

SM5356: ART, TECHNOLOGY, AND QUEERING

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Art, Technology, and Queering

Subject Code

SM - School of Creative Media

Course Number

5356

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

Queer perspectives provide critical tools to look at the world outside dominant (heteronormative) narratives and mainstream points of view. If understood as a verb, as potential, queering becomes useful as a mechanism for questioning

a normative world, especially in today's deep bio-political bound of the body in a post-media world; a reality where the role of machines exceeds that of humans in signification. Throughout the course, students will be exposed to the practices, modes and mediums proposed by artists, filmmakers, curators, and thinkers from around the world who propose forms of queering technologies of representation, from lens-based media to AI-assisted art. Distant from the over-identification, and often corporatised understandings of LGBTQ+ identities, the course proposes 'queering' as a possible universal strategy of approaching art making and curating, if one understands that art continuously challenges the codes of representation itself, alongside the world that is being represented.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Be exposed to various queer theories by authors and queer cultural practices as tools of critique of media and its technologies of representation.		x		
2	Comprehend the role of technology rendering normative assumptions about gender and sexuality, and how it was subverted by queer art, cinema, curating, and critical theory across the globe.			x	
3	Apply creative modes that incorporate cultural queer practices, and queer theory concepts.				x
4	Understand key terminologies and concepts found in queer thought and image-making.			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	Introduce the practice of both historical and contemporary (media) artists and filmmakers from diverse contexts of the world through lectures.		1	
2	Encourage students to identify relationships between technologies with queer art practices.		1, 2, 4	

3	Provide feedback on comprehension of concepts and their application through group presentations.		3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Participating in in-class discussions.	1, 2, 4	10	-	Yes
2	Written commentary entries in Canvas discussions.	1, 2, 4	30	-	Yes
3	Writing prompts for AI academic research engines.	2	30	-	Yes
4	Group presentations assignment.	3	30	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

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

Criterion

Students' participation and performance in discussions, debates in class and on-line (Canvas discussions) will be reviewed and graded. Results of 'negotiation', and the element of 'discovery', will be measured based on the student's pre-class preparation and their grasp of contents and concepts discussed during lectures.

Excellent

(A+, A, A-)

- Engaged in classroom participation, attentive listening, and a talent for steering class discussions and offering insightful commentary on others' ideas.
- Thorough understanding of related materials, including pre-class preparation and a strong.
- Approach diverse perspectives with a receptive attitude.
- Willingness to offer personal perspectives, shaped by in-depth analysis and thoughtful consideration, supported by knowledgeable insights.

Good

(B+, B, B-)

- Engaged classroom involvement, attentive listening, and the capacity to spark class conversations and contribute to ongoing topic discussions.
- Thorough understanding of related materials, and preparation before class.
- Comprehend and analyse viewpoints through argument.

Fair

(C+, C, C-)

- Infrequently engaged in classroom discussions, yet demonstrating understanding through attentive listening.
- Sufficient preparation before class, yet limited grasping of concepts and supplementary resources.
- Competent comprehension of viewpoints

Marginal

(D)

- Un interested in joining class discussions or sharing thoughts on what others say.
- Not much preparation before class unfamiliar with lecture content, classmates' presentations, and other resources.
- Struggles to understand different topics

Failure

(F)

- Reluctance to engage in classroom discussions and to provide commentary on various viewpoints, even when prompted by the instructor.
- There is a lack of preparation prior to class, resulting in insufficient familiarity with peer presentations and supplementary materials.
- The capacity to analyse and interpret differing opinions is notably limited.

Assessment Task

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

Criterion

Rationale, clarity and fluency when articulating questions, and written statements will be graded. The element of 'discovery' will be based on the students' ability to claim an informed opinion and position on the materials shared in class.

Excellent

(A+, A, A-)

- Demonstrates an in-depth understanding of research materials, proficient in articulating key concepts, underlying critical viewpoints, and ongoing debates.
- Shows meticulous organisation of ideas, a clear structure, a well-defined thesis, and a compelling argument supported by a personal narrative.
- Provides a critical comparative perception of the topic, highlighting unique themes and a clear thesis.
- Engages in critical analysis, offering thoughtful observations that introduce new questions or indicate a capacity for comprehending theoretical concepts.
- Possesses the capability to examine a text or theme through theoretical frameworks and analytical methodologies.
- Presents a comprehensive bibliography that reflects extensive coverage of references.

Good

(B+, B, B-)

- A solid understanding of the subject matter, with the capability to articulate fundamental concepts and underlying assumptions.
- Well-structured organisation, coherent framework, appropriate content, and a sufficient capacity to synthesise diverse resources as required.
- Concise and focused ideas, a well-defined topic, and the ability to analyse perspectives autonomously.
- A systematically arranged bibliography that can be effectively employed in relation to the subject matter.

