

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

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| Course Title: | Protocols and Techniques for Decentralised Curation |
| Course Code: | SM6347 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | P6 |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

This course delves into the intersection of curation and decentralisation techniques, exploring the impact of decentralisation technologies on the creation, dissemination, and reception of transactional art. Through this course, students will analyse the influence of decentralisation on curatorial practices, audience engagement, and the circulation, discussion, and appreciation of art between curators, artists, and their audience. The course encourages students to understand how curation is transformed by algorithmic models, such as deep learning, blockchain, peer-to-peer protocols, text-to-image generation. This course also explores the technologies associated with transactional curation, including selecting and presenting tokenised art through blockchain models and NFTs. Furthermore, students will learn how to establish curatorial protocols that examine decentralisation by involving algorithmic curatorial practices, drawing on theoretical and practical knowledge.

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. | Develop platforms that strengthen audience diversity and inclusion that utilizes emergent decentralized curatorial methods. | | ✓ | | |
| 2. | Monetization: Understanding the tokenization of arts and how to promote and engage audiences with virtual artforms that resist traditional representations (e.g., NFTs). | | ✓ | ✓ | |
| 3. | Describe the influence of transaction on our contemporary notions of aesthetics | | ✓ | ✓ | |
| 4. | Learn new skills in techniques and technologies of decentralisation in link with curatorial practices | | ✓ | ✓ | ✓ |
| 5. | Curational 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 | |
| Lectures | Lectures on topics such as algorithmic models and blockchain technology for transactional art, as well as the study of curatorial protocols that examine decentralisation. | ✓ | ✓ | ✓ | ✓ | ✓ | |
| In-class discussions of curatorial cases | Weekly readings and in-class discussions on curatorial cases prepared by presentation groups | ✓ | ✓ | ✓ | | | |
| Proposal for the curatorial project | Devise a plan for a chosen transactional curation | | | | ✓ | ✓ | |
| Curatorial project on transactional curation, with a document of reflection | Follow the plan, document the procedure, and produce a reflection paper afterward. | | | | ✓ | ✓ | |

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 | | |
| Continuous Assessment: <u>100</u> % | | | | | | | |
| In-class discussions | ✓ | ✓ | ✓ | | | 20% | |
| Curatorial plan | | | | ✓ | ✓ | 30% | |
| Reflection document | | | | ✓ | ✓ | 50% | |
| Examination: <u>0</u> % (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. | <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> – Below average content with below average grasp of the material that informs the audience on a subject matter – Below average organization, unbalanced structure and composition – Below average verbal communication: sometimes incomprehensible pronunciation, below average expression and diction, Below average time- management | <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> – 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 |

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| 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." | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Below average content, insufficient ability to integrate various resources based on demand - Below average organization with unbalanced structure and composition - Below average elaboration of ideas that struggle to stick to the point, with unclearly differentiated issues, lack of ability to interpret opinions independently - Unsufficient responses to peer comments to sustain a discussion | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Excellent grasp of research material, able to explain key concepts, assumptions and debates - Rigorous organization, coherent structure, distinct thesis, properly argued | <ul style="list-style-type: none"> - Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various | <ul style="list-style-type: none"> - Below average grasp of materials, not able to explain key concepts and assumptions - Below average organization, unbalanced structure, inadequate content, | <ul style="list-style-type: none"> - Weak content, loose grasp of the general ideas with some knowledge of the subject matter - Poor organization, structure and composition - Poor | <ul style="list-style-type: none"> - Inadequate content, fail to identify the general ideas with knowledge of the subject matter - No organization, structure or/and composition - Poor presentation |

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| experience, and communicate 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 | 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 | unsufficient ability to integrate various resources based on demand – Below average ideas which struggle to keep to the point, clear-cut subject, ability to interpret opinions independently – Disorganized bibliography which is not always utilized in accordance with the topic | presentation skills: marginal pronunciation, expression and diction, poor time-management | skills: marginal pronunciation, expression and diction, minimal time- management |
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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 | – 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 | – Adequate content with firm grasp of the material that informs the audience on a subject matter – Reasonable organization, balanced structure and composition | – Weak content, loose grasp of the general ideas with some knowledge of the subject matter – Poor organization, structure and composition – Poor presentation skills: marginal | – Inadequate content, fail to identify the general ideas with knowledge of the subject matter – No organization, structure or/and composition – Poor presentation skills: marginal |

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| | conduct additional research and to personalize theories for her/his personal daily experience. | 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 | – Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time- management | pronunciation, expression and diction, poor time- management | 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 | – 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 | – Excellent grasp of research material, able to explain key concepts, | - Firm grasp of materials, able to explain key concepts | – Weak content, loose grasp of the general ideas with some | – Inadequate content, fail to identify the general ideas with |

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| | <p>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</p> | <p>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</p> | <p>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</p> | <p>knowledge of the subject matter – Poor organization, structure and composition – Poor presentation skills: marginal pronunciation, expression and diction, poor time- management</p> | <p>knowledge of the subject matter – No organization, structure or/and composition – Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</p> |
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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.)

uration, decentralisation, blockchain, NFTs, algorithmic models.

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.)

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| 1. | Maurer, B. (2017) "Introduction: Curating Transactional Things," in Paid: Tales of Dongles, Checks, and Other Money Stuff, Edited by Bill Maurer, Lana Swartz, The MIT Press |
| 2. | Altshuler, Bruce (1994): Dematerialization: The Avant-garde in Exhibition: New Art in the 20th Century, New York |
| 3. | Appiah, Kwame Anthony (2009): "Whose Culture is it?" In: Cuno, James: <i>Whose Culture is it? The Promise of the Museum and The Debate Over Antiquities</i> , Princeton, pp. 71-86 |
| 4. | C. Lahr, <i>Don't Pay Back - Sell Back</i> , http://www.sellback.net , |
| 5. | D. A. Plewe, <i>Transactional Art- Interaction as Transaction</i> , Proceeding of the 16th ACM international conference on Multimedia. 2008, Vancouver, British Columbia, Canada October 26 - 31, 2008 p 977-980. |
| 6. | K. Siegel, Paul Mattick. <i>Money- Artworks</i> , Thames and Hudson, London, 2004, p 144 |
| 7. | Rhea Myers (2014) "(Conceptual) Art, Cryptocurrency and Beyond," Furtherfield https://www.furtherfield.org/conceptual-art-cryptocurrency-and-beyond/ |
| 8. | Audry, S. (2021). <i>Art in the Age of Machine Learning</i> . MIT Press. Foreword by Bengio, Y. |

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil