



LAND & CITY

Lectures

Schedule & Venue TBD

Tutorial Sessions

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INSTRUCTOR

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ISSUES

Land and City explores the histories of architecture and urbanism through the lens of two key entities: *Land* and *City*. It considers how planning and design practices have been intertwined with the larger social, political, and economic forces that shape urban forms and social milieus.

DESCRIPTION

This course offers a comprehensive introduction to urban planning and design, exploring how these practices have co-evolved with social, cultural, and economic processes from a historical perspective. Throughout the class, emphasis is placed on connecting theory and practice through close examination of international and local case studies. The objective is to equip students with a critical understanding of the complex dynamics that shaped the built environment while encouraging reflection on the multifaceted challenges that design professionals have faced, both historically and in contemporary contexts.

IMPACT AND SUSTAINABILITY

Through class discussions and debates, students will acquire a historical perspective of the making of the built environment across various geographical and cultural settings. They will analyze urban issues from the past and present and relate these challenges to ongoing discussions about sustainability, including the key principles of the Sustainable Development Goals (SDGs). Furthermore, the course will encourage students to question their preconceived notions and develop critical thinking and writing skills for urban studies and research.

METHODS

Lectures

Lectures are structured around themes that generally follow a chronological progression. A one-page Study Aid that summarizes the key points from the lecture and assigned readings will be provided to students before each class. To enable a fuller understanding of the lecture content, each student is required to formulate two critical response questions based on the lecture content and readings, which must be submitted to Blackboard by the following Monday after each lecture. All lecture slides will be made available to students for review after each class.

Tutorial Sessions

Tutorial sessions primarily consist of student-led activities that explore key issues raised in the lectures. They are designed to help students achieve a more in-depth understanding of course topics in a small group setting, providing them with opportunities for discussion and the exploration of new ideas. This interactive learning process through tutorials is crucial as it cannot be achieved in large lecture environments, where students can disappear into the anonymity of the lecture hall.

All tutorials will adhere to a tutorial plan prepared by the instructor together with the Teaching Assistants. These plans will guide the pedagogy and activities during the tutorials and should be finalized one week prior to each session.

Case Study Presentations and Discussion

To help students gain insights into how course themes connect with design practice, they will carry out group research on a series of project case studies. Each student group will present its findings during tutorial sessions and facilitate a follow-up discussion on a theme related to their presentation topic.

Based on these thematic discussions, each student will select a topic for completing a short individual research essay that further explores the issues raised in the class.

DELIVERABLES

(Note: Refer to separate assignment briefs for assignment details and due dates.)

- Assignment 1 Weekly Response to Lecture Topic**
Weekly submission of 2 critical questions based on the lecture content.
Submission: Due at 12pm noon the following Monday after each lecture.
- Assignment 2 Case Study Presentation and Discussion**
In groups of 3, students will present one selected case study in architecture and urban design centering on one of the central themes of the course. Student presenters will be responsible for leading tutorial discussion in the week following their presentation. Discussion should be based on critical questions raised during the presentation and from the reading responses submitted by other students. Case study topics will be confirmed by the second week of the course.
- Assignment 3 Course Essay**
A 1000-word short research essay reflecting on one of the topics of the course. Topics to be confirmed with approval by the instructor by Reading Week.

LEARNING OUTCOMES

- Acquire fundamental knowledge of the principles of urban planning and design and how these practices have co-evolved with social, cultural, and economic processes from a historical perspective.
- Demonstrate a critical understanding of the complexity and interconnectedness of urban challenges by thinking across times and geographical scales.
- Understand the basic principles of the Sustainable Development Goals (SDGs) and connect them with urban planning and design practices, including the use and management of resources and their environmental and social impacts.
- Become familiar with the intersections among various built environment disciplines, including planning, architecture, landscape architecture, and urban design.
- Acquire knowledge of Kong Kong's planning and architectural histories and their relationship with local, regional, and international development.
- Develop critical thinking and analytical skills essential for architectural and urban research.

