériaux: Art, Science and Theory,* Saint Philip Street Press.
7.	Reilly, M. (2018) *Curatorial Activism: Towards an Ethics of Curating,* Thames & Hudson
8.	Simon, N. (2010) *The Participatory Museum*, Museum 2.0
9.	Krysa, J. (Ed) (2011). Curating Immateriality: The Work of the Curator in the Age of Network Systems. Publisher: New York: Autonomedia
10.	Russo, A., & Watkins, J. (2017). The Internet of Things and the Museum Experience. Publisher: Rowman & Littlefield

2.2 **Additional Readings**
    (Additional references for students to learn to expand their knowledge about the subject.)
    Nil