SCHOOL OF ARCHITECTURE · CUHK · 2024 – 2025

中大建築

studies on building construction, fu tsz wai

"To teach architecture is to practice architecture;
to practice architecture is to teach it."

Collectively We Generate

It is with great honour and pride that I present my vision for our School. First, I would like to express my gratitude to my predecessor, Prof. Hendrik Tieben, for his dedicated leadership over the past three years. I would also like to extend my thanks to our Dean, Prof. CY Chiu, for his support and belief in my vision, as well as to all the faculty members who have endorsed it.

As I begin my tenure as director and introduce the new academic year, I believe the most effective way to outline my approach is by sharing with everyone—particularly our SOA students—the vision I previously shared with the faculty. This vision defines an ambition and a conviction that Design should be at the core of our School, empowering students to become better architects and engaged citizens.

The School of Architecture at CUHK embodies values rooted in three key principles: Social, People, and Place. My vision is straightforward: to establish an "Espresso" school that focuses on design culture. Espresso is astonishingly complex, yet universally understood to be both energy-giving and an element of community-building. We can become a school characterised by boldness, rich flavour, and the ability to energise creativity.

My vision focuses on reviving the School's legacy in Hong Kong and globally, establishing our identity as a hub of Social Engagement. Central to this vision are people, with teaching, research, and practice deeply intertwined in a calibrated approach towards architectural education. Drawing inspiration from anthropologist Tim Ingold, the notion that "To teach architecture is to practice architecture; to practice architecture is to teach it" aligns with the values I aim to encourage during my tenure. Instead of reacting to the evolving world, I advocate for proactively embracing change through design.

Taking cues from the Bauhaus, which, in 1921, confronted the challenge of industrialisation by transforming "craft" into a pedagogical project, I believe our School is uniquely situated to become a house of architecture ready to tackle and influence pressing issues of our times. With "Collectively We Generate" as our guiding principle, highlighting the importance of people in our mission, our School will be poised to navigate the complexities of a constantly changing environment. From addressing Sustainability and Climate Change to fostering Diversity and Inclusion within our educational framework, I am committed to ensuring that architectural education remains pertinent and adaptable to societal needs.

Peter W. Ferretto
School Director

5

the moment a design is unveiled

Contents

Programme Overview

BSSc (AS)
Architectural Studies

The Bachelor of Social Science (Architectural Studies)—BSSc (AS)—is the first part of a two-degree sequence in professional architectural education. This sequence is designed to provide a basis for education in general and preparation for professional work as an architect in particular. Students are encouraged to enrich their core studies in architecture by exploring lateral relationships with other subjects and disciplines as well as through independent studies and experiences of other cultures. The core studies consist of design studios in addition to humanities, technology and professional courses.

MArch
Architecture

The Master of Architecture programme—MArch—is the second part of a two-degree sequence in professional architectural education. It is a taught postgraduate programme for students who intend to become architects upon their graduation. The programme offers a series of research-based advanced studios and independent design explorations which both articulate an intellectual position and demonstrate the impact of that position in design. Applicants should have a pre-professional architecture degree (equivalent to HKIA or CAA accreditation), such as the BSSc (AS) from CUHK.

BSSc (US)
Urban Studies

The Bachelor of Social Science (Urban Studies)—BSSc (US)—is designed for students to explore the complexities and challenges of the rapidly evolving urban world, global urbanisation processes and various strands of urbanism. It is jointly organised by the Department of Geography and Resource Management and the School of Architecture, with input from various departments in the Faculties of Social Science and Arts. Besides the learning of theories of urban development, the rigorous application of skills and techniques for urban analysis, and the contextual understanding of sustainable practices, students are required to develop expertise in concentration areas such as urban planning and design, urban environment, urban policy and governance.

MSc (UD)
Urban Design

Over the past decades, Hong Kong and the Pearl River Delta have been a laboratory for urbanism. Rapid urban growth, mass migration and new policies have led to new urban forms, but environmental deterioration and social imbalance have also increased. Urban design can play an important role to create more liveable and sustainable cities if it is able to integrate knowledge about ecological, economic and social issues and is based on a clear set of values. The MSc programme in Urban Design is based on a fundamental understanding of environmental and urban economics as well as urban history. Combining design studios and focused course modules, it aims to integrate specific knowledge about urban processes, complex ecosystems and transport networks. The modules act as catalysts for the studio projects, and are organised as think tanks in which students discuss with experts from academia and practice. After an additional period of professional experience, graduates can apply for professional registration from the Hong Kong Institute of Urban Design (HKIUD).

MPhil and PhD
Architecture

The MPhil and PhD in Architecture are research degrees tailored for those aiming for careers in teaching, research, and specialized professional practice in architecture and its related disciplines. As the world grapples with escalating environmental and social challenges in the 21st century, generating new knowledge and translating it into action requires a solid understanding of theories, refined research skills, and critical perspectives. Pursuing a degree in MPhil and PhD offers these transformative opportunities.

Curriculum

	Studio	Humanities	Technology	Computation	Practice	Electives and Faculty Package
BSSc(AS) 1	arch 1001 Introduction to Architecture	arch 1003 Visual Studies				Students elect two non-architecture courses from the Social Science Faculty Package (except advanced standing students who elect one).
BSSc(AS) 2	arch 2111 Introduction to Architectural Design I [Experience] arch 2112 Introduction to Architectural Design II [Explore]	arch 2322 Cultural Contexts I arch 2323 Cultural Contexts II	arch 2413 Building Technology I Materials and Construction arch 2422 Building Technology II Materials and Construction	arch 2222 Digital Media		
BSSc(AS) 3	arch 3113 Architectural Design Studios I [Analyse] arch 3114 Architectural Design Studios II [Build]	arch 3321 Architecture and Global Culture arch 3721 Land and City	arch 3424 Building Technology III Environmental Technology			
BSSc(AS) 4	arch 4115 Architectural Design Studios III [Community] arch 4116 Architectural Design Studios IV [Develop]		arch 4425 Building Systems Integration		arch 4426 Future Practice and Sustainable Response	
total units 78	30	18	12	3	3	12
MArch 1	arch 5110 Advanced Architectural Design Studios I	arch 5321 Architectural Theory and Criticism	arch 5421 Advanced Building Systems I arch 5422 Advanced Building Systems II	arch 5221* Advanced Computational Design		arch 5131 Topical Studies in Design Theory arch 5231 Topical Studies in Computational Design arch 5331 Topical Studies in History, Theory and Criticism arch 5431 Topical Studies in Building Technology arch 5631 Topical Studies in Sustainable Design arch 5731 Topical Studies in Urbanism
MArch 2	arch 6110 Advanced Architectural Design Studios II	urbd 5703 Urban History and Theory (equivalent to arch 5721)			arch 6521 Professional Practice and Management	
total units 52	28 (25*)	6	6	3*	3	9

* for students admitted in or after AY 24/25

Calendar

2024-25 Term 1

week	event	date
1	First teaching day	02.09 M
2		09.09 M
3	Day following Mid-Autumn Festival	16.09 M 18.09 W
4	BSSc Review 01	23.09 M
5	National Day	30.09 M 01.10 T
6	Chung Yeung Festival	07.10 M 11.10 F
7	BSSc Review 02	14.10 M 17.01 Th
8		21.10 M
9	MArch Review 01 MSUD Mid-term Review	28.10 M 30.10 W
10		04.11 M
11		11.11 M
12		18.11 M
13	BSSc Final Review	25.11 M
14	MSUD Final Review	02.12 M 05.12 Th
15	MArch Review 02	09.12 M

2024-25 Term 2

week	event	date
1	First teaching day	06.01 M
2		13.01 M
3		20.01 M
4	Lunar New Year holiday begins	27.01 M 28.01 T
5	Lunar New Year holiday ends BSSc Review 01	03.02 M 06.02 Th
6		10.02 M
7		17.02 M
8		24.02 M
9	BSSc Reading week begins MArch Review 03 MSUD Mid-term Review BSSc Reading week ends	03.03 M 07.03 F 08.03 Sa
10	BSSc Review 02	10.03 M
11		17.03 M
12		24.03 M
13	Ching Ming Festival	31.03 M 04.04 Th
14		07.04 M
15	BSsc Final Review Easter holiday begins	14.04 M 18.04 F
16	Easter holiday ends	21.04 M
17	Labour Day MSUD Final Review	28.04 M 01.05 Th 02.05 F
18	Buddha's Birthday MArch Final Review	05.05 M 06.05 T

BSSc (AS)

The BSSc (AS)
programme should be
like a path through
a field; it should reveal
it, not cover it. Students
should find their own
path that balances
learning, discourse,
discovery and synthesis.

The BSSc (AS) programme offers design education and preparation for professional practice as an architect; that is its practical role. However, the aim of any education is to cultivate a critical, aesthetic and ethical appreciation of existence—of life—in all its aspects: to learn about the world; to be able to see the world; to develop a point of view of how to operate within it; and, to develop a sense of how to contribute to it and ultimately extend it—this is the attitude that any education should cultivate. In this respect, education in one subject is no different from another, professional or liberal. The BSSc (AS) programme aims to cultivate an appreciation of human culture as embodied and expressed through the specialised subject that is architecture.

Design is the central and defining subject of a school of architecture. Students undertake their learning through a series of Design Studios that allow the study of architecture at different levels of complexity and articulation; as a unified whole or in different degrees of detail and focus. The studios are supported by the required and elective courses offered in humanities, technology, representation and professional practice, which reflect an integrated pedagogic approach and cross-disciplinary practice.

The process of education is one of formation, of becoming who one is. Cultivating a critical and aesthetic appreciation is ultimately an individual and private endeavour, irrespective of its public manifestations or institutions. Students find their own path by experiencing and engaging a full range of processes that are part of standard practice in design: exploring and communicating ideas through drawing, making, modelling, speaking and writing; understanding the technical and social demands of architecture; engaging society in an ethical manner; and, most importantly, developing oneself by thinking critically and making thoughtful propositions.

Kelly Chow
BSSc (AS) Programme Director

looking through the models

section through the city

Introduction to Architecture
arch 1001 t2

"The threshold is the limit, the boundary, the frontier that distinguishes and opposes two worlds—and at the same time the paradoxical place where these two worlds communicate, where passage from the profane to the sacred world becomes possible."
— Mircea Eliade, *The Sacred and the Profane*

In one instance, a threshold is merely the boundary between opposing conditions - *inside – outside; up – down; light – dark; public – private.* And yet, in the history of architecture, these conditions are not necessarily treated as discrete qualities—they can become interconnected, continuous and boundless.

