The Making of Metropolis (1927)

A FUTURE-PROOFING METROPOLIS

INSTRUCTOR(s)
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RESEARCH QUESTION

" What is the futurism of Hong Kong for the next generation of urbanization, in response to the remixing of cultures, politics, and urban-rural contexts at the border condition with the mainland?"

" What are the new contemporary premises that redefine the dualism between large-scale infrastructural developments and granularity of community development for Hong Kong Northern Metropolis?"

" What new relationships between urban and rural can be defined in the design of urbanism and architectural typology for the integration of the two cities of Shenzhen?"

" How can we develop and design urbanism and architecture based on new infrastructure and technological advancements, ensuring that designs are future-proof for 25-50 years later?"

The central research theme of this studio revolves around exploring key research questions above and investigating new urban morphologies and architectural typologies that can respond to the complex and sometimes contradictory context at the border between Hong Kong and Shenzhen. This inquiry addresses the need to develop new design assumptions for future technological advancements and the integration of Hong Kong and Shenzhen. It also aims to establish regional positioning and visions for Hong Kong's development over the next 25 to 50 years, while critically examining and innovating within the existing urban-rural dynamics at the selected sites in Hong Kong.

DESCRIPTION

Imagining and depicting urban futures has long been a way to express critical ideas in the history of architecture and urbanism. Designs of futuristic urbanism often align with images depicted in films from a century ago, such as the 1927 movie "Metropolis." Features like connected high-rises, large-scale automobile infrastructure, low-air mobility, and robotic devices, as envisioned in the film, have taken nearly a century to realize. Beyond imagining future lifestyles, the movie also used the design of the future metropolis to suggest the socio-political structures and design logic behind its construction. Today, Hong Kong stands at a critical juncture to redefine metropolitanism for the next century. This redefinition must consider the current geopolitical context, the Greater Bay Area (GBA) master plan from China, and the urgent need to redefine dynamics with the neighboring megacity of Shenzhen, which has a population of 20 million. Additionally, the new urban-rural dynamics within the Hong Kong Northern Metropolis Development Zones offer a unique opportunity to innovate and transform the future urban landscape.

The primary objective of this research studio is for students to design a visionary model of the Hong Kong Northern Metropolis for 25 to 50 years later, addressing a rapture paradigm shift based on future societal needs, technological advancements, and urban forms. Students will be tasked with future-proofing their designs by understanding the next generation's needs, integrating historical and contemporary city-making processes, and responding to various levels of integration between different concepts in the contemporary time; these include the relationship between the twin cities of Shenzhen and Hong Kong, the interface between rural and urban environments, and the balance between large-scale infrastructure and human-scale needs.

The expected outputs from the studio will be detailed studies and designs across three scales: 1:200,000 for regional and twin city integration (term 1), 1:20,000 for district-level typological and morphological design (term 1), and 1:1-1:200 for architectural and last-mile human-infrastructure
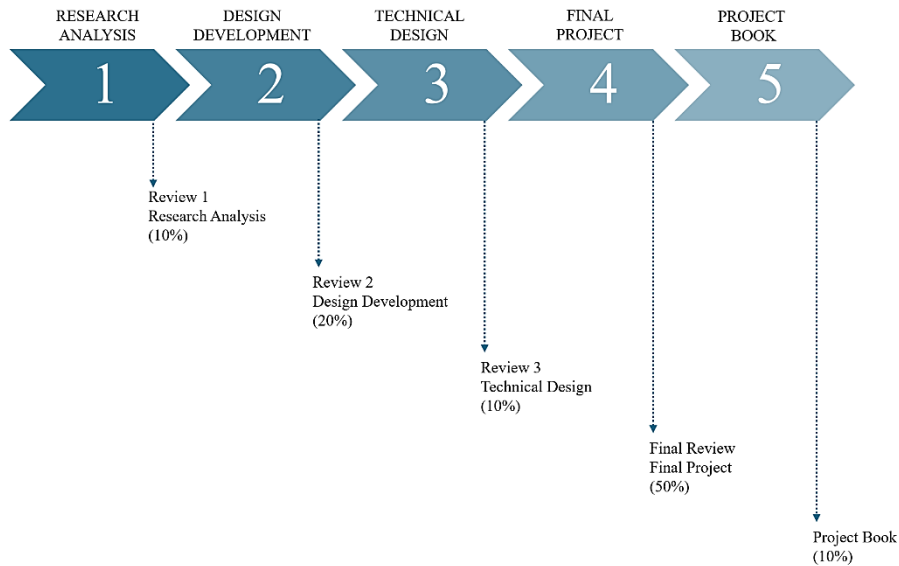
engagement (term 2). The complexity of the final resolutions will address multiple dimensions of contemporary city-making discourse. Students are encouraged to explore various directions, creating vertical and in-depth programmatic or design-thinking research that addresses social, political, economic changes, and new architectural typologies. The designs must respond to the dual, superimposed, and sometimes contradictory concepts of the Shenzhen-Hong Kong integration, rural-urban dynamics, and the interplay of large-scale infrastructure with human-scale needs.