ASSESSMENT SCHEME

Assignment 1: Lecture Response Questions	30%
Assignment 2: Case Study Presentation & Discussion	35%
Assignment 3: Course Essay	25%
In-class Exercise & Participation	10%
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	100%

REQUIRED READINGS

Lecture 1: Land and City

- Robinson, Jennifer, Allen J. Scott and Peter J. Taylor (2016). "Cities in Time and Space." In *Working, Housing, Urbanizing*, 5-10. New York: Springer.
- Donald, James (2005). "City." In *New Keywords: A Revised Vocabulary for Culture and Society*, edited by Tony Bennett, Lawrence Grossberg and Meaghan Morris, 32-35. Oxford: Blackwell Publishing.
- Winchester, Simon (2021). "Prologue", and "Up and Out and on the Level." In *Land: How the Hunger for Ownership Shaped the Modern World*, 1, 103-106. New York: Harper.

Lecture 2: Planning (Part 1)

- Kostof, Spiro (1991). "The Grid in the Ancient World." In *The City Shaped. Urban Patterns and Meanings Through History*, 103-108. New York; Boston; London: Bulfinch Press.
- Wang, Tao (1993). "A City with Many Faces: Urban Development in Pre-modern China." In *The Development of Urbanism from a Global Perspective*, 7-10. London: Saffron Books.

Lecture 3: Planning (Part 2)

- Knox, Paul L. (2011). "Better by Design." In *Cities and Design*, 82-91. London; New York: Routledge.
- Lee, Leo Ou-fan (1999). "Remapping Shanghai." In *Shanghai Modern: The Flowering of a New Urban Culture in China, 1930-1945*, 7-17. Cambridge, Massachusetts: Harvard University Press.

Lecture 4: Utopia

- Sardar, Ziauddin (2013). "Utopias." In *Future: All that Matters*, 103-112. London: Hodder and Stoughton.
- Fishman, Robert (1982). "Introduction." In *Urban Utopias in the Twentieth Century*, 3-20. Cambridge, Massachusetts: The MIT Press.

Lecture 5: Housing (Part 1)

- Hall, Peter (2002). "The City of Dreadful Night." In *Cities of Tomorrow*, 14-32. London: Blackwell Publishing.
- Rutherford, Sarah (2014). "The Development of Planned Settlements" and "Howard, Parker and Unwin: Garden City Theory and Planning." In *Garden Cities*, 9-14, 25-35. Oxford: Shire Publications.

Lecture 6: Housing (Part 2)

- Robinson, Jennifer, Allen J. Scott and Peter J. Taylor (2016). "The Challenge of Shelter" and "Providing Housing Through States and Markets." In *Working, Housing: Urbanizing*, 39-50. New York: Springer.
- The New York Times (2013). "[A Short History of the Highrise](#)" (video documentary). *The New York Times*.

Lecture 7: Infrastructure

- Tonkiss, Fran (2013). "Infrastructure as 'Design Politics.'" In *Cities by Design: The Social Life of Urban Forms*, 138-145. Cambridge; Malden: Polity.
- Glaeser, Edward (2009). "What a City Needs." *New Republic* (4 September).
- Chu Cecilia L. and Dorothy Tang (2018). "Infrastructure Imagination: Charting Hong Kong's Futures through Construction Photography." *HKIA Journal* 74, 118-122.

Lecture 8: Nature

- Robinson, Jennifer, Allen J. Scott and Peter J. Taylor (2016). "Urbanizing: The Future. In *Working, Housing: Urbanizing*, 55-59. New York: Springer, 55-59.
- Patel, Raj and Jason Moore. "Introduction" and "Cheap Nature" (excerpts). In *A History of the World in Seven Cheap Things*. Oakland, California: University of California Press.
- Gandy, Mathew (2022). "Natura Urbana: Ecological Constellations in Urban Space" (podcast). New Books in Urban Studies.

Lecture 9: Landscapes

- Wylie, John (2007). "Ways of Seeing." In *Landscape* (Chapter 3). New York; London: Routledge.
- Groth, Paul. (2009). "Processes of Cultural Landscape Formation and Change." Unpublished notes on cultural landscapes. College of Environmental Design, University of California, Berkeley.
- Cheung, Sydney C.H. (2011). "The Politics of Wetlandscape: Fishery Heritage and Natural Conservation in Hong Kong." *International Journal of Heritage Studies* 17, no. 1, 36-45.