Architecturally, the threshold—the built form which is our domain—is not necessarily a distinct boundary, but a continuously shifting spatial gesture that can overlap and interpenetrate; be physically present, or virtually sensed. As a human experience, its relation to the act of passage—connecting this to that—is clearly antithetical to that of limits, margins or borders that speak to the impermeability between spaces. This paradox sets the basis for the studio's exploration.

Kelly Chow / Jimmy Ho / Wataru Shinji / Caroline Wuethrich / Lily Zhang

exploring sui wo court: engaging in site visit

REQUIRED COURSES

Visual Studies
arch 1003 Kelly Chow t1

This course introduces visual media, examining how its history and ideas can help develop our critical understanding of spatial design. The course offers an overview of the subject for those with little or no visual art + design background and is intended to provide a sense of visual literacy. The course is designed to develop skills of observation, interpretation and creativity, as well as giving a strong intellectual grounding in visual thinking, and the form, meaning and content of visual media.

Design Thinking in Social Innovation
sosc 1001 Maggie Ma t1

This course aims to empower students to utilize design thinking for generating social value via systematic social innovation. Students will be introduced to design thinking theories, methods, and skills, exploring their application in the realm of social innovation. This approach is crucial for effectively bringing ideas to fruition, fostering human-centric solutions, and employing a design-oriented mindset to address intricate challenges practically.

GENERAL EDUCATION

Experiencing Architecture
arch 1320 Han Man t2

This course explores architecture as the built environment and offers fundamental architectural knowledge to cultivate awareness about the significance of well-designed spaces. It aims to instill a sense of responsibility for preserving architectural heritage, develop a discerning eye, and foster appreciation for the artistry in buildings. In addition to lectures, guided tours will complement classroom topics, using local buildings and places as practical examples.

Introduction to Art Tech Design and Interactivity
sosc 1003 Adam Fingrut t2

This introductory course investigates computer coding and variable-based methods within visual arts. Participants will adopt a design thinking approach toward translating ideas into prototypes using micro-processors and sensors for creative outcomes. Students will consider interactivity as the processing of data and gain greater understanding of how this translates into an expression of art and technology. They will be presented with both technical and theoretical frameworks for exploring artistic expression, compositional strategies, design culture, and artistic experience. This course will serve as foundation for future courses on creative communications, media, technology, and cultural studies.

SSF PACKAGE

Understanding Cities
arch 1002 Pedram Ghelichi t2

This course provides foundational concepts on urbanity and offers insights on how to comprehend it. Initiated from an architecture-urbanism framework, it covers materials from various disciplines to analyse interconnected social, spatial, and economic issues. By studying essential texts and creating imaginary maps, the course aims to equip students with the necessary tools and knowledge to engage in public discussions and urban living as proactive citizens.

Studio E | Experience
arch 2111 t1

HABITATION

It has long been the conceit within the architectural profession that all creative endeavors in architecture are concentrated in the design process, with construction merely executing an "original" and "complete" pre-existing design concept. This authoritative perspective tends to extend into the phase of habitation, where occupants passively engage with a "man-made" environment. This worldview tends to segregate design, build, and habitation into distinct, linear and static phases of "plan first, build afterwards, and import people to occupy it".

This course aims to deconstruct this fragmented trilogy and reconstruct it as a co-optive continuum. Drawing upon contemporary anthropological theories such as Tim Ingold's writings on habitation and making, the studio views design not as a simple transcription onto raw materials but as a simultaneous process of weaving constructive thoughts. Design is envisioned as a morphogenesis dialogue between matter and form, responding to contingencies and situations. Similarly, habitation is not seen as a separate step post-making but as a cumulative and process intertwined with a habitat's ongoing occupation, even in an imaginative sense. Students will delve into the fundamental question: how do people make a home? This inquiry demands critical thinking and imagination as students navigate the iterative processes of *designing through making and making through habitation*.