The central research question is: **What are the new urban morphologies and architectural typologies that can respond to the complex and sometimes contradictory context between the border of Hong Kong and Shenzhen within the contemporary global futuristic city-making movement?** This inquiry addresses the need to create new design assumptions for future technological availabilities and Hong Kong-Shenzhen integration, establish regional positioning and visions for Hong Kong over the next 25 to 50 years development, and critically examine and innovate with the existing urban-rural dynamics at the sites in Hong Kong. This studio seeks to transcend, critically challenge and redefine the concept of "metropolitanism", which underlies the Hong Kong Northern Metropolis conceptualization during the planning and design process, but only stopping at repeating the existing models of city development from the last 25 to 50 years. Historically, the lineage of metropolitanism must be explored, while synchronically, different cultural and geopolitical interpretations need to be understood. This approach will help students develop a more nuanced and comprehensive understanding of urban development.

Building on discussions from the last two years studio works of mine focused on futuristic developments in Africa based on both potential and imaginary paradigm shift of global power system, this studio will continue the process of creating and redefining developmental visions and assumptions; but back to China, or more precisely the large scale investment to develop the Hong Kong Northern Metropolis as a anchor of the Greater Bay Area (GBA) Development. Despite being a new site in Hong Kong, the methodology remains consistent, emphasizing the redefinition of developmental visions and creating new assumptions for future developments. Students are required to engage with stakeholders from both Shenzhen and Hong Kong, including researchers, practitioners, financiers, and decision-makers, and conduct fieldwork at the Hong Kong and Shenzhen sites. They must navigate current debates such as gigantism, top-down approaches, and tabula rasa planning; versus granular, bottom-up, and incremental development. Additionally, they should critically analyze public versus private sector roles in development and the balance between planned and unplanned urban growth. Through this comprehensive engagement, students will develop critical perspectives and innovative solutions that address the future challenges of the Hong Kong Northern Metropolis.

To further break down this research topic into different themes for a two-term research and design process, the studio is structured to explore a range of topics. The initial phase will focus on abstract and metaphysical discourses, examining the socio-political and ideological aspects of metropolitanism within the context of the Greater Bay Area (GBA) development (Theme 1). The next theme will delve into the urban-rural dynamics, conducting research and design for specific sites between Shenzhen and Hong Kong (Theme 2). Finally, students will design their own smart infrastructure, driving innovation in architectural typology, urban morphology, and future-proofing programs (Theme 3.1 and 3.2). Additionally, the studio requires students to develop human-scale designs that address the last-mile engagement of large-scale infrastructure and everyday human life (Theme 3.3). Details can be found in Methods Section.

The following diagram describes the structure and the assessment criteria for the year.

RESEARCH ANALYSIS	DESIGN DEVELOPMENT	TECHNICAL DESIGN	FINAL PROJECT	PROJECT BOOK
1	2	3	4	5

Review 1
Research Analysis
(10%)

Review 2
Design Development
(20%)

Review 3
Technical Design
(10%)

Final Review
Final Project
(50%)

Project Book
(10%)

IMPACT AND SUSTAINABILITY

By engaging with these areas of knowledge, students will be equipped to navigate and contribute to the evolving landscape of urban development and city-making, integrating advanced theoretical and practical perspectives.

