City University of Hong Kong Course Syllabus

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

iew
Curating Creative Media
SM5348
One semester
3
P5
English
English
Nil
Nil
Nil
Nil

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Part II Course Details

1. Abstract

This course will explore the intersection between curation and digital technologies, focusing on the impact of digital technologies on art creation, dissemination, and reception. It will cover the histories, theories, and practices of expanded curation. It will also explore knowledge of non-traditional and evolving research fields related to Art and Tech. The course will analyse the impact of emerging technologies such as Blockchain, AI, Machine Learning, and Web 3 on curatorial practices, audience engagement, and the circulation of art and aesthetics in the digital age. Through this course, students will gain insights into how digital technologies have transformed how art is created, shared, and appreciated between curators, artists, and their audience.

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	Discov	very-en	riched
		(if	curricu	ılum re	lated
		applicable)	learnir	ng outco	omes
			(please	e tick	where
			approp	riate)	
			A1	A2	A3
1.	To explore the impact of digital technologies on		✓		
	curatorial practices, audience engagement, and art appreciation				
2.	Develop research skills for technocultural initiatives		√		
	and increase awareness of evolving trends in				
	technocultural research				
3.	Learn how to select, organize, and moderate		√	✓	
	collections of creative assets				
4.	Understand practical and theoretical aspects of		✓	_	
	selecting presentation technologies to promote cultural				
	content and creative assets				
5.	Gain awareness of the historical context of expanded		√	/	/
	curation				Ĭ
6.	Curate a creative media project with both theoretical		√	/	/
	and practical knowledge				Ĭ
		100%		1	1

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	CIL	O No.					Hours/week
		1	2	3	4	5	6	(if applicable)
Lectures	Lectures on topics related to expanded curation and the curation of creative media	✓	✓	✓	✓	✓		
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 on a creative media curation				✓	✓	✓	
Curatorial project on creative media	Execute the plan, document the process, and create a written reflection 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		
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

1. Presentation of Th		Excellent	Good	Fair	Marginal	Failure
1. Presentation of Th		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
curatorial cases con pressure should be considered that a second and here	his assessment will grade on ontent and fluency of resentation. Students should now their co-operation to onduct a well-organized resentation with their own regument and evidence from eadings and notes. The areshold of 'discovery' lied in student's self initiatives to onduct additional research and to personalize theories for er/his personal daily experience.					

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

these in their exam script	with strong	demand	demand	skills: marginal	pronunciation,
	narrative –	- Clear ideas	- ideas which	pronunciation,	expression and
	Insightful	which keep to the	struggle to keep to	expression and	diction, minimal
	interpretation of	point, clear-cut	the point, clear-cut	diction, poor time-	time- management
	the subject matter	subject, ability to	subject, average	management	
	with distinct	interpret opinions	ability to interpret		
	themes and thesis	independently	opinions		
	 Critical analysis 	- Organized	independently		
	with insightful	bibliography	- unorganised		
	comments opening	which can be	bibliography		
	up new issues, or	utilized in	which can be		
	suggesting the	accordance with	utilized in		
	ability to theorize	the topic	accordance with		
	Ability to		the topic		
	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				

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

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

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, curation, digital technologies, emerging technologies, audience engagement, expanded curation, Blockchain, AI, Machine Learning, Web 3.

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.	Graham, Beryl, Sarah Cook and Steve Dietz (2010). Rethinking Curating: Art after New
	Media. Cambridge, Mass: MIT.
2.	Paul, Christian ed. (2008). New Media in the White Cube and Beyond: Curatorial Models for
	Digital Art. Berkeley: University of California Press.
3.	Stallabrass, Julian (2013). Contemporary Curating. Artforum (March 2013).
4.	Czegledy, N. (2012). Curatorial models and strategies in a digital age. <i>Kepes</i> , 9 (8),
	141–55.
5.	Gere, C. (2004). New media art and the gallery in the digital age. <i>Tate Papers</i> , 2. Retrieved
	from https://www.tate.org.uk/research/publications/tate-papers/02/new -media-art-and-the-
	gallery-in-the-digital-age.
6.	Giannini, T. and Bowen, J.P. (2019). "Rethinking museum exhibitions: Merging physical
	and digital culture—past to present." In T. Giannini and J.P. Bowen (eds), Museums and
	digital culture: New perspectives and research (pp. 163-93). Cham: Springer.
7.	Bennett, T. (1996) "The Exhibitionary Complex," in <i>Thinking About Exhibitions</i> , by Bruce
	W. Ferguson, Reesa Greenberg, Sandy Nairne, Routledge

2.2 Additional Readings

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