Pedram Ghelichi / Gu Tian / Han Man / Caroline Wuethrich
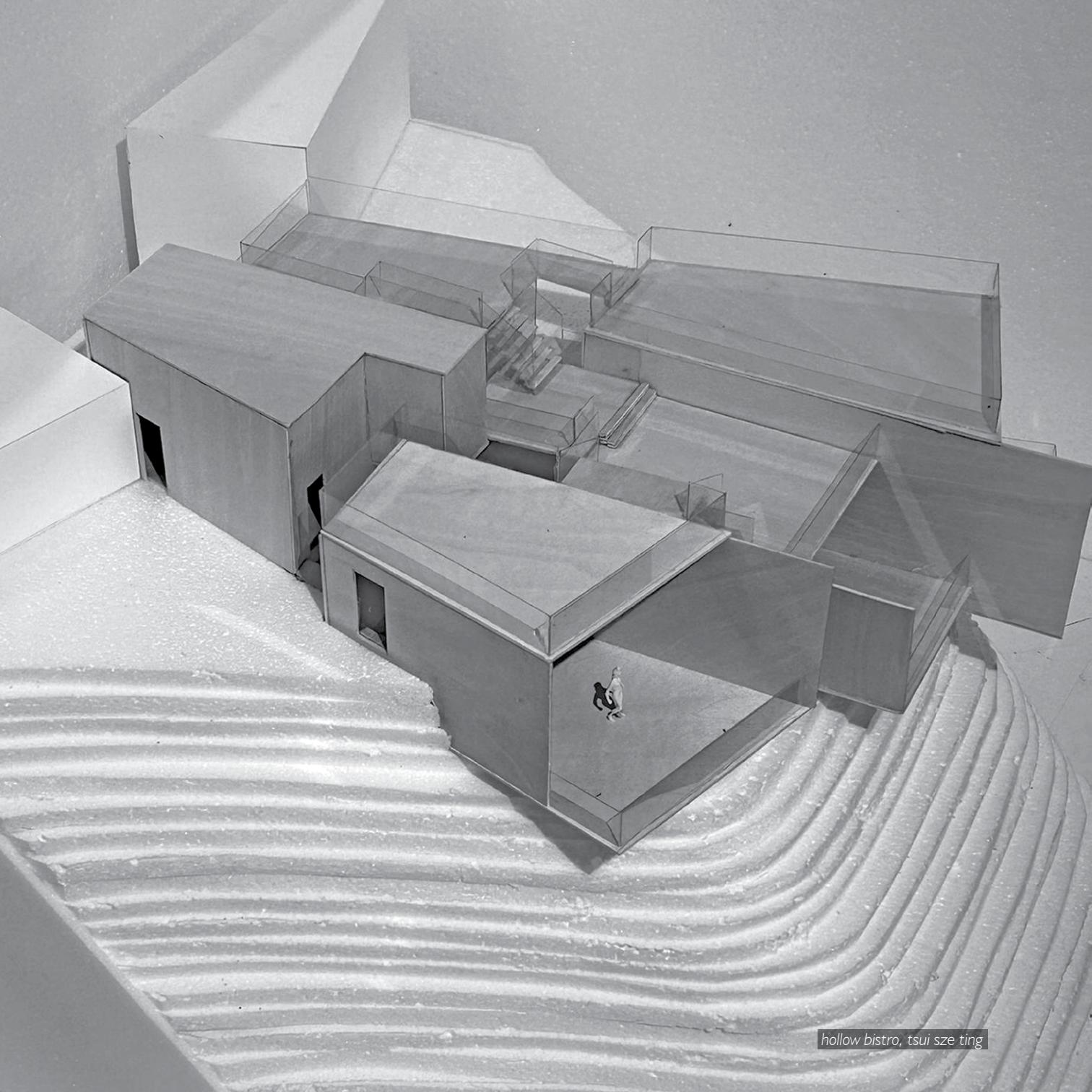
hollow bistro, tsui sze ting

Studio E | Explore
arch 2112 t2

DWELLING

Dwelling has become a widely used term in architecture by scholars and architects, largely as a result of the way the term is taken to appear in Martin Heidegger's 1951 seminal essay "Building Dwelling Thinking", in which the idea of the human is closely implicated. But what is dwelling anyway? Are the dynamics and the fleeting characteristics of the contemporary world no longer compatible with the continuity, stability, and security traditionally linked with dwelling? Why should and how can we rethink the concept of dwelling today? And, ultimately, how can architectural design contribute to dwelling?

Studio Explore will embark on a transformative exploration of the concept of "dwelling" by designing a house as a complex of rooms. Our designs should be born from an understanding and reimagining of "dwelling", weaving together issues of user, place, structure, material, and sustainability to create spaces that cater to the human experience on various levels—physically, emotionally, and psychologically.

Han Man / Pedram Ghelichi / Jimmy Ho / Rina Ko

Garden Times

PUBLISHED IN EVERY STAURDAY PRICE 5d.

請述關於中國園林的一切　278　每逢星期六出布一次

第壹頁　第二百七十八次　舊曆乙醜歲閏年四月三十日新聞紙　中華民國六十六年公曆一九七七年九月

園報

明文徵明 拙政園園詩

拙政園介紹
INTRODUCTION TO HUMBLE ADMINISTRATOR'S GARDEN

拙政園此亦拙者之爲政也

HUMBLE ADMINISTRATOR'S GARDEN
AN IDLE LIFE

晉代文學家潘岳 閑居賦
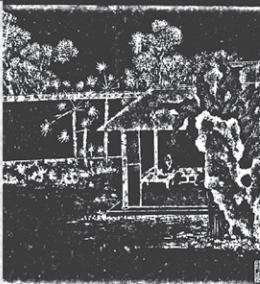
歷史沿革
HISTORICAL EVOLUTION

特色

建築

拙政荷花

THE MASTER OF THE NETS GARDEN IN SUZHOU IS RENOWNED FOR ITS ARCHITECTURAL FEATURES

ROCKERY IN THE GARDEN

ROCKERIES IN 19TH-CENTURY CHINESE GARDENS EPITOMIZED A PROFOUND SYNTHESIS OF CULTURAL AND PHILOSOPHICAL MEANINGS, DRAWING INSPIRATION FROM THE REVERED PHILOSOPHY OF HARMONIZING OPPOSITES. THESE ARTISTICALLY SHAPED ROCK FORMATIONS SYMBOLIZED THE DELICATE EQUILIBRIUM BETWEEN HUMANITY AND THE ENCHANTING WONDERS OF NATURE, TESTIFYING TO OUR CREATIVE SPIRIT AND REVERENCE FOR THE NATURAL WORLD.