Students will explore the complexity of modern urban development within today's context, recognizing how contemporary city-making emphasizes technology and future vision. They will compare these dynamics with those of new town developments 50 years ago in Hong Kong and globally, noting the shift from solving immediate issues like housing shortages to envisioning future growth potentials, such as economic diversification.

INTEGRATION OF HONG KONG AND SHENZHEN
Students will gain an understanding of the geopolitical intricacies and differing development strategies between mainland China and Hong Kong. They will investigate methods to integrate these models and create synergies, exploring concepts like post-industrialization, metropolitanism, cosmopolitanism, and futurism, and considering how these ideas apply to the current context of Hong Kong.

URBAN INNOVATION
Students will delve into the potentials of future infrastructure and urban systems, acquiring knowledge about new urbanism and typologies for emerging energy usages, advanced mobility solutions (such as low-air economy), and new centralized urban-scale infrastructures.

SCALE AND PARTICIPATION
Students will learn about the development models underpinning large-scale infrastructure projects, including top-down approaches like public-private partnerships (design-build-operate) and micro-scale models involving community engagement and participation.

DESIGN AS CRITICAL COMMUNICATION
Students will develop their own critical theories through architectural design, using design as a tool to convey research-based critical ideas and disseminate these messages to a broader audience.

METHODS

The research studio's methodology involves exploring three levels of urban integration for the Hong Kong Northern Metropolis: (1) At a regional scale (1:200,000), students will design a unique development model, comparing historical and contemporary city-making methods and addressing the urban sprawl effects between Hong Kong and Shenzhen; (2) at an urban-rural scale (1:20,000), the focus shifts from metropolitanism to cosmopolitanism, examining mixed-use zones and developing new typologies that integrate urban and rural elements, (3) at a human scale (1:1 to 1:2000), students will propose future infrastructure applications and design micro-projects that engage with community needs, ensuring that large-scale infrastructure development meets human requirements. This comprehensive approach integrates historical and contemporary theories, addressing complex urban contexts and proposing innovative models for future development.

01_Phase 1 Research Analysis – Putting Hong Kong Northern Metropolis into the Historical Context
Theme 1: GBA and Metropolitanism: Megalopolis vs. Garden City (Scale: 1:200,000)

The Hong Kong Northern Metropolis is a large-scale development project initiated by Hong Kong in collaboration with Mainland China's governments within the Greater Bay Area. This research will explore the creation of a unique development model in terms of architectural typology and city morphology adapted to this condition. Key questions include identifying contemporary city creation methods and comparing them to those used decades ago in Hong Kong and Shenzhen.

The Megapolis Shenzhen's rapid urban sprawl is constrained by the physical and political limitations of the Hong Kong border, leading to a high demand for urban expansion at the border. This situation prompts the investigation of the unique urban conditions created on Shenzhen's side of the border. Conversely, Hong Kong adheres to a garden city model, initiated by Le Corbusier and implemented during the colonial era, characterized by a condensed urban core and various satellite cities interconnected by infrastructure. The border area between Hong Kong and Shenzhen is largely natural, featuring agricultural activities and satellite towns.

The research aims to redefine the relationship between Shenzhen and Hong Kong, transitioning from industrialization and supply chain finance relationships to an integrated post-industrial metropolis. Through understanding and research about this border between Hong Kong and Shenzhen, the goal is to define new metropolitanism in contemporary Hong Kong-Shenzhen integrated urbanism in the Greater Bay Area (GBA) vision in the political context of China, through two dimensions:
- Diachronic Dimension: Globally examine the history of metropolitanism and cosmopolitanism in architectural and urbanism theories
- Diachronic Dimension: Locally analyze the twin city development between Hong Kong and Shenzhen
- Synchronic Dimension: Conduct a global mapping exercise of new town-making ideologies
- Synchronic Dimension: Locally mapping the visions of metropolis/metropolitanism from both Shenzhen and Hong Kong