Lecture 10: Community

- Peattie, Lisa (1998). "Convivial Cities." In *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*, edited by Mike Douglass and John Friedmann, 246-253. Hoboken, New Jersey: John Wiley and Sons.
- Blundell-Jones, Peter, Doina Petrescu and Jeremy Till (2005). "Introduction." In *Architecture and Participation*, 1-4. London: Spon Press.
- Arboleda, Gabriel (2020). "Beyond Participation: Rethinking Social Design. *Journal of Architectural Education*, 74, no.1, 15-25.

Lecture 11: Heritage

- Bayrak, Sevinç and Oral Goktas (2023). *Ghost Stories: The Carrier Bag Theory of Architecture*, 8-55, 100-105. Istanbul: Istanbul Foundation for Culture and Arts, ListLab.
- Chu, Cecilia L. (2017). "Envisioning Future Pasts: Heritage and Emergent Activism in Postcolonial Hong Kong and Macau." In *Urban Asias: Essays on Futurity Past and Present*, edited by Tim Bunnell and Daneil P.S. Goh, 65-76. Berlin: Jovis.
- Leung, P.K. 1998. "The Walled City in Kowloon: A Space We All Shared." In *Hong Kong Collage: Contemporary Stories and Writing*, edited by Martha P.Y. Cheung, 34-39. Oxford: Oxford University Press.

Lecture 12: Commons

- Bollier, David (2019). "Commons and Commoning." In *Free, Fair and Alive: The Insurgent Powers of the Commons*, 13-29. Gabriola, British Columbia: New Society Publishers.
- Cuff, Dana (2023). "Architecture at the Heart of Spatial Justice" and "Conclusion: Architecture's Practical Future." In *Architectures of Spatial Justice*, 1-16, 253-258. Cambridge, Massachusetts, The MIT Press.
- Cruz, Teddy and Fiona Forman (2022). "Where is Our Public Imagination?" and "A Practice of Mediation: Top-down/Bottom-up." In *Socializing Architecture: Top down bottom Up*, 44-60. Cambridge, Massachusetts, The MIT Press.

SCHEDULE

Term 2: 6 January 2025 (Mon) – 17 April 2025 (Thu)

WEEK 01		
07.01	Lecture 1	Land and City
	In-class exercise	Discussion of the notions of “land” and “city.” Forms and processes of urbanism and urban functions across different geographical contexts. The use of land as a resource in early societies. The concepts of tradition and vernacular environments.
WEEK 02		
14.01	Lecture 2	Planning (Part 1)
	Tutorial Session	The relationship between planning and urban governance. The role of planning and design in establishing urban orders in historic cities. The provision of urban amenities and land ownership in the construction of social hierarchy and citizenship.
WEEK 03		
21.01	Lecture 3	Planning (Part 2)
	Tutorial Session	The rise of modern planning and the modernist city. Haussmannization in Paris and its effects on urban life. The transplantation and appropriation of modern planning and design principles in America and other cities in Asia. How processes of modernization reshaped urbanism and social milieus.
WEEK 04		
28.01	No Class	Chinese New Year
WEEK 05		
04.02	Lecture 4	Utopia
	Tutorial Session	The ideas of utopia and utopian cities. Visionary schemes conceived by architects and planners as radical reconstruction of existing cities since the 19 th century. The connections between utopian dreams in the past and aspirations for the future in the present.
WEEK 06		
11.02	Lecture 5	Housing (Part 1)
	Tutorial Session	The concepts of home & housing under different economic and political orders. The emergence of new domestic architecture in the shaping of habitation since the 19 th century. Industrialization and the question of labor. Conceptions of worker housing and company towns.
WEEK 07		
18.02	Lecture 6	Housing (Part 2)
	Tutorial Session	The provision of housing by states and markets and their implications on social relations since WWII. The arrival of state-led public housing and its tension with the private market. Successes and failures of housing provision in different parts of the world including Hong Kong.