山水縮影，自然之神
SYMBOLIZING THE BEAUTY OF NATURE, ROCKERIES IN CHINESE GARDENS CREATE MINIATURE WORLDS OF MOUNTAINS AND CLIFFS

ROCKERIES IN HUMBLE ADMINISTRATOR'S GARDEN

Rockeries in Chinese gardens serve as symbolic representations of natural landscapes, adding visual interest, scale, and a sense of tranquility to the overall design.

自然與獨特之美

盆景
BONSAI

江蘇省蘇州市姑蘇區東北街178號

a graphic novel on the theme of matter and form
chan pak chim jam, wong wai hiu

REQUIRED COURSES

Digital Media
arch 2222 Zachary Wong t2

Has digital media become merely a "means" or has it evolved into an "end", an entity in its own right? Architecture, propelled by digital media, has entered an era uncharted by history. This course serves as an introduction for students to the context, debates, and fundamental principles surrounding digital media. It provides a comprehensive view of its applications across various scales and stages, emphasising the foundational principles to aid students in understanding the rationale behind using these tools in different scenarios. Students will cultivate proficiency in design, representation, and systematic approaches of digital media, ultimately fostering confidence in their application.

Cultural Contexts I
arch 2322 Adam Jasper t1

Beginning with archaic ceremonial architecture and ending (almost arbitrarily) with parametric design, this course attempts to map the extent of architectural history: an impossible task, but one with tremendous rewards even in its partial fulfillment. Over twelve weeks, we will study paradigmatic built examples, creative lives, and exceptional architectural ideas, selected from the book of the world. While it won't teach you everything there is to know about architectural history, this course will help you orient yourself in a very broad range of debates. You will emerge with better visual literacy of historical architecture, a deeper understanding of the relationship between architecture and culture, and a greatly enhanced vocabulary of architectural concepts.

Cultural Contexts II
arch 2323 Pedram Ghelichi t2

Among students taking architectural history courses, there is often a misconception that "history" is a series of static, pre-packaged, and specialised information that can only be perceived objectively. This problematic perspective risks relegating students to passive recipients, where their engagement yields little more than a regurgitation of past events in a "case study" format. In this context, when the subject, narrator, and voice are eliminated from history courses, how can we challenge the status quo? This course attempts to empower students with the narrative agency in historical storytelling. By adopting the imaginative tool of graphic novels, students become critical authors of architectural history, transcending traditional boundaries and fostering imaginative engagement.

Building Technology I: Materials and Construction
arch 2413 Xu Liang t1

Architects wield the power to shape the built environment, yet too often, technical mastery is overshadowed and seen simply as a final solution. This course aims to inspire students to embrace the art of construction as a driving force in design and understand that the essence of a building lies in the poetry of its assembly. By expressing materials tactically, choreographing joints and connections, and celebrating structural logic, we can create captivating spaces that enhance the human experience. By fusing technical expertise with creative vision, we can design architecture that not only functions well but also profoundly transforms our living environment through innovative and sustainable approaches.

Building Technology II: Materials and Construction
arch 2422 Wang Shuaizhong t2

This course focuses on the fundamental knowledge and design methods of architectural structures. By revealing and analysing the internal forces within architectural structures through graphic statics, the course introduces the basic principles, systems, and materials of architectural structures in both qualitative and quantitative ways. The aim is to connect structural forms and forces through graphical methods, making structural design an essential element that enhances spatial form, rather than an obstacle to design.

joshua chan; kelly chong;
*ken chow; rachel lee; helen tan*

In his work *L' Architettura Della Cittá*, first published in 1966, Aldo Rossi established a foundation for an urban science within the context of the human sciences. Within this urban science, the city—its construction over time—is understood as the embodiment of architecture in its entirety: encompassing its history, technology, and building types.

A fundamental tenet of modernist architecture was the proposition that the form of each building should emerge spontaneously from its specific program and site, without reference to precedents or norms that some Modernists dismissed as mere habits and prejudices. This theory posited that modern culture fundamentally diverged from its predecessors.

In response to the shortcomings of the Modern Movement, the Spanish architect Rafael Moneo, in his seminal essay "On Typology," wrote that "the unique qualities of each problem, of each precise context for which functionalism seemed to provide a unique resolution, seemed to be posed against the idea of a common structure that characterised type."

In the first instance type refers to the understanding and classification of building forms and functions as a form of disciplinary knowledge. But Moneo states that "to understand the question of type is to understand the nature of the architectural object today. It is a question that cannot be avoided. The architectural object can no longer be considered as a single, isolated event because it is bounded by the world that surrounds it as well as by its history. If architectural objects allow us to speak about both their singleness and their shared features, then the concept of type is of value, although the old definitions must be modified to accommodate an idea of type that can incorporate even the present state." We are therefore left to question the possibilities of re-investigating design, based on types with revised historical and cultural significance.