Phase 1 Research and Design Goals (presentation and design documentation by group works): Designing twin city infrastructure at a 1:200,000 scale will involve addressing the following issues:
- Diachronic Dimension: Relate the architecture or urban model to historical discourses of urbanization or propose a new argument
- Diachronic Dimension: Address the socio-political discourses between Hong Kong and Shenzhen

within the global context
- Synchronic Dimension: Propose new types of new town-making
- Synchronic Dimension: Align or challenge existing visions of metropolitanism in Shenzhen and Hong Kong

The research output will include regional master planning of the Greater Bay Area and Shenzhen-Hong Kong integrated urbanism, understanding the historical and contemporary urbanization processes, and proposing innovative urban development models.

02_Phase 2 Design Development – Morphological Taxonomy about Urban-Rural Integration
Theme 2: Urban-Rural Duality Remix: Urban vs. Rural (Scale: 1:20,000)

At this level, the research focuses on the distinctions and interactions between urban vs. rural and/or city vs. village. Urban-rural distinctions pertain to cultural and social interactions, while city-village distinctions relate to land ownership jurisdiction and top-down governance. The project will delve into the historical discourse between metropolitanism (focused on the physical form and city management) and cosmopolitanism (focused on global culture within cities). This research aims to transition from metropolitanism, which encompasses politics, development models, governance, smart infrastructure (energy, mobility, etc.), to cosmopolitanism, which emphasizes cultural pluralism and interactions. The study will address the following aspects of remix of concepts:
- Politics: (1) Examining ownership, governance models and development strategies. (2) Analyzing the integration of smart technologies and infrastructure.
- Social: (1) Investigating cultural and social dynamics in mixed-use zones. (2) Exploring social interactions between urban and rural communities.
- Technology: (1) Assessing technological advancements and their impact on urban-rural integration. (2) Identifying smart infrastructure solutions.
- Finance: (1) Evaluating funding mechanisms for development projects. (2) Analyzing the economic implications of hybrid urban-rural zones.

A taxonomy of urban-rural integration will be developed, focusing on four morphologies:

- Village in City: Known as Urban Village in general in the context of China' rapid urbanization in the last decades, this involves the enclavization of rural fabrics by rapid urbanization, resulting from differences in jurisdiction and governance (e.g., land ownership), leading to cultural and social class demarcations.
- Village in Village: The construction of new villages or partial revitalization within existing rural fabrics to create new or contemporary and traditional hybrid rural environments. Some of the cases may have been explored in rural China under quite different socio-political context in the last decade, but these models can become inspirations to the rural development models in Hong Kong
- City in Village: Exploration of new architectural typologies or urban morphologies in rural contexts. One of the examples in the history is the Broadacre City by Frank Lloyd Wright, an utopian urbanization concept in early America's suburban development in the 1930s.
- City in City: Exploration of new architectural typologies to increase density within urban contexts. This will usually lead to a three-dimensional hyper-density condition, a mixture of cultures, and a mixture of programs with some ways of self-sustainability within a urban context, such as Kowloon Walled City other dystopian cyberpunk imagination in virtual realities.

Phase 2 Research and Design Goals (Presentation and design documentation by individual works): Designing one of the types listed in the abovementioned taxonomy with selected site and conditions. Sites can be chosen in Hong Kong Northern Metropolis, or in Shenzhen, or in any cross-border contexts.

The primary goals include conducting morphological studies of the four identified typologies, mapping and cataloging them, and designing new morphological or typological concepts for the new metropolitan context. The research will involve detailed analysis and creative design solutions that integrate urban and rural elements, addressing the unique challenges and opportunities at the intersection of these environments.

03_Phase 3 Technical Design and Initial Architectural Design – A Future Typology of Architecture + Infrastructure
Theme 3.1: Large Scale Infrastructure and Architecture Solution (Scale: 1:200-1:2000)
This level of research focuses on defining and exploring future infrastructure applications to address the next generation of city development and how innovative architecture design associating with the infrastructure can bring new urban and architectural programs and space to the residences. The primary goal is to balance large-scale and next generation infrastructure with human-scale needs, ensuring that the development is sustainable and responsive to community requirements.

