

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title: Art and Technology

Course Code: SM5308

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 class explores the historical and philosophical aspects the mutual impact between art and technology, and new developments in digital media and their wide implications and practices in society, economy and environment. By the end of the semester, students should be able to identify and describe the social and cultural roles of media technologies, as well as apply relevant aesthetic, technical, philosophical and economic concepts to the analysis and practice of media art.

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.	Establish a balance between art, science and technology.		✓		
2.	Analyze the potentials and limitations in media technology.		✓	✓	
3.	Develop media contents using of technology that best serve the human user.			✓	✓
4.^	Explore new representation and expression platforms offered by technology.		✓	✓	
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

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 self-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. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Topic 1 Group Presentation, debate and discussion	Weekly readings on a topic relating to art, science and technologies	✓						
Topic 2 Group Presentation, debate and discussion	Monitoring and synthesis of the currents news pertaining to topics relating to art, science and technologies		✓					
Topic 3 Group Presentation, debate and discussion	Group presentation and discussion on a topic relating to art, science and technologies			✓				
Essay final evaluation Critique and discussion	Final essay on a topic relating to art, science and technologies				✓			

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		
Continuous Assessment: 100%								
Group presentation 1	✓						12%	
Group presentation 2		✓					12%	
Group presentation 3			✓				12%	
Essay				✓			64%	
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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation	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"> - Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter - Fair organization, weak structure and composition - Fair presentation skills: acceptable pronunciation, expression and diction, fair 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
2. Group Project/ Paper	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research	<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 with 	<ul style="list-style-type: none"> - Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, 	<ul style="list-style-type: none"> - Comprehensive grasp of materials, able to explain key concepts - Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand 	<ul style="list-style-type: none"> - Loose grasp of materials, cannot explain key concepts - Poor organization and structure, weak content, limited use of resources - Relevant points to the subject matter, marginal ability to interpret opinions 	<ul style="list-style-type: none"> - Poor grasp of materials - No organization and structure, inadequate content, no/ irrelevant use of resources - Irrelevant points to the subject matter, minimal ability to interpret opinions

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	and to personalize theories for her/his personal daily experience.	<p>strong narrative</p> <ul style="list-style-type: none"> – 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>sufficient ability to integrate various resources based on demand</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – Relevant points to the subject matter, fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic 	<ul style="list-style-type: none"> – Insufficient and/or unorganized bibliography 	<ul style="list-style-type: none"> – Irrelevant bibliography

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

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.)

Art, Science and Technology; Art and Technology history; Philosophy regarding man, civilization, art and machine; Evolution in art and technology; Artificial Intelligence; Sensors and new representation media; Script visualization; Natural language understanding; Automated and autonomous animation; Activity and Interactivity; Avatar and virtual presence; Virtual environments; Motion engine; Motion Synthesis; Artificial life; Story telling using media technology; Mobile and Web lifestyle; Media, Media technology and Man; Mobility, Portability and Resolution; Human Dimension and Human Resolution.

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.	Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In <i>Illuminations</i> . New York: Schocken, 1969. 217-251
2.	Lawrance K. Grossman. <i>The Electronic Republic</i> . 1995
3.	Darley, Andrew. <i>Visual Digital Culture</i> . New York: Routledge, 2000.
4.	Hayles, Katherine. <i>How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics</i> . Chicago: University of Chicago
5.	Press, 1999.
6.	Levinson, Paul. <i>The Soft Edge: A Natural History and Future of the Information Revolution</i> . New York: Routledge, 1997.
7.	Nichols, Bill. "The Work of Culture in the Age of Cybernetic Systems." In Timothy Druckery (ed.), <i>Electronic Culture: Technology and Visual Representation</i> . New York: Aperture, 1996. 121-143.

2.2 Additional Readings

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

1.	Rachel Greene, <i>Internet Art</i> , Thomas & Hudson Inc. 2005
2.	Oliver Grau, <i>Virtual Art</i> , Cambridge: MIT Press, 2003\
3.	Hillis, Ken. <i>Digital Sensations</i> . Minneapolis: University of Minnesota Press, 1999.
4.	Lunenfeld, Peter (ed.). <i>The Digital Dialectic</i> . Cambridge: MIT Press, 1999.
5.	Pacey, Arnold. <i>The Culture of Technology</i> . Cambridge: MIT Press, 1983.
6.	Stephenson, Neal. <i>Snow Crash</i> . New York: Bantam, 1992.
7.	Telotte, J.P. <i>A Distant Technology: Science Fiction Film and the Machine Age</i> . Middletown CT: Wesleyan Univ. Press, 1999.
8.	Turkle, Sherry. <i>Life on the Screen</i> . New York: Simon and Schuster, 1995.