Kelly Chow / Raffaella Endrizzi / Charis Mok / Wataru Shinji / Hiroyuki Shinohara / Lily Zhang
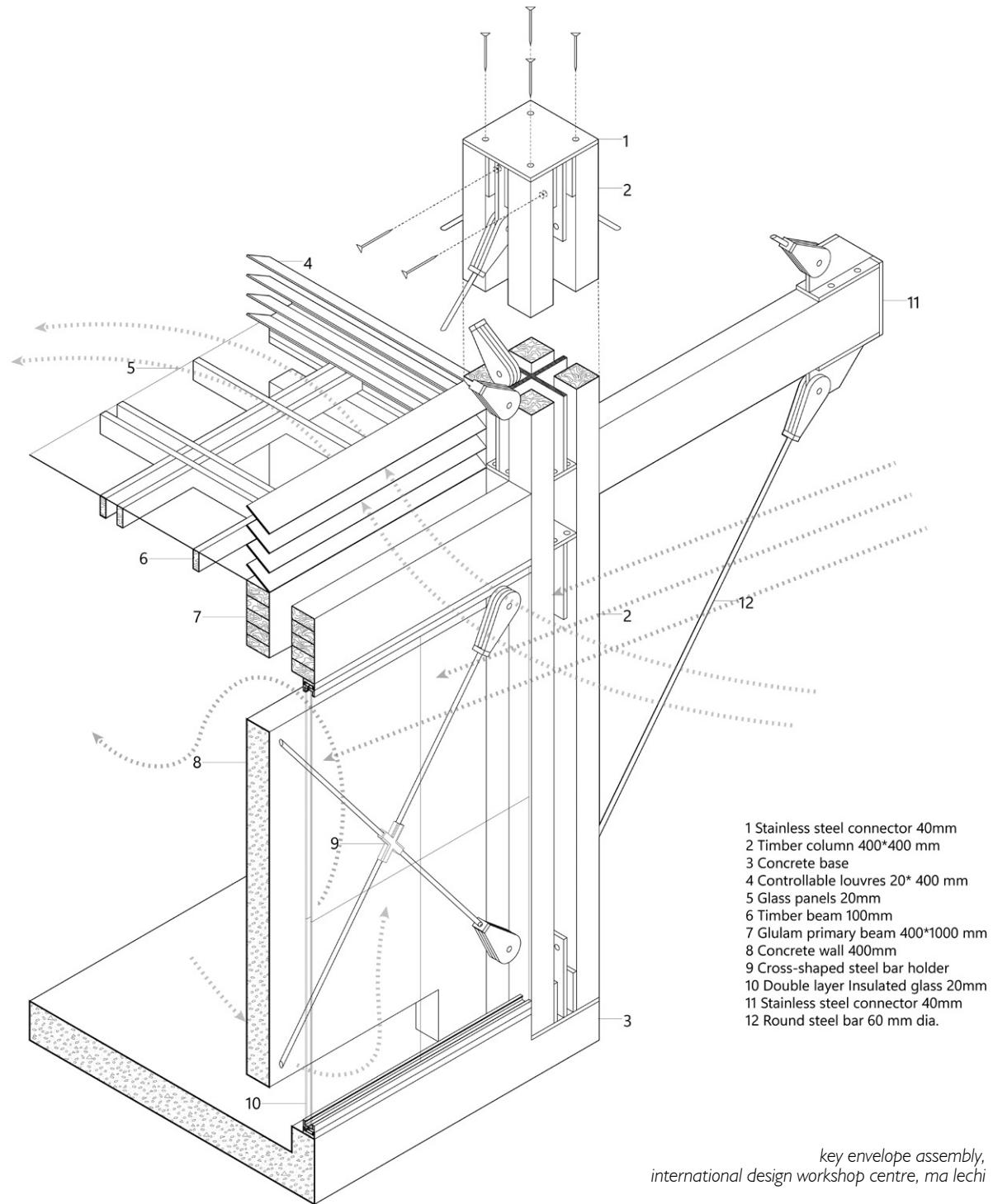
1 Stainless steel connector 40mm
2 Timber column 400*400 mm
3 Concrete base
4 Controllable louvres 20* 400 mm
5 Glass panels 20mm
6 Timber beam 100mm
7 Glulam primary beam 400*1000 mm
8 Concrete wall 400mm
9 Cross-shaped steel bar holder
10 Double layer Insulated glass 20mm
11 Stainless steel connector 40mm
12 Round steel bar 60 mm dia.

key envelope assembly,
international design workshop centre, ma lechi

Studio B | Build
arch 3114 t2

CONSTRUCTION

The translation from drawing to building is a classical problem in architecture. The thoughtful processes involved in material assembly and structure erection are frequently disregarded in contemporary architectural practices, leading to a disconnection between architectural imagination and its tangible manifestation. This gap may stem from the traditional division of labor in architecture between design and construction since the modern period. The importance of tectonics in architecture has been diminished by visual dominance, with construction considerations often taking a secondary role in the design process. We should remember that the mesmerizing effects of architecture and memorable spatial experiences are always inherent to the construction, as historical landmarks such as the lofty dome of the Cattedrale di Santa Maria del Fiore prove.

Studio B emphasises construction as a vital discourse in architectural design, aiming to connect architectural tectonics with human experiences through innovative applications of building technologies. By conceiving construction as a technique for assembling and structuring a physical building as well as human behaviours in architectural design, it broadens the architectural role of typically a technical building asset (structure and envelope) to become a spatial agent for user experiences. This studio regards the dimension of construction as a means to envision architecture that imbues spaces with fresh perceptions and material qualities.