Theme 3.2: Smart Infrastructure Research and Design Proposals (Scale: 1:2000)
The research will explore the following key infrastructure areas and their future impact on urbanism or urbanization: (1) Water, (2) Air, (3) Energy, (4) Mobility, (5) Waste, and (6) Data. This research will set up the basic premise for further architectural design.

Theme 3.3: Architectural Proposals (Scale: 1:200)
The research will include architectural proposals focusing on two main interventions:

Morphological Intervention
- Exploring new urban fabric morphologies to address issues identified in the research.
- Developing innovative designs that integrate infrastructure with urban form.

Typological Intervention
- Creating new architectural typologies to resolve the challenges highlighted in the research.
- Designing buildings and spaces that support sustainable and livable urban environments.

Definition of specific typological architecture intervention with infrastructural integration concept
- Selection of one the mainstream of architectural typology to exemplify the futurism of Hong Kong Northern Metropolis
  Future living - housing typology
  Future working - office typology
  Future production - agricultural and/or manufacturing typology
  Future crisis response - any typologies of architecture responding to climatic or other future crisis
  Otherwise defined by student and agreed by tutor

- Each student project should develop complexity across several dimensions. While students may emphasize one particular dimension, they must still address all the basic areas of complexity
  Historical and theoretical complexity - the architectural design should engage with, critique, or reinforce architectural history and theory, thereby generating academic value.
  Programmatic complexity - students should develop and define the program for their project based on a real-world understanding of the socio-political context of the site.
  Design and technical complexity - the architectural design must offer solutions to community-scale architectural challenges. This includes implementing appropriate building technologies, whether existing or innovative, and resolving construction methods and critical details.
  Site selection - students may choose their site(s) from the Hong Kong Northern Metropolitan region and/or the border areas of Shenzhen. The selected site(s) should support the design of community-scale architecture or hybrid programs.

Technical Development and Report
At the end of this stage, students must develop the initial architectural design and identify the key structural system, fabrication, and/or construction methods for technical review.

04_Phase 4 Final Project – Thesis Development and Representation
Theme 4.1: Thesis for Future-Proofing Infrastructure, Architecture and People's Needs (Scale: 1:1-1:2000)

Theme 4.2: Last Mile Engagement Solutions (Scale: 1:1-1:10)
To ensure infrastructure developments meet human needs, the research will propose ten micro-projects at scales ranging from 1:1 to 1:10. These micro-projects will demonstrate how large-scale infrastructure can engage with communities effectively.

- 10 Micro-Project Proposals: Each project will provide a practical example of community engagement
- 10 Micro-Project Proposals: Projects will focus on enhancing daily life and addressing specific local needs
- Strategy of Implementation: Develop a strategy for implementing the micro-projects with active community participation
- Strategy of Implementation: Ensure projects are inclusive and responsive to local contexts and needs

In this stage, students will consolidate, further develop, and finalize all research, methodology, and design into their thesis for presentations and end of term thesis publications.

DELIVERABLES

ONGOING
- Regional planning package about the Greater Bay Area relating to Hong Kong-Shenzhen Integration (group work)
- Urban-rural integration taxonomy research package (group work)
- Micro-projects catalog (collective work)

All these three items will be organized together as three research publications.

FINAL

Oral and graphical presentation of relevant materials from above in all formats. The final review is a celebration and exhibition of the overall work produced by students over a 3-day event and will include a diverse cross section of international and regional experts relating to the studio research area.

PROJECT BOOK

Physical/printed and bound portfolio document with a common format across all students within the studio. This will include a written introduction to your overall project position, graphics of your design process, and a comprehensive technology report including design and construction details.

LEARNING OUTCOMES

1. **Ability** to create architectural designs that satisfy both aesthetic and technical requirements.
2. **Ability** to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.
3. **Ability** to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
4. **Ability** to assemble a comprehensive programme for an architecture project, including:
5. **Ability** to respond to natural and built site characteristics in the development of a programme and design of a project.
6. **Ability** to work cooperatively with others in a team setting.
7. **Ability** to discuss architectural ideas with non-architects, to listen objectively to their opinions and to consider those opinions in designing.
8. **Ability** to speak and write effectively on subject matters contained in the professional curriculum in English.
9. **Ability** to use appropriate representational media, such as drawings, models, diagrams, charts, including computer technology, to convey essential design information at each stage of the programming and design process.
10. Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.
11. Understanding of the methods of investigation and preparation of the brief for a design project.
12. Awareness of the theories and methods of inquiry that seek to show the relationship between human behaviour and the physical environment.
13. Understanding of the basic principles of sustainable development and architects' responsibilities with respect to the social, economic, and environmental sustainability in architecture and urban design.
14. Understanding of the principles of structural behaviour in withstanding gravity and lateral forces, and the range and appropriate applications of contemporary structural systems.
15. Knowledge of the fine arts as an influence on the quality of architectural design.
16. Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

ASSESSMENT SCHEME

0_Studio Drawing Assignment, September

The first week will be reserved for a shared drawing assignment within all studio groups. The drawing provocation will be issued by individual section tutors on the first day of the studio after course selection. The submission will be in a flexible format and all works will be part of an exhibition in the SOA Atrium.

1_Reviews (40%)
1. Review 1, October (10%) –Research Analysis
2. Review 2, December (20%) – Design Development
3. Review 3, March (10%) – Technical Design

2_Final Review (50%)
1. Final Project Presentation, May (50%) – Final Project

3_Project Book (10%)
1. Project Book has three parts: Position / Technology Report / Process.
2. To be started at the beginning of the year and reviewed throughout.

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

COURSE FORMAT

1_Group Work
1. Students may work in groups on various assignments and projects throughout the course calendar.
2. Final projects must be based on individual building design proposals. If the preliminary work shown was developed in partnership with other students – this must be explicitly stated and assessed accordingly.

2_Teaching Days
1. The Design Studio will be taught on Monday and Thursday 13:30 to 18:00. Students must be in a studio during these teaching hours.
2. Students must attend School Lectures scheduled 12:30 – 13:30.
3. Field trips, lectures, and other learning activities may be scheduled outside of teaching days.

3_Studio Spaces
1. Each Studio will have their own space, accommodating a desk for each student.
2. Layouts will be issued at the start of the academic year.
3. The school has made studio space and use a priority. Students should maximise the use of their space by conducting design work in studio.
4. Working in the studio creates an opportunity for peer learning and collaboration – take advantage of this valuable resource.
5. Studio space should be respected – especially with consideration of food, drinking, material use, personal safety, disruption to others, and building safety regulations. Areas relating to fire escape should be always kept clear.

4_Group Pinups
There are five informal scheduled pinups for sharing across different studio units. These are designed to give students practice in orally presenting the priorities of their research, investigations, and design interests.

TECHNICAL DESIGN

Building and structural systems support will be coordinated by Prof. Shuaizhong WANG beginning in term 2 and ahead of the Technical Design assessment. Consultations with experts will assist in adding

a stronger technical focus and key design element to a studio design project. Sessions can be scheduled by studio groups, and with individuals. Students are recommended to prepare appropriately ahead of those consultations with their own research, drawings, and materials to maximise this resource.

FIELD TRIP

This studio will organize a few field trips focusing on understanding development models about the four urban-rural integration taxonomy. There will be day trips using studio time to Shenzhen, including visiting urban villages (village in city) and urban village redevelopments (city in city).

Student groups will arrange their own field trip to Hong Kong villages, with local stakeholders coordinated for fieldwork or interviews.

Lastly, there will be two potential field trips to explore further about new metropolis development and rural development models (village in village and city in village) in mainland China in Xiong'an New District in Hebei Province, and rural development in Huangshan area in Anhui Province.

Destination 1: Xiong'an New District, Hebei Province, China
- Time: after 2nd review in December and before 2nd term starts.
- Period: approximately 5 days
- Goals: Understand the planning of new metropolises in China, including their visions and implementation.
- Logistics: Flights to Beijing and a high-speed train from Beijing to Xiong'an are planned. We will spend 1-2 days in Beijing exploring various development projects and 1-2 days in Xiong'an New District for research on the new metropolis.

Destination 2: Tangjiazhuang Village, Huangshan City, Anhui Province, China
- Time: To be confirmed and discussed with the studio students.
- Period of time: approximately 3 days (a weekend trip)
- Goals: Understanding new ruralism development in China, cooperative tourism, integration of new development in rural village, eco-tourism and cultural tourism models
- Logistics: High Speed train from Hong Kong to Huangshan, local traveling to check out multiple historical preservation and new developments of villages

Important note: Please get ready with your China-Return Card for mainland traveling

REQUIRED READINGS

Essential:
- Abbas, Ackbar. "Cosmopolitan De-scriptions: Shanghai and Hong Kong". Cosmopolitanism, edited by Dipesh Chakrabarty, Homi K. Bhabha, Sheldon Pollock and Carol A. Breckenridge, New York, USA: Duke University Press, 2002, pp. 209-228.
- Johnson, J., Brazier, C. and Lam, T. (2022). The China Lab Guide to Megablock Urbanisms. Actar D, Inc.
- Metropolis (Movie), 1927.
- Thea Von Harbou (2015). Metropolis. Mineola, New York: Dover Publications, Inc.

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/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

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.

Student Work

Submission of studio 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. In addition, a grade deduction of *one letter grade* will be made.

SCHEDULE

Important Dates

0_Studio Selection for Students. 02 SEP 2024
1_Studio Drawing Assignment 05-12 SEP 2024

2_ Reviews (40%)
Review 1, 28-31 OCT 2024 (10%)
Review 2, 09-12 DEC 2024 (20%)
Review 3, 03-06 MAR 2025 (10%)

3_Final Review (50%)
Final Project Presentation, 06-08 MAY 2025 (50%)

4_Project Book (10%)
Project Book, 17 MAY 2025

5_HKIA EXHIBITION
Tutors are to collect all studio materials for the HKIA Exhibition before 25 MAY 2025.

Term 1: 2 September 2024 (Monday) – 12 December 2024 (Thursday)

WEEK 01		
02.09	**ORIENTATION & STUDIO PRESENTATION**	**Studio Selection for Students**
06.09	**DAY_01 OF STUDIO**	**Studio Sections Announced** **Drawing Assignment**
WEEK 02		
09.09		Term 1 task assignment
12.09	**PRESENTATION**	**Drawing Exhibition – and Review (12:30-13:30)**
WEEK 03		
16.09		Assignment 1 announcement – GBA planning and research Group model makings
19.09	**SITE VISIT**	Site visit in Hong Kong
WEEK 04		
23.09	GUEST PRESENTATION FROM SHENZHEN ABOUT GBA	Desk Crit
26.09		Desk Crit
WEEK 05		
30.09	**SITE VISIT**	Site visit in Shenzhen
03.10		Desk Crit
WEEK 06		
07.10		Desk Crit
10.10		Desk Crit
WEEK 07		
14.10	PRESENTATION	**Pinup 01**
17.10		Desk Crit Hong Kong-Shenzhen integration strategic design
WEEK 08		
21.10		Desk Crit Hong Kong-Shenzhen integration strategic design
24.10		Desk Crit Hong Kong-Shenzhen integration strategic design
WEEK 09		
28.10	PRESENTATION	**Review 1/3 – Hong Kong Shenzhen Strategic Design Proposal (group work)**
31.10		**Review 1/3**

WEEK 10		
04.11	**TAT'S PRESENTATION**	Assignment 2 announcement – Urban-rural taxonomy research and design
07.11	SITE VISIT	Site Visit in Shenzhen

WEEK 11		
09.09		Desk Crit
		Selection of site from previous strategic design with specific research-design goal
12.09		Desk Crit
		Testing – Urban-rural integration model on the site, programmatic development

WEEK 12		
18.11		**Pinup 02**
21.11		Desk Crit
		Design development – village and urban morphology and/or architectural proposal

WEEK 13		
25.11		Desk Crit
		Design development – village and urban morphology and/or architectural proposal
28.11		Last day of teaching

