City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester B 2019 /20

Part I Course Overview

Course Title:	New Media Art in the Technological Lifeworld
Course Code:	SM4159
Course Duration:	One semester
Credit Units:	3
Level:	B4
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
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)*	GE4103 Technologies in Art, Science and Everyday Life

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course seeks to understand how new media technologies are embedded and constituted in our everyday practices and to examine the artistic potential of human-technology relations. It posits practices involving new media technologies into a framework of philosophy of technology and critically interrogates the promises and expectations about new media. More specific topics include examining the ways in which technologies are (re-)shaped in their culturally situated use-contexts. Special attention is paid to the mundane but intimate human-technology relations we enter into on everyday basis and the ways in they modify our understanding of the world and our ability to operate in it. Relevant questions, to be dealt with in both scholarly and artistic fashion, include: Do technologies have purposes? Where does the human body stop and the technology begin? Do technologies make us more/less free? What is the balance of power like in a particular human-technology relation? Upon completion of the class, students should be able to apply post-phenomenological insights in their own research projects and artistic practice, and subject new media artworks to critical analysis as technologies.

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 identify the key theoretical positions and concepts concerning the nature of technologies and their role in constituting human experience of the world		✓	✓	
2.	Articulate how technologies are created in human practices and how they mediate and transform human experience of the world; identify artistic uses for existing technologies		✓	✓	✓
3.	Differentiate between and critically discuss new media artworks based on the involvement of technology		✓	✓	
4.	Apply post-phenomenological theory in independent research and critical writing, and artistic practice (if applicable)		✓	✓	✓
5.^	Conduct extra research on the subject in relation to one's own experience as a self-reflective process		✓	✓	✓
	** If weighting is assigned to CILOs, they should add up to 100%.*	100%			

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

^ 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	
Lectures	Lectures explaining theories, including works of Heidegger, Haraway, Hayles, Ihde, and Verbeek	✓						
Group discussion	Group discussions on assigned readings	✓						
Quizzes	In-class quizzes on assigned readings	✓						
Independent research	Field research on technologies leading to in-class student presentations followed by group discussions		✓			✓		
Exercise	"Technological deprivation" exercise, scholarly/artistic examination the effects of living without a particular technology		✓			✓		
In-class discussion	Discussions and reaction paper writing on technologies and new media artworks based on screenings and demonstrations			✓		✓		
Independent research	Independent research leading to final paper/project				✓	✓		

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%								
Presentation on a technology based on field research		✓			✓		20%	
Presentation/paper on the technological deprivation exercise		✓			✓		20%	
Reaction writings on assigned readings, and in-class screenings/demonstrations	✓		✓		✓		15%	
Final paper / project				✓	✓		35%	
In-class participation and discussion (incl. reading groups)	✓	✓	✓				10%	
Examination: 0% (duration: , if applicable)								
** The weightings should add up to 100%.*							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. Field Research	Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.	– Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field – Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is firmly built on	– Firm grasp of materials, ability to explain key concepts and assumptions – Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is built on thorough knowledge of existing theoretical frameworks	– Comprehensive grasp of materials, able to explain key concepts – Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand – Design and conduct research which is built on knowledge of theoretical frameworks – Appropriate judgments about existing research – Weak ability to approach a text or a theme using a	– Loose grasp of materials, cannot explain key concepts – Weak content, with primary and secondary levels – Design and conduct research which is appropriate for the research objective – Marginal judgments about existing research – Poor ability to approach a text or a theme using a variety of theories and analytical tools	– Poor grasp of materials – Inadequate content, without primary and secondary levels – Fail to design and conduct research which is appropriate for the research objective – Fail to make reasonable judgments about existing research – Fail to approach a text or a theme using a variety of theories and analytical tools

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		thorough knowledge of existing theoretical frameworks – Evaluative judgments about existing research and demonstrate application of strong critical thinking skills – Strong ability to approach a text or a theme using a variety of theories and analytical tools – Strong organization of research findings with effective organization and procedural clarity at the	– Appropriate judgments about existing research and demonstrate application of critical thinking skills – Ability to approach a text or a theme using a variety of theories and analytical tools	variety of theories and analytical tools		

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		same time demonstrating the importance of the process – Insightful suggestion of how the research findings may lead to future research				
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 notes. The threshold of 'discovery' lied in a student' s self initiatives to conduct additional research and to personalize theories	– 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	– 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,	– 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	– 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	for her/his personal daily experience.	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	fluent expression and diction, fair time-management	diction, fair time-management		
3. Final Paper/ Project	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold	– Excellent grasp of research material, able to explain key concepts,	– Firm grasp of materials, able to explain key concepts and assumptions	– Comprehensive grasp of materials, able to explain key concepts – Fair organization, weak structure,	– Loose grasp of materials, cannot explain key concepts – Poor organization and structure, weak	– Poor grasp of materials – No organization and structure, inadequate content, no/