Hiroyuki Shinohara / Sarah Lee / Edward Ng / Wang Shuaizhong

architectural pawspective: a dog house with its furry visitor

REQUIRED COURSES

Architecture and Global Culture
arch 3321 Adam Jasper t1

This course will occupy itself with the most global of cultural problems: our transforming understanding of the planet and its natural environments. The international consensus around the anthropocene is a manifestation of the change in our relationship to nature over the last century, and is to no small extent attributable to the environmental movement. But where did this movement come from? How did nature become finite and the atmosphere become visible, how did cetaceans become our second cousins, how did automobiles become an enemy of the city, and when did progress stop being progressive? Through this course, you will gain an understanding into the pre-history of Sustainable Development Goals, and their meaning as signs of global political change.

Land and City
arch 3721 Cecilia L. Chu t2

This course offers a comprehensive introduction to the fields of urban planning and design, examining how these disciplines have co-evolved with social, cultural, and economic processes. Throughout the semester, emphasis is placed on connecting theory and practice through close examination of international and local case studies. The objective is to provide students with a critical understanding of the complex dynamics that shape built landscapes and to encourage reflection on the multifaceted challenges that design professionals face in the present and future.

Building Technology III: Environmental Technology
arch 3424 Edward Ng t2

This course introduces the fundamental concepts of passive environmental design, and examines how environmental conditions such as light, temperature, air movement, and sound impact both buildings and their inhabitants. Through the analysis of case studies, students will explore traditional and current approaches of representative building types in depth.
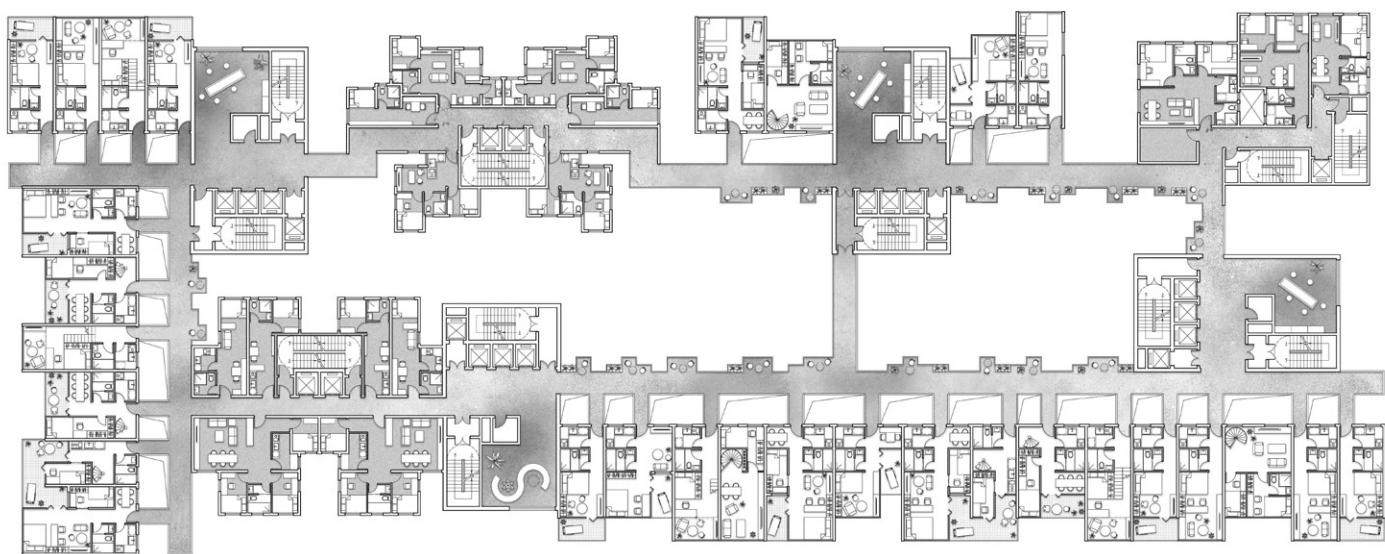
In response to the pressing issues surrounding housing provision and affordability in both Asian and Western cities, this studio embarks on a collaborative effort with partner schools from the International Forum on Urbanism. Specifically, the Chinese University of Hong Kong (CUHK) and the University of Lisbon are directing their focus towards the cities of Shenzhen and Lisbon, respectively. These cities have witnessed a surge in demand and subsequent price hikes in housing, driven by the booming technology industry. As these urban centers attract new residents, a displacement trend emerges, pushing older and less affluent inhabitants to the underprovided urban fringe. In response, both Shenzhen and Lisbon are exploring new initiatives to expand housing options, particularly catering to younger demographics. Beyond mere expedited housing development, the emphasis lies on seamlessly integrating these new residential areas with their surroundings, offering diverse programmes, fostering a sense of community and belonging. This studio provides a unique platform for students to glean insights from the different approaches, drawing lessons from various cities while reflecting on the local context of Hong Kong.

Students will learn to synthesise multiple scales, ranging from district and urban block configurations to housing types inclusive of public, communal, and private spaces. By exploring the urban histories of these cities, students will develop models that cater to contemporary living needs and anticipate future trends. Residential types, intertwined with integrated commercial and community amenities, form the backbone of urban fabric in each city. These urban typologies define the density, the interplay between build form and open public spaces, and the symbiotic relationship between individual living units and communal areas conducive to community life and social interactions.

