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: **Curating Creative Media**

Course Code: **SM5348**

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 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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			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		✓	✓	✓
6.	Curate a creative media 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 |
		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

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 firm grasp of the material that informs the audience on a subject matter − below average organization, balanced structure and composition − average verbal communication: comprehensible pronunciation, average 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 balanced structure and composition − below average elaboration of ideas that sticks to the point, with 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	- average of materials, able to explain key concepts and assumptions - average organization, average structure, average content, sufficient ability to integrate various resources based on	− 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	demand - ideas which struggle to keep to the point, clear-cut subject, average ability to interpret opinions independently - unorganised bibliography which can be 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.)
     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. *Kepes*, **9**(8), 141–55.
5.	Gere, C. (2004). New media art and the gallery in the digital age. *Tate Papers*, 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 *Thinking About Exhibitions*, 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