

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2022/23**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Public Programming and Social Media</b>
<b>Course Code:</b>	<b>SM6339</b>
<b>Course Duration:</b>	<b>One semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P6</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course aims to achieve a number of goals. Theoretically, we will investigate the meaning of “the public” and “publics” – the history of these motivational categories and their roles in contemporary society. Sociologically and technologically, we will explore how the rise of social media has affected the contour and mechanisms of the public and various publics. Practically, we will learn how art institutions work with publics through exhibitions, events, and educational activities.

### 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 a clear understanding of public sphere theory.		✓	✓	
2.	Understand key concepts and technologies in social media.		✓	✓	
3.	Learn how to work with various publics through programming.		✓	✓	✓
4.	Synthesize theory, technology, and practice in developing innovative strategies for public engagement.		✓	✓	✓
		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 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	
Lectures and discussions	Explain key concepts, methodologies and case studies	✓	✓			
Site visits	Visit museums	✓	✓			
Research project	A substantial research project leading to final presentation			✓	✓	

#### 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		
Continuous Assessment: 100%						
Response paper 1	✓				15%	
Response paper 2		✓			15%	
Presentation			✓		30%	
Research project report				✓	40%	
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 in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Response Paper	Students should demonstrate ability to utilize primary and secondary sources, and to construct a well-organized argument and analysis. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional research and to personalize theories for her/his personal experience.	<ul style="list-style-type: none"> <li>- Excellent grasp of research material, able to explain key concepts, assumptions and debates</li> <li>- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative</li> <li>- Insightful interpretation of the subject matter with distinct themes and thesis</li> <li>- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> <li>- Ability to approach a text or a theme using a variety of theories and analytical tools</li> <li>- Strong bibliography suggesting breadth and depth of coverage and informed insights</li> </ul>	<ul style="list-style-type: none"> <li>- Firm grasp of materials, able to explain key concepts and assumptions</li> <li>- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand</li> <li>- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently</li> <li>- Organized bibliography which can be utilized in accordance with the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Loose grasp of materials, cannot explain key concepts</li> <li>- Poor organization and structure, weak content, limited use of resources</li> <li>- Relevant points to the subject matter, marginal ability to interpret opinions</li> <li>- Insufficient and/or unorganized bibliography</li> </ul>	<ul style="list-style-type: none"> <li>- Poor grasp of materials</li> <li>- No organization and structure, inadequate content, no/ irrelevant use of resources</li> <li>- Irrelevant points to the subject matter, minimal ability to interpret opinions</li> <li>- Irrelevant bibliography</li> </ul>

2. 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 practice. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional research and to personalize theories and practical strategies.	<ul style="list-style-type: none"> <li>- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter</li> <li>- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative</li> <li>- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> <li>- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate content with firm grasp of the material that informs the audience on a subject matter</li> <li>- Reasonable organization, balanced structure and composition</li> <li>- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>- Weak content, loose grasp of the general ideas with some knowledge of the subject matter</li> <li>- Poor organization, structure and composition</li> <li>- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate content, fail to identify the general ideas with knowledge of the subject matter</li> <li>- No organization, structure or/and composition</li> <li>- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</li> </ul>
3. Research Project Report	Students should demonstrate ability to synthesize theory and practice in order to propose (and possibly implement) an innovative strategy for public engagement.	<ul style="list-style-type: none"> <li>- Exceptional originality and elegance of idea (theory, implementation and design)</li> <li>- Insightful integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- An innovative proposal which is firmly built on</li> </ul>	<ul style="list-style-type: none"> <li>- Reasonable originality and sophistication of idea</li> <li>- Insightful integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- A well-designed proposal which is firmly built on competent knowledge of existing practices and</li> </ul>	<ul style="list-style-type: none"> <li>- Unoriginal, unclear idea</li> <li>- Minimal integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- A weak proposal which only vaguely refers to existing practices and theoretical frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- No or ill-defined idea</li> <li>- Sub-minimal resonance with key concepts, theories, assumptions of the field</li> <li>- Inept proposal which displays little knowledge of existing practices and theoretical frameworks</li> </ul>

		thorough knowledge of existing practices and theoretical frameworks	theoretical frameworks		
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Response Paper	Students should demonstrate ability to utilize primary and secondary sources, and to construct a well-organized argument and analysis. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional research and to personalize theories for her/his personal experience.	<ul style="list-style-type: none"> <li>- Excellent grasp of research material, able to explain key concepts, assumptions and debates</li> <li>- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative</li> <li>- Insightful interpretation of the subject matter with distinct themes and thesis</li> <li>- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> </ul>	<ul style="list-style-type: none"> <li>- Firm grasp of materials, able to explain key concepts and assumptions</li> <li>- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand</li> <li>- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently</li> <li>- Organized bibliography which can be utilized in accordance with</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehensive grasp of materials, able to explain key concepts</li> <li>- Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand</li> <li>- Relevant points to the subject matter, fair ability to interpret opinions</li> <li>- Unorganized bibliography which can be utilized in accordance with the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Loose grasp of materials, cannot explain key concepts</li> <li>- Poor organization and structure, weak content, limited use of resources</li> <li>- Relevant points to the subject matter, marginal ability to interpret opinions</li> <li>- Insufficient and/or unorganized bibliography</li> </ul>	<ul style="list-style-type: none"> <li>- Poor grasp of materials</li> <li>- No organization and structure, inadequate content, no/ irrelevant use of resources</li> <li>- Irrelevant points to the subject matter, minimal ability to interpret opinions</li> <li>- Irrelevant bibliography</li> </ul>