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	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	– 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	adequate content, fair ability to integrate various resources based on demand – Relevant points to the subject matter, fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic	content, limited use of resources – Relevant points to the subject matter, marginal ability to interpret opinions – Insufficient and/or unorganized bibliography	irrelevant use of resources – Irrelevant points to the subject matter, minimal ability to interpret opinions – Irrelevant bibliography

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		or a theme using a variety of theories and analytical tools – Strong bibliography suggesting breadth and depth of coverage and informed insights				
4. In-Class Participation	This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer	– Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points – In-depth pre-class preparation and familiarity with peer reports	– Active in-class participation, positive listening, ability to initiate class discussion and comment on other points – Adequate pre-class preparation and familiarity with peer reports and other materials	– Attentive in in-class participation, listening with comprehension, but only infrequently contributing – Adequate pre-class preparation but little familiarity with peer reports and other materials	– Unmotivated to participate in class discussion or comment on other people's views – Little pre-class preparation and familiarity with peer reports and other materials – Poor ability in interpreting opinions	– Unwilling to participate in class discussion and comment on other points, even when requested by the teacher – No pre-class preparation and familiarity with peer reports and other materials

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	members.	and other materials – Interpret others' views with an open mind and ready to negotiate – Readiness to share personal insight via analysis and synthesis with informed views – Constructively critical, thus facilitating the discovery of new issues	– Interpret opinions effectively	– Fair ability in interpreting opinions		– Minimal ability in interpreting opinions
5. Reaction Writing	This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that	– Rich content, excellent ability to interpret and integrate various resources – Rigorous organization, coherent	– Adequate content, sufficient ability to integrate various resources based on demand	– Adequate content, fair ability to integrate various resources based on demand – Fair organization with adequate	– Weak content, limited use of resources – Poor organization, structure and composition – Relevant points to the subject matter,	– Inadequate content, no/ irrelevant use of resources – No organization, structure or/and composition – Irrelevant points to the subject matter,

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	is informed, defendable, and standing on personal insight.	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	– 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	structure and composition – Relevant points made to the subject matter in question – Ability to respond to other statements and engage in class discussion	marginal ability to interpret opinions – Ability to respond to other comments in simple terms	no ability to interpret opinions – Fail to respond to other comments

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.)

Philosophy, phenomenology, new media theory, experience, technology, tool, intentionality, technological artefact, human-technology relations, body, virtuality, cyborg, post-humanism, Heidegger, Hayles, Haraway, Ihde, Verbeek

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.	Don Ihde: *Technology and the Lifeworld. From Garden to Earth.* Indiana UP: 1990
2.	Robert Sokolowski: *Introduction to Phenomenology.* Cambridge UP: 1999.

2.2 Additional Readings

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

1.	Dreyfus, H.: An existential critique of Second Life In: *On the Internet. Thinking in Action.* (2nd Edition). New York: Routledge, 2009
2.	Harman, G: *Tool-being: Heidegger and the metaphysics of objects*. London: Open Court Publishing, 2002
3.	Haraway, D. J.: Chap. A Manifesto for Cyborgs: Science, Technology and Socialist
4.	Feminism in 1980's. In *Simians, Cyborgs and Women: The Reinvention of*
5.	*Nature*. New York: Routledge, 1991, 149—181
6.	Hayles, N. K.: *How we became posthuman: virtual bodies in cybernetics, literature*
7.	*and narrative constructions.* University of Chicago Press, 1999
8.	Ihde, D.: *Technology and the lifeworld: from garden to earth*. Indiana UP, 1990
9.	*Postphenomenology: Essays in the Postmodern Context.* Chicago: Northwestern
10.	University Press., 1995
11.	Moran, D.: *Introduction to Phenomenology.* London & New York: Routledge, 2000
12.	Scharff, R. C. and Dusek, V. (eds.). *Philosophy of Technology. The Technological*
13.	*Condition. An Anthology*. Chichester: Blackwell Publishing, 2003
14.	Verbeek, P.-P.: Cyborg intentionality: Rethinking the phenomenology of human/technology relations. *Phenom Cogn Sci*, 7 2008, 387—395 Don Ihde: The Technological Lifeworld. In H. Achterhuis (ed.). *American philosophy of technology: the empirical turn*. Indiana UP 2001 *What Things Do. Philosophical reections on technology, agency, and design.* The Pennsylvania State University Press, 2005