WEEK 08		
25.02	Lecture 7	Infrastructure
	Tutorial Session	The concept of infrastructure as social-technical systems that facilitate land development and modernization. The impact of infrastructure planning and urban design on resource distribution, social equity, and environmental footprints.
WEEK 09		
04.03	No Class	Reading Week
WEEK 10		
11.03	Lecture 8	Nature
	Tutorial Session	The relational concepts of nature and culture. Emergent ecological thoughts in different geo-political contexts over the 20 th century. How growing challenges to address climate change have given rise to new environmental movements and planning and design strategies in the 21 st century.
WEEK 11		
18.03	Lecture 9	Landscapes
	Tutorial Session	Landscapes as points of cultural encounter and resistance to urban development. The co-production of natural and urban landscapes over time in specific places. Histories of landscape formation and environmental change in Hong Kong and their political, social and cultural implications.
WEEK 12		
25.03	Lecture 10	Community
	Tutorial Session	The notion of “community” in academic literature and popular language. Community engagement versus grassroots advocacy in planning and design practice. The challenge to advance social and environmental sustainability in Hong Kong and elsewhere.
WEEK 13		
01.04	Lecture 11	Heritage
	Tutorial Session	The idea of heritage and its contested interpretations in conservation practice. The impacts of urban regeneration on local economies and communities. The debates over the role of conservation and social equity amidst ongoing economic and political change.
WEEK 14		
08.04	Lecture 12	Commons
	Tutorial Session	The concepts of commons and commoning as an alternative resource management system. The impact of neoliberal economic restructuring on everyday life and the public sphere in recent years. Emergent environmental and social movements that seek to reclaim the rights to the city.
WEEK 15		
15.04	Course Conclusion	

IMPORTANT NOTE TO STUDENTS

Expectations for Professional Conduct

The motto of The Chinese University of Hong Kong (CUHK) is “Through learning and temperance to virtue”. This motto places equal emphasis on the intellectual and moral education of students. In addition to pursuing academic excellence, students of CUHK are expected to maintain and uphold the highest standard of integrity and honesty in their academic and personal lives, respect the rights of others and abide by the law. More information on Postgraduate studies can be found in the PG Student Handbook. <https://www.gs.cuhk.edu.hk/>

Attendance

Class attendance is required in all courses. For an excused absence, the instructor must be notified and presented with documentation of illness or personal matter. Please note: **Three (3)** or more unexcused absences may result in a failing grade for the course.

Academic Honesty

The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students and adopts a policy of zero tolerance on academic dishonesty

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: http://www.cuhk.edu.hk/policy/academic_honesty/.

With each assignment, students may be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

Third-Party Assistance

All intellectual work essential to the design project must be completed by the student and cannot, under any circumstance, be outsourced to a third party (including, but not limited to a company, consultant, alumni, and/or friend).

In the design studio context, students may utilize external resources, such as printing services for presentation materials, and/or laser cutting and 3D printing services for prototyping purposes. Use of such third-party services constitutes non-intellectual work done by others. It is only permitted with prior written consent from the studio tutor and acknowledgment of such work done by the third party.

Assistance from other students or friends for aspects of project production also constitutes non-intellectual work done by others; this is allowed only if declared and acknowledged in a written statement attached to any such work that has received assistance.

Under all circumstances, students must declare all work done by others by completing the school's designated form before assessment. This form must include a detailed explanation of the third party's identity (name and relationship to the student), when and how they were utilized, and the specific tasks they performed in the project. The completed form, signed by the student, must be endorsed by the tutor and presented during the final review. The school will collect and retain this form for record-keeping purposes.

Failure to follow this code of conduct may be considered a case of academic dishonesty, to be reviewed by a disciplinary board, and possible failure of the course.

Artificial Intelligence

Unless approved by the Programme or School Director, any use of AI tools such as ChatGPT or image generation tools (Midjourney) etc. is strictly prohibited and may result in disciplinary action in accordance with university policy on academic honesty. Students may refer to the CUHK ‘Use of Artificial Intelligence tools in Teaching, Learning and Assessments’ – A Guide for Students.

GRADE DESCRIPTOR

Grade	Descriptor	Criteria	Points
A	Excellent	Outstanding performance on all learning outcomes.	4
A-	Very Good	Generally outstanding performance on all (or almost all) learning outcomes.	3.7
B+	Good	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.	3.3
B			3
B-			2.7
C+	Fair	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.	2.3
C			2
C-			1.7
D+	Pass	Barely satisfactory performance on a number of learning outcomes.	1.3
D			1
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.	0

Written Feedback to Students

Term: _____

Grade: _____

Course: _____

Date: _____

Assignment: _____

Student Name: _____

Studio Tutor: _____

Student ID: _____

Feedback from Studio Tutor:

Achievements:

Challenges: