Artist's impression of the San Tin Technopole, Northern Metropolis, Hong Kong
(Image Source: https://nm-santintech.hk/en/study-overview/pvap/)

LAND AND CITY

INSTRUCTOR
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ISSUE

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. To enable a fuller understanding of the lecture content, students are required to formulate one critical response question based on the lecture content and readings. Please refer to the separate assignment handout for details.

Tutorial Sessions
Tutorial sessions primarily consist of mainly 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 complete 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 Questions**	

Assignment 1 **Weekly Response Questions**
Weekly submission of one critical question based on the lecture and reading content. The question must reflect your concern(s) addressing an issue raised in the lecture, reading(s), or student presentation(s). Please refer to Separate assignment handout for details.

Assignment 2 **Case Study Presentation and Discussion**
Student will form into groups to present one selected case study in architecture and urban design centering on a key theme of the course. Each presentation group will also be responsible for leading tutorial discussion in the week following their presentation. Please refer to Separate assignment handout for details.

Assignment 3 **In-class Quizzes**
There will be 3 in-class quizzes during the semester based on the lecture and reading content.

LEARNING OUTCOMES

1. 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.
2. Demonstrate a critical understanding of the complexity and interconnectedness of urban challenges by thinking across times and geographical scales.
3. 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.
4. Become familiar with the intersections among various built environment disciplines, including planning, architecture, landscape architecture, and urban design.
5. Acquire knowledge of Kong Kong's planning and architectural histories and their relationship with local, regional, and international development.
6. Develop critical thinking and analytical skills essential for architectural and urban research.

ASSESSMENT SCHEME

Assignment 1: Weekly Short Response Questions	40%
Assignment 2: Case Study Presentation & Discussion	30%
Assignment 3: In-class Quizzes	20%
In-class Exercise & Participation	10%
Total	**100%**

Each assessment result will be released to students upon completion accompanied by written comments based on student progress and performance.

COURSE FORMAT

Students must attend for <u>F2F teaching</u> during these teaching hours.

Lectures: Wednesday, 14:30–16:00
Yasumoto International Academic Park YIA LT7

Tutorial Sessions: Wednesday, 16:15–17:15
Group A: Yasumoto International Academic Park YIA 404
Group B: Yasumoto International Academic Park YIA 406

Teaching Assistants
DING, Yihang (yihangding@link.cuhk.edu.hk)
ESTEBAN, Miguel (1155248667@link.cuhk.edu.hk)

REQUIRED READINGS

Lecture 1: LAND & CITY
Robinson, J., Scott, A.J. and Taylor, P.T. (2016). "Cities in Time and Space." In *Working, Housing, Urbanizing*, 5-10. Springer.
Donald, J. (2005). "City." In *New Keywords: A Revised Vocabulary for Culture and Society*, edited by Bennett, T., Grossberg, L., and Morris, M., 32-35. Blackwell.
Winchester, S. (2021). "Prologue", and "Up and Out and on the Level." In *Land: How the Hunger for Ownership Shaped the Modern World,* 1, 103-106. Harper.

Lecture 2: PLANNING
Grant, B. (2012). "Grand Reductions: 10 Diagrams that Changed City Planning." *The Urbanist*.
Knox, P.L. (2011). "Better by Design." In *Cities and Design*, 82-91. Routledge.
Lee, L.O. (1999). "Remapping Shanghai." In *Shanghai Modern: The Flowering of a New Urban Culture in China, 1930-1945*, 7-17. Harvard University Press.

Lecture 3: UTOPIA
Sardar, Z. (2013). "Utopias." In *Future: All that Matters*, 103-112. Hodder & Stoughton.
Ganjavie, A. (2012). "Role of Utopia for Design of Future Cities: Utopia in Urban Planning Literature." *Studies in Literature and Language* 5, no.3, 10-19.
Hatuka, T, and D'Hooghe, A. (2007). "After Postmodernism: Readdressing the Role of Utopia in Urban Design and Planning." *Places Journal* 19, no. 2.

Lecture 4: HOME
Rutherford, S. (2014). "The Development of Planned Settlements" and "Howard, Parker and Unwin: Garden City Theory and Planning." In *Garden Cities*, 9-14, 25-35. Shire Publications.
Fishman, R. (1982). *Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, Le Corbusier*, 3-20. The MIT Press.
Chu, C.L. and Liang, L. (2019). "*Tianyuan Dushi* (田園都市): Garden City, Urban Planning, and Visions of Modernization in Early 20th Century China." *Traditional Dwellings and Settlements Review* 31, 1, 38-54.

Lecture 5: HOUSING
Robinson, J., Scott, A.J. and Taylor, P.J. (2016). "The Challenge of Shelter" and "Providing Housing Through States and Markets." In *Working, Housing: Urbanizing*, 39-50. Springer.

Marcuse, M. (1978). "Housing Policy and the Myth of the Benevolent State." *Social Policy* 8, no. 4, 21-26.
Chu, C.L. (2007). "Public Housing and the Transformation of Urban Life in Hong Kong, 1955-1975." Unpublished manuscript.

Lecture 6: LANDSCAPES
McNeil, M. (2005). "Nature." In *New Keywords: A Revised Vocabulary of Culture and Society*, edited by Bennett, T., Grossberg, L. and Morris, M., 235-239. Blackwell.
Gandy, M. "Urban Natures in the Anthropocene." (video lecture). Rachel Carson Lecture.
Hutton. J. (2013). *"Reciprocal Landscapes: Material Portraits in New York City and Elsewhere."* *Journal of Landscape Architecture,* 8, no.1, 40-47.

Lecture 7: INFRASTRUCTURE
Tonkiss, F. (2013). "Infrastructure as 'Design Politics.'" In *Cities by Design: The Social Life of Urban Forms*, 138-145. Polity.
Devabhaktuni, S. (2020). "Traces of Protest and Curb-Scale Infrastructures in Hong Kong." *Platform*.
Chu C.L. and Tang, D. (2018). "Infrastructure Imagination: Charting Hong Kong's Futures through Construction Photography." *HKIA Journal* 74, 118-122.

Lecture 8: HERITAGE
Wiley, A.N. and Mason, R. (2024). "Preservation Futures: Society." *Platform*.
Barber, L. (2022). "Built Heritage." In *Hong Kong History: Themes in Global Perspectives*, edited by Wong, M. and Kwong, C., 115-133. Palgrave Macmillan.
Leung, P.K. (1998). "The Walled City in Kowloon: A Space We All Shared." In *Hong Kong Collage: Contemporary Stories and Writing,* edited by Cheung, M.P.Y., 34-39. Oxford University Press.

Lecture 9: COMMUNITY
Peattie, L. (1998). "Convivial Cities." In *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*," edited by Douglass, M. and Friedmann, J., 246-253. John Wiley and Sons.
Blundell-Jones, P., Petrescu, D. and Till, J. (2005). "Introduction." In *Architecture and Participation*, 1-4. Spon Press.
Arboleda, G. (2020). "Beyond Participation: Rethinking Social Design. *Journal of Architectural Education*, 74, no.1, 15-25.

Lecture 10: COMMONS
Bollier, D. (2019). "Commons and Commoning." In *Free, Fair and Alive: The Insurgent Powers of the Commons*, 13-29. New Society Publishers.
Hou, J. (2018). "Public Space Activism and the Space for New Commons: Directions for Socially Engaged Design, Planning, and Placemaking."
     ARQ URB 23.
Luque, M.G. and Ibañez, D. (2016). "The Insurgent Architect." *Urban Next* (online article). Harvard School of Design.

Lecture 11: SUSTAIN-ABILITY
International Union of Architects (2017). *An Architecture Guide to the UN 17 Sustainable Development Goals*.
Ibelings, H. (2023). *Modern Architecture: A Planetary Warming History* (excerpts). The Architecture Observer.
Chan, C. (2023). "Introduction to a Field Guide." In *Emergent Ecologies: Architecture and the Rise of Environmentalism,* 4-15. The Museum of Modern Art.

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 undergraduate studies can be found in the UG Student Handbook. https://rgsntl.rgs.cuhk.edu.hk/aqs_prd_applx/Public/Handbook/

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/academichonesty/.