		<ul style="list-style-type: none"> <li>- Ability to approach a text or a theme using a variety of theories and analytical tools</li> <li>- Strong bibliography suggesting breadth and depth of coverage and informed insights</li> </ul>	the topic			
2. 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 practice. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories and practical strategies.	<ul style="list-style-type: none"> <li>- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter</li> <li>- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative</li> <li>- Superior presentation skills: distinct pronunciation, fluent expression and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate content with firm grasp of the material that informs the audience on a subject matter</li> <li>- Reasonable organization, balanced structure and composition</li> <li>- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter</li> <li>- Fair organization, weak structure and composition</li> <li>- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>- Weak content, loose grasp of the general ideas with some knowledge of the subject matter</li> <li>- Poor organization, structure and composition</li> <li>- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate content, fail to identify the general ideas with knowledge of the subject matter</li> <li>- No organization, structure or/and composition</li> <li>- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</li> </ul>

		<p>diction, exact time-management</p> <ul style="list-style-type: none"> <li>- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> </ul>				
3. Research Project Report	Students should demonstrate ability to synthesize theory and practice in order to propose (and possibly implement) an innovative strategy for public engagement.	<ul style="list-style-type: none"> <li>- Exceptional originality and elegance of idea (theory, implementation and design)</li> <li>- Insightful integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- An innovative proposal which is firmly built on thorough knowledge of existing practices and theoretical frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- Reasonable originality and sophistication of idea</li> <li>- Insightful integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- A well-designed proposal which is firmly built on competent knowledge of existing practices and theoretical frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- Some originality and structure to idea</li> <li>- Reasonable integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- A clear proposal which displays some knowledge of existing practices and theoretical frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- Unoriginal, unclear idea</li> <li>- Minimal integration and/or critique of key concepts, theories, assumptions of the field</li> <li>- A weak proposal which only vaguely refers to existing practices and theoretical frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- No or ill-defined idea</li> <li>- Sub-minimal resonance with key concepts, theories, assumptions of the field</li> <li>- Inept proposal which displays little knowledge of existing practices and theoretical frameworks</li> </ul>



### 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.)

Museum and Collection Management System, Documentation, Archiving, Preservation, Data Field Catalogue

#### 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.	Castells, M. <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i> . Cambridge: Polity, 2012.
2.	Finkelpearl, T. <i>Dialogues in Public Art</i> . Cambridge, MA: MIT Press, 2000.
3.	Fuchs, C. <i>Social Media: A Critical Introduction</i> . Los Angeles: SAGE, 2014.
4.	Habermas, J. <i>The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society</i> . Cambridge, MA: MIT Press, 1989.
5.	Jenkins, H., Ford, S. and Green, J. <i>Spreadable Media: Creating Value and Meaning in a Networked Culture</i> . New York: New York University Press, 2013.
6.	Kadushin, C. <i>Understanding Social Networks: Theories, Concepts, and Findings</i> . New York: Oxford University Press, 2012.
7.	Kwon, M. <i>One Place after Another: Site-Specific Art and Locational Identity</i> . Cambridge, MA: MIT Press, 2002.
8.	Lacy, S. <i>Mapping the Terrain: New Genre Public Art</i> . Seattle: Bay Press, 1995.
9.	Warner, M. <i>Publics and Counterpublics</i> . New York: Zone Books, 2002.

##### 2.2 Additional Readings

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

1.	<i>Journal of Computer-Mediated Communication</i> <a href="http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291083-6101">http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291083-6101</a>
2.	<i>Social Networks</i> <a href="http://www.journals.elsevier.com/social-networks/">http://www.journals.elsevier.com/social-networks/</a>
3.	<i>The Journal of Social Media in Society</i> <a href="http://thejsms.org/index.php/TSMRI">http://thejsms.org/index.php/TSMRI</a>
4.	Feast: Radical Hospitality in Contemporary Art <a href="http://smartmuseum.uchicago.edu/exhibitions/feast/">http://smartmuseum.uchicago.edu/exhibitions/feast/</a>
5.	Social Media @ American Art <a href="http://americanart.si.edu/visit/social_media/">http://americanart.si.edu/visit/social_media/</a>
6.	Walker Art Center <a href="https://www.youtube.com/user/walkerartcenter">https://www.youtube.com/user/walkerartcenter</a>