Fair

(C+, C, C-)

- A thorough understanding of materials, with the capability to elucidate essential concepts.
- Moderate organization, lacking in structural coherence, with sufficient content and a reasonable capacity to synthesize diverse resources as required.
- Pertinent points related to the subject matter, with a moderate ability to analyse differing viewpoints.
- An unrelated bibliography that may not be applicable to the topics discussed.

Marginal

(D)

- The understanding of the materials is weak, and there's a struggle to explain important ideas clearly.
- The organization and structure are lacking, with content that does not hold up well and minimal resource usage.
- There are some relevant points related to the topic, but the ability to interpret different opinions is only marginal.
- The bibliography is either insufficient or poorly organised.

Failure

(F)

- Weak understanding of the topics covered.
 - Lack of organisation and structure, insufficient content, and inappropriate or unrelated use of resources.
 - Off-topic points that do not connect to the main subject, with little ability to analyse different viewpoints.
 - Unrelated references in the bibliography.
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Assessment Task

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

Criterion

Grading will be based on the communications skills and tools used during group presentations, as well as the articulation of contents and concepts in relation to the topic of the assignment. Students should show a well-organized presentation with their own arguments and include examples of art practices from their own research. The element of 'discovery' will depend on the student's additional research beyond the topics discussed during the seminars.

Excellent

(A+, A, A-)

- Comprehends informative content, demonstrates deep understanding of the material, presenting in depth analytical knowledge on the topics presented.
- The organisation of ideas and slides are meticulous, featuring a coherent framework and systematic presentation that conveys a strong narrative flow.
- Exceptional presentation abilities are evident through clear articulation, fluent delivery, and precise word choice, coupled with effective time management.
- The analysis is critical and includes multiple perceptive observations that introduce new topics for consideration, indicating a capacity for theoretical inquiry.

Good

(B+, B, B-)

- Demonstrates a solid understanding of the subject matter.
- Well-balanced structure and composition.
- Effective verbal skills that are easily understood.
- Fluent delivery, and reasonable time management.

Fair

(C+, C, C-)

- Content is sufficiently articulated, reflecting a solid understanding of the material and demonstrating minimal knowledge of the topics presented.
- The organisation of the presentation is adequate, but the structure and composition are lacking in strength.
- Presentation skills are modest, featuring acceptable communications skills.

Marginal

(D)

- Content lacks depth, demonstrating a limited understanding of topics, exhibiting limited familiarity with the topic.
- The organisation, structure, and composition are unrelated.
- Presentation skills insufficient, unclear, and ineffective time management.

Failure

(F)

- Fails to convey the overarching concepts related to the subject matter presented.
 - Lack of organisation, structure, and composition of slides is evident.
 - Presentation skills are lacking, characterised by poor expression, and presentations skills, along with inadequate time management.
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Assessment Task

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

Criterion

Students' participation and performance in discussions, debates in class and on-line (Canvas discussions) will be reviewed and graded. Results of 'negotiation', and the element of 'discovery', will be measured based on the students' pre-class preparation and their grasp of contents and concepts discussed during lectures.

Excellent

(A+, A, A-)

- Engaged in classroom participation, attentive listening, and a talent for steering class discussions and offering insightful commentary on others' ideas.
- Thorough understanding of related materials, including pre-class preparation and a strong.
- Approach diverse perspectives with a receptive attitude.
- Willingness to offer personal perspectives, shaped by in-depth analysis and thoughtful consideration, supported by knowledgeable insights.

Good

(B+, B)

- Engaged classroom involvement, attentive listening, and the capacity to spark class conversations and contribute to ongoing topic discussions.
- Thorough understanding of related materials, and preparation before class.
- Comprehend and analyse viewpoints through argument.

Marginal

(B-, C+, C)

- Uninterested in joining class discussions or sharing thoughts on what others say.
- Not much preparation before class unfamiliar with lecture content, classmates' presentations, and other resources.
- Struggles to understand different topics

Failure

(F)

- Reluctance to engage in classroom discussions and to provide commentary on various viewpoints, even when prompted by the instructor.
 - There is a lack of preparation prior to class, resulting in insufficient familiarity with peer presentations and supplementary materials.
 - The capacity to analyse and interpret differing opinions is notably limited.
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Assessment Task

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

Criterion

Rationale, clarity and fluency when articulating questions, and written statements will be graded. The element of 'discovery' will be based on the students' ability to claim an informed opinion and position on the materials shared in class.

Excellent

(A+, A, A-)

- Demonstrates an in-depth understanding of research materials, proficient in articulating key concepts, underlying critical viewpoints, and ongoing debates.
- Shows meticulous organisation of ideas, a clear structure, a well-defined thesis, and a compelling argument supported by a personal narrative.
- Provides a critical comparative perception of the topic, highlighting unique themes and a clear thesis.
- Engages in critical analysis, offering thoughtful observations that introduce new questions or indicate a capacity for comprehending theoretical concepts.
- Possesses the capability to examine a text or theme through theoretical frameworks and analytical methodologies.
- Presents a comprehensive bibliography that reflects extensive coverage of references.

Good

(B+, B)

- A solid understanding of the subject matter, with the capability to articulate fundamental concepts and underlying assumptions.
- Well-structured organisation, coherent framework, appropriate content, and a sufficient capacity to synthesise diverse resources as required.
- Concise and focused ideas, a well-defined topic, and the ability to analyse perspectives autonomously.
- A systematically arranged bibliography that can be effectively employed in relation to the subject matter.

Marginal

(B-, C+, C)

- The understanding of the materials is weak, and there's a struggle to explain important ideas clearly.
- The organization and structure are lacking, with content that doesn't hold up well and minimal resource usage.
- There are some relevant points related to the topic, but the ability to interpret different opinions is only marginal.
- The bibliography is either insufficient or poorly organized

Failure

(F)

- Weak understanding of the topics covered.
- Lack of organisation and structure, insufficient content, and inappropriate or unrelated use of resources.
- Off-topic points that do not connect to the main subject, with little ability to analyse.
- Unrelated references in the bibliography.

Assessment Task

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

Criterion

Grading will be based on the communications skills and tools used during group presentations, as well as the articulation of contents and concepts in relation to the topic of the assignment. Students should show a well-organized presentation with their own arguments and include examples of art practices from their own research. The element of 'discovery' will depend on the student's additional research beyond the topics discussed during the seminars.

Excellent

(A+, A, A-)

- Comprehends informative content, demonstrates deep understanding of the material, presenting in depth analytical knowledge on the topics presented.

- The organisation of ideas and slides are meticulous, featuring a coherent framework and systematic presentation that conveys a strong narrative flow.
- Exceptional presentation abilities are evident through clear articulation, fluent delivery, and precise word choice, coupled with effective time management.
- The analysis is critical and includes multiple perceptive observations that introduce new topics for consideration, indicating a capacity for theoretical inquiry.

Good

(B+, B)

- Demonstrates a solid understanding of the subject matter.
- Well-balanced structure and composition.
- Effective verbal skills that are easily understood.
- Fluent delivery, and reasonable time management.

Marginal

(B-, C+, C)

- Content lacks depth, demonstrating a limited understanding of topics, exhibiting limited familiarity with the topic.
- The organisation, structure, and composition are unrelated.
- Presentation skills insufficient, unclear, and ineffective time management.

Failure

(F)

- Fails to convey the overarching concepts related to the subject matter presented.
- Lack of organisation, structure, and composition of slides is evident.
- Presentation skills are lacking, characterised by poor expression, and presentations skills, along with inadequate time management.

Part III Other Information

Keyword Syllabus

- ' **Gender performativity**': Grasping gender and queer theories raised by Judith Butler and other thinkers in relation to technologies of representation, from lens-based mediums to digital creations.
- ' **Queer-before-Gay**': cultural representations of gender fluidity, and same-sex desire during eras and contexts that predate the modern terminology of 'lesbian', 'gay', 'bisexual' and 'trans', based on the writings and curatorial projects by Zairong Xiang.
- ' **Pharmacopornographic**': Tracing P. Preciado's term to describe the confluence of biotechnology (pharma), mass media, social media, cybernetics, and hypersexuality that governs human lives in the present.
- ' **Queer sensibilities**'
- ' **Performing-for-the-camera**'
- ' **Counter-cultural cinema**' with special focus in Asia
- ' **Cyberfeminist media art**'
- **Cyborg and androgyny.**
- **Gender fluidity in Machine Learning and gaming**

Reading List

Compulsory Readings

Title	
1	Zairong Xiang, "Queer Ancient Ways: A Decolonial Exploration"
2	Judith Butler, "Gender Trouble"
3	P. Preciado, "Testo Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era"

4	José Esteban Muñoz, "Cruising Utopia: The Then and There of Queer Futurity"
5	Hyunjin Kim, Anomalous Tradition, Queer Enchantment: On the Work of siren eun young jung
6	Jennifer Doyle and Jeanne Vaccaro, Scientia Sexualis, exh. cat.
7	Inti Guerrero and Chantal Wong "Myth Makers" exh. cat.
8	C. Ondine Chavoya (Author), David Evans Frantz (Author), Leticia Alvarado. "Axis Mundo: Queer Networks in Chicano L.A"
9	Susan Stryker, Transgender History, chapter 1 and chapter II
10	Yau Ching, As Normal as Possible: Negotiating Sexuality and Gender In Mainland China and Hong Kong

Additional Readings

	Title
1	Shu Lea Cheang and Paul B. Preciado "3x3x6" exh. cat.
2	Clare Barlow, "Queer British Art: 1867-1967"
3	Douglas Crimp, "Our Kind of Movie: The Films of Andy Warhol"
4	Richard Fung, The Trouble with "Asians"
5	Marc Siegel (Hrsg.), Jack Smith "What's Underground About Marshmallows?"