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

Students are allowed to use AI tools for grammar checking and proofreading in their assignments as specified in each assignment handout. They are required to explicitly acknowledge the types and usage of these tools and provide explanations for the following: How these AI tools are employed in specific parts of the assignment, assessment of the feedback received from the AI tools, and whether the feedback was incorporated into their submitted work.

Students may refer to Approach 3 of the CUHK 'Use of Artificial Intelligence tools in Teaching, Learning and Assessments' – A Guide for Students.

Student Work

Submission of course work documentation must be complete and correctly formatted. Missing or incomplete submission of the documentation folder will result in the grade for the course being withheld. This will prevent registration for the following term or delay graduation.

External Examination

Of paramount importance to the academic rigour and professional relevance of the architecture programme, the external examination process serves as a critical and impartial review mechanism. An invited panel of distinguished practitioners, academics, and industry experts convenes to rigorously evaluate the school's pedagogical ecosystem. This comprehensive audit scrutinises the fairness and consistency of the internal assessment process, benchmarks the standard and ambition of student work against national and international norms, and provides invaluable feedback on the intellectual and pedagogical direction of the curriculum itself.

As a cornerstone of this process and a mandatory graduating requirement, final-year students from both the Bachelor of Social Sciences (Architecture) and Master of Architecture programmes must present their final project and portfolio work in person. This formal defence before the external panel not only validates the authenticity and depth of their learning but also simulates a professional practice environment, demanding they articulate their design rationale, critical thinking, and technical resolution to an authoritative audience, thereby preparing them for the collaborative and discursive nature of the architectural profession.

Term 2: 7 January 2026 (Wednesday) – 8 April 2026 (Wednesday)

WEEK 01		
07.01	**Lecture 1**	**LAND & CITY** Discussion of the notion of "land" in relation to city formation. Forms and processes of urbanism and urban functions across different geographical contexts. The use of land as a resource in early cities. The concepts of tradition and vernacular environments.
WEEK 02		
14.01	**Lecture 2**	**PLANNING** The role of planning and design in establishing urban orders in historic and contemporary cities. Haussmannization in Paris and its effects on everyday urban life. The transplantation of modernist planning and design outside Europe and the reshaping of urbanism and social milieus in different cities.
WEEK 03		
21.01	**Lecture 3**	**UTOPIA** The ideas of utopia and utopian cities. Visionary schemes conceived by architects and planners as radical reconstruction of existing cities since the 19th century. The connections between utopian dreams in the past and aspirations for the future in the present.
WEEK 04		
28.01	**Lecture 4**	**HOME** The changing concepts of home under different economic and political orders. The emergence of new domestic architecture and modes of habitation since the 19th century. The onset of industrialization and its implications on the construction of class and gender identitie
WEEK 05		
04.02	**Lecture 5**	**HOUSING** The changing approaches to worker housing and labor management since WWII. The concept of collective consumption under state-led public housing. Uneven successes of welfare policies and their tensions with the private market in different geopolitical contexts including Hong Kong.
WEEK 06		
11.02	**Lecture 6**	**LANDSCAPES** 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 07		
18.02	Chinese New Year Holiday – No Class	
WEEK 08		
25.02	**Lecture 7**	**INFRASTRUCTURE** 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	Reading Week – No Class	
WEEK 10		
11.03	**Lecture 8**	**HERITAGE** 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 11			
18.03	**Lecture 9**		**COMMUINITY** The notions 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.
WEEK 12			
25.03	**Lecture 10**		**COMMONS** The concept 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 13			
01.04	**Lecture 11**		**SUSTAIN-ABILITY** Discussion of the terms "sustainability" and "Sustainable Development Goals" (SDGs). Revisits of selective case studies presented in the course in connection with their impact on social and environmental futures. The need to conceive an alternative history and theory of architecture and urbanism in the 21st century.
WEEK 14			
08.04			No class during the week prior to final studio reviews.

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

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Written Feedback to Students

Term: _____   **Grade:** _____

Course Code: _____

Review: _____

Tutor: _____

Student Name: _____

Student ID: _____

Feedback from Course Instructor:

<u>Achievements:</u>

<u>Challenges:</u>

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