

SM5349: DISTRIBUTED CURATION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Distributed Curation

Subject Code

SM - School of Creative Media

Course Number

5349

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course explores innovative ways of presenting artworks that break free from traditional museum structures by focusing on other possible forms of spectatorship and audience interaction, as well as contributing to promoting diversity, equity,

and inclusion: providing equal opportunities to people across borders, ethnicity, ideology, and gender identification. Through seminars and presentations, students will become familiarized with modes of curating, implementing such practices providing a theoretical and practical context for emerging presentational forms and social practices. The course will simultaneously study non-traditional experimental museum display design, impactful large-scale and public programs by art institutions involving technology, and will look more in depth at artists' projects working with mass media (radio/tv/internet networks) as well as involving large numbers of participants, and 'the outdoors'. Various modes of 'distributed curation' will be explored across physical and digital contexts by looking at historical and more recent case studies that have expanded the definitions of spectatorship, commonality, publicness and the public sphere. The course will also examine the artist's role as a curator and the challenges and opportunities that come with this role in particular 'institutional critique'.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To empower underrepresented community through nontraditional technology to promote, inclusion and participation. presentation and circulation technologies.	x		
2	Understand the theoretical and practical context of emerging presentational forms and social practices that foster inclusivity	x	x	
3	Explore curatorial distributed models and their role in promoting diversity, equity, and inclusion	x	x	
4	Analyze the various distributed curation models used across virtual and physical sites	x	x	x
5	Understand shared and interactive selection and evaluative models, voting, and crowdsourcing as a democratic approach to curating exhibitions	x	x	x
6	Examine the role of the artist as a curator and their challenges and opportunities	x	x	x
7	Curate a distributed project with both theoretical and practical knowledge	x	x	x

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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures on topics such as innovative ways of presenting art, distributed curation models, democratizing curatorial practices, artist's role as a curator	1, 2, 3, 4, 5, 6	
2	In-class discussions of curatorial cases	Weekly readings and in-class discussions on distributed curatorial cases prepared by presentation groups	1, 2, 3, 6	
3	Proposal for the curatorial project	Devise a plan on a distributed curatorial project	4, 5, 6, 7	
4	Distributed curatorial project in Hong Kong with a document of reflection	Execute the plan, record the process, write a document to reflect on the process.	4, 5, 6, 7	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class discussions	1, 2, 3, 6	20	-	Yes
2	Curatorial plan	4, 5, 6, 7	30	-	Yes
3	Reflection document	4, 5, 6, 7	50	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Presentation of curatorial cases (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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.

Excellent

(A+, A, A-) - 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

Good

(B+, B, B-) - 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

Fair

(C+, C, C-) - below average content with below average grasp of the material that informs the audience on a subject matter

- below average organization, balanced structure and composition
- below average verbal communication: comprehensible pronunciation, not fully fluent expression and diction, below average time-management

Marginal

(D) - 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

Failure

(F) - 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

Curatorial plan (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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".

Excellent

(A+, A, A-) - 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

Good

(B+, B, B-) - 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

Fair

(C+, C, C-) - below average content, below average ability to integrate various resources based on demand

- below average organization with below average structure and composition

- below average elaboration of ideas that sticks to the point, with unclearly differentiated issues, ability to interpret opinions independently
- below average responses to peer comments to sustain a discussion

Marginal

- (D) - 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

Failure

- (F) - 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

Assessment Task

Reflection document (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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

- (A+, A, A-) - 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

Good

- (B+, B, B-) - 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

Fair

- (C+, C, C-) - below average grasp of materials, below average ability to explain key concepts and assumptions
- below average organization, below average structure, below average content, below average ability to integrate various resources based on demand
- below average ideas which struggle to keep to the point, not clear-cut subject, lack of ability to interpret opinions independently
- below average bibliography which is not utilized in accordance with the topic

Marginal

- (D) - 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

Failure

- (F) - 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

Presentation of curatorial cases (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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.

Excellent

- (A+, A, A-) - 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

Good

- (B+, B) - 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

Marginal

- (B-, C+, C) - 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

Failure

- (F) - 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

Curatorial plan (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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".

Excellent

- (A+, A, A-) - 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

Good

- (B+, B) - 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

Marginal

- (B-, C+, C) - Weak content, limited use of resources
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Failure

- (F) - 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

Assessment Task

Reflection document (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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

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- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
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Marginal

- (B-, C+, C) - 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

Failure

- (F) - 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

Keyword Syllabus

Distributed curatorial models, Collaboration in curatorial practices, Community-driven curation projects, Crowdsourcing for curatorial research, Shared responsibility in curation, Open access to curatorial resources and knowledge

Reading List

Compulsory Readings

	Title
1	Söderqvist, T. (2010) "The Participatory Museum and Distributed Curatorial Expertise." N.T.M. Vol. 18, 69–78
2	Reilly, Maura (2018). Curatorial Activism: Towards an Ethics of Curating. Foreword by Lucy Lippard. New York: Thames & Hudson.
3	Cann, S. (2012). "Participatory curatorial practices: An online approach." International Journal of Humanities and Social Science 2(14), 73–8.
4	Coffee, K. (2008). Cultural inclusion, exclusion and the formative roles of museums. International Journal of Museum Management and Curatorship 23(3), 261–79.
5	Jeffery, C. (ed.) (2015). The artist as curator. Bristol: Intellect.
6	Broeckmann, Andreas, Hui, Yuk (2020) 30 Years After Les Immatériaux: Art, Science and Theory, Saint Philip Street Press.
7	Reilly M. (2018) Curatorial Activism: Towards an Ethics of Curating Thames & Hudson
8	Simon, N. (2010) The Participatory Museum Museum 2.0
9	Krysa, J. (Ed) (2011). Curating Immateriality: The Work of the Curator in the Age of Network Systems. Publisher: New York: Autonomedia
10	Russo, A., & Watkins, J. (2017). The Internet of Things and the Museum Experience. Publisher: Rowman & Littlefield

Additional Readings

	Title
1	Nil