WEEK 14		
02.12		
25.12		

WEEK 15		
09.12		**Review 2/3 – Urban-rural integration proposal in term of village/city morphology design or architectural design (individual work)**
12.12		**Review 2/3**

WEEK 16		
12.12 – 23.12	TERM BREAK	**Field trip will be organized after the review 2/3 and before Christmas holiday.**

Term 2: 6 January 2025 (Monday) – 17 May 2025 (Friday)

WEEK 19		
06.01	TAT'S PRESENTATION	Assignment 3 announcement – Smart infrastructure research and final architecture design
10.01		Desk Crit Task1: Smart infrastructure research
WEEK 20		
13.01		Desk Crit Research and design: defining thesis direction
17.01		Desk Crit Research and design: defining thesis direction
WEEK 21		
20.01		**Pinup 03**
23.01		Desk Crit Task 2 and 3: Architecture integration with infrastructure, last mile microprojects
WEEK 22		
27.01		Desk Crit Definition of infrastructure + architecture solution + design methodology
30.01		**University Lunar New Year Vacation (28-02 Feb)**
WEEK 23		
03.02		Desk Crit Architecture design development
06.02		Desk Crit Architecture design development
WEEK 24		
10.02		Desk Crit Architecture design development and technical design
20.02		Desk Crit Architecture design development and technical design
WEEK 25		
17.02	**PRESENTATION**	Pinup 04
20.02		Desk Crit Microproject catalog
WEEK 26		
24.02		Desk Crit Microproject catalog
27.02		Desk Crit Microproject catalog
WEEK 27		
03.03	**PRESENTATION**	**Review 3/3**
06.03		**Review 3/3**

WEEK 28		
10.03		Desk Crit Technical design development
13.03		Desk Crit Technical design development
WEEK 29		
17.03		Desk Crit Thesis development and project finalization
20.03		Desk Crit Thesis development and project finalization
WEEK 30		
24.03		Desk Crit Thesis development and project finalization
27.03		Desk Crit Thesis development and project finalization
WEEK 31		
31.03		Desk Crit Thesis development and project finalization
03.04		Desk Crit Thesis development and project finalization
WEEK 32		
07.04	PRESENTATION	**Pinup 05**
10.04		Desk Crit Thesis development and project finalization
WEEK 33		
14.04		Desk Crit Thesis development and project finalization
17.04		Last day of teaching
WEEK 34		
21.04		**Easter Holiday**
24.04		
WEEK 35		
28.04		
01.05		**Labour Day**
WEEK 36		
05.05		**Buddha's Birthday**
08.05	PRESENTATION	**Final Review (06-08)**
WEEK 37		
12.05		
17.05		**Project Book Submission (17/5)**

MArch Studio Review

Written Feedback to Students

Term: _____   **Grade:** _____

Review: _____

Studio Tutor: _____

Student Name: _____

Student ID: _____

Feedback from Studio Tutor:

Achievements:

Challenges:

Academic Honesty Statement

*Please print out and pin-up next to your works on your allocated panels

Relating to the 2024-25 Term 2 Studio Review pin-up (MArch students)

Please tick one of the following:

☐   All the work and models presented at the Final Review were made by me personally

☐   All the work and models presented at the Final Review were made by me.

           with the exception of the following:

Under all circumstances, students must declare all work done by others by completing this form before the review. Provide 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.

Student's Name: _____   Date: _____

Signature: _____

Tutor's Name: _____   Date: _____

Signature: _____

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Grade	Descriptor	Criteria	Points
A	Excellent	Comprehensively excellent performance on all aspects of the design intention, development, technical resolution and presentation. Achieving all learning outcomes with distinction.	4
A-	Very Good	Generally outstanding performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes with merit.	3.7
B+	Good	Substantial performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes satisfactorily.	3.3
B			3
B-			2.7
C+	Fair	Fair performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes at a passing standard.	2.3
C			2
C-			1.7
D+	Pass	Barely satisfactory performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes at a barely satisfactory standard.	1.3
D			1
F	Failure	Unsatisfactory performance on the design intention, development, technical resolution and presentation. Not achieving all learning outcomes.	0

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