

# SM6346: SOCIAL MEDIA, AESTHETICS, AND CURATION

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Social Media, Aesthetics, and Curation

### Subject Code

SM - School of Creative Media

### Course Number

6346

### 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 the intersection of social media and contemporary art curation, examining how digital platforms have transformed art creation, dissemination, and reception. Students will analyse the impact of social media on curatorial practices, audience engagement, and how art and aesthetics is being circulated, discussed, and even appreciated technologically between curators, artists, and their audience. Students are encouraged to understand Instagram, online videos, VR, and other experimental platforms as curatorial spaces not only from artists, curators, media theorists, aestheticians but also from influencer-practitioners algorithms, and human platform administrators. In a semester-long guided student project, the course's knowledge production is through producing an individual or group curatorial work within the existing conventions of social media curation screen ecologies, socio-technics (e.g. editing conventions), and readymade materials on these platforms, utilising both theoretical knowledge and practical know-how.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Account for the medium-specificity of social media curation in the landscape of contemporary art today	x		
2	Study evolution of audiovisual-based social media in the sphere of contemporary art and situate social media curation in the broader history of curation	x	x	
3	Describe the influence of social media on our contemporary notions of aesthetics	x	x	
4	Learn new skills in techniques and technologies of curation embedded in the media ecology of social media	x	x	x
5	Curate a 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 various social media platforms as curatorial spaces and the rise of influencer, internet native aesthetics and algorithmically directed curation.	1, 2, 3, 4, 5

2	In-class discussions of curatorial cases	Weekly readings and in-class discussions on curatorial cases prepared by presentation groups.	1, 2, 3	
3	Proposal for the curatorial project	Devise a plan on a social media campaign.	4, 5	
4	Curatorial project on social media, with a document of reflection	Execute the plan, record the process, write a 1500 words document to reflect on the process.	4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	In-class discussions	1, 2, 3	20	-	Yes
2	Curatorial plan	4, 5	30	-	Yes
3	Reflection document	4, 5	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 firm grasp of the material that informs the audience on a subject matter
- Below average organization, balanced structure and composition
- Below average verbal communication: unclear pronunciation, below average 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

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## **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, insufficient ability to integrate various resources based on demand
- Below average organization with balanced structure and composition
- Below average elaboration of ideas that struggle to stick to the point, with unclearly differentiated issues, inability to interpret opinions independently
- Insufficient 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, able to explain key concepts and assumptions
  - Below average organization, unbalanced structure, inadequate content, insufficient ability to integrate various resources based on demand
  - Unclear ideas which keep to the point, unclear subject, inability to interpret opinions independently
  - Disorganized 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**

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  - No organization, structure or/and composition
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### **Assessment Task**

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

### **Criterion**

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## **Assessment Task**

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

### **Criterion**

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- Poor presentation skills: marginal pronunciation, expression and diction, minimal time- management

**Part III Other Information****Keyword Syllabus**

curation, social media, digital platforms, aesthetics, influencers, algorithms, readymade materials.

**Reading List****Compulsory Readings**

	Title
1	Abidin, C. (2022). TikTok and Youth Cultures. Emerald Publishing.
2	Burgess, J. & Green, J. (2009). YouTube: online video and participatory culture. Malden, MA: Polity Press.
3	Manovich, Lev (2020), Cultural Analytics Cambridge, MA: MIT Press.
4	LESSARD, B. (2017). The Art of Subtraction: Digital Adaptation and the Object Image. University of Toronto Press.
5	Tim Highfield & Tama Leaver (2016) Instagrammatics and digital methods: studying visual social media, from selfies and GIFs to memes and emoji, Communication Research and Practice, 2:1, 47-62, DOI: 10.1080/22041451.2016.1155332
6	Manique Hendricks. (2017) The Algorithm as Curator: In Search of a Non-narrated Collection Presentation. Stedelijk Studies. <a href="https://stedelijkstudies.com/journal/algorithm-curator-search-non-narrated-collection-presentation/">https://stedelijkstudies.com/journal/algorithm-curator-search-non-narrated-collection-presentation/</a>
7	Christian Nagler & Joseph del Pesco. (2011). Curating in the Time of Algorithms. Phillip (15).

**Additional Readings**

	Title
1	Nil