Hendrik Tieben / Cai Jiaxiu / Chen Chen / Jimmy Ho / Mo Kar Him / Nicola Saladino
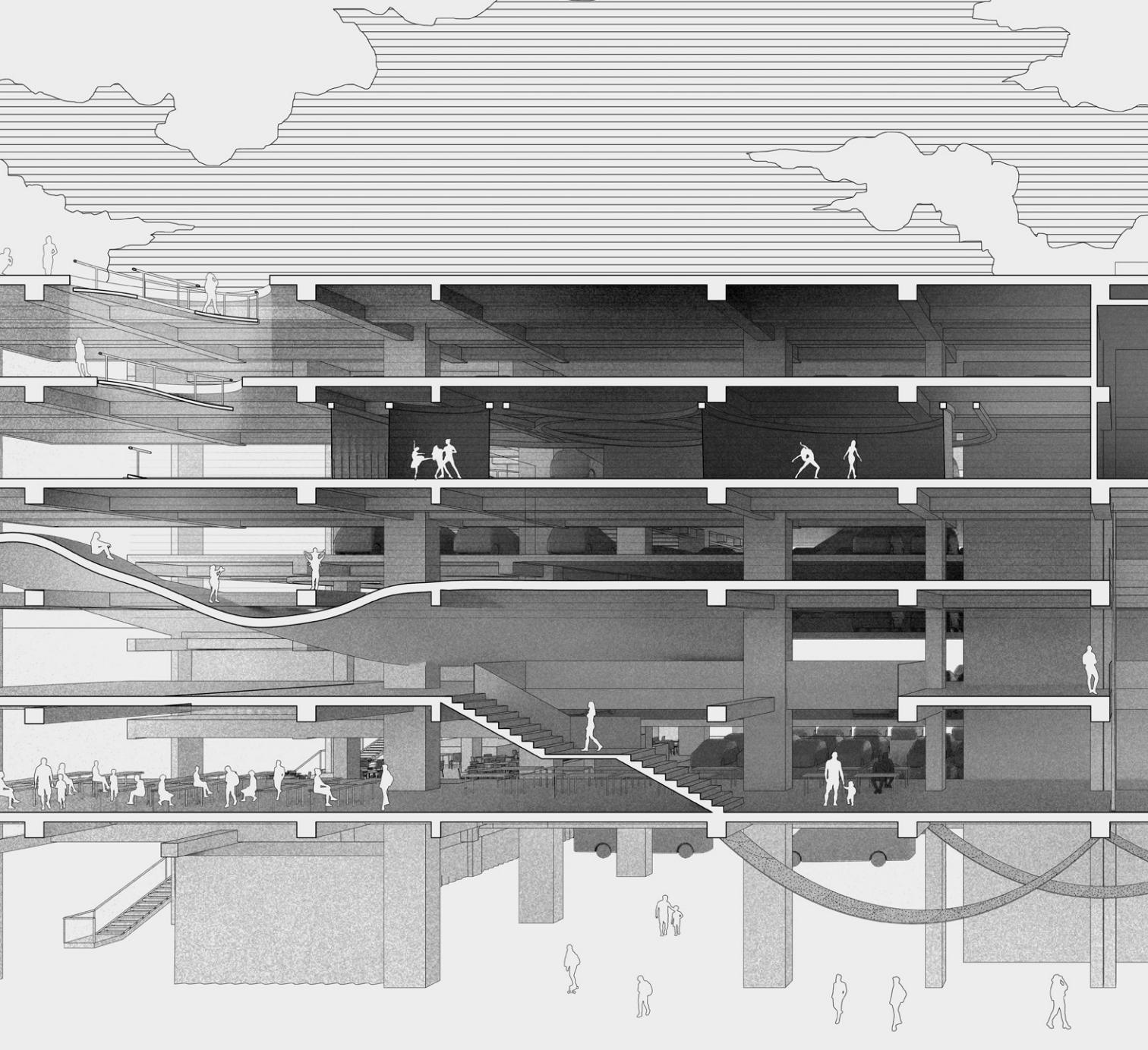
greydient - theatre school, ho pik yui

Studio D | Develop
arch 4116 t2

CIVIC

Studio D focuses on investigating architecture in relation to urban dynamics and the concept of the civic, from both the city's perspective and that of its inhabitants. How can we ensure that a multitude of stakeholders is represented? How can architects act for the public, design urban social infrastructures and support the commons? How can architecture contribute to be a social condenser?

In this course, we will critically explore the concept of the civic and the significant role that architecture plays in shaping it. We will analyse how architecture influences the public realm through physical buildings, programming, and the meaning people attribute to space.

Studio D goes beyond a traditional design studio, encouraging students to engage in research and critical thinking. Students will develop a research question that explores the public realm and social life as a function of architecture. Through detailed observations, they will propose inspiring solutions that revitalise the public aspect through adaptive reuse of existing buildings, new structures, and urban design. The culmination of the course will involve the development of a comprehensive architectural design proposal that intergrates the skills and insights amassed over the preceding semesters.

Inge Goudsmit / Kelly Chow / Ioana Alexandra Pricop / Francesco Rossini / Ricky Suen

the thrill of intellectual exchange

REQUIRED COURSES

Building Systems Integration
arch 4425 Nelson Tam t1

How would you implement integration within your studio projects? Why is integration essential? What benefits does integration offer? What types of building systems exist, and how can they be integrated? Is "becoming one-piece" the same as "being integrated"? Lastly, how do you evaluate a design integration? This course is designed to empower students to master the integration of primary building systems within their design studios. By studying finely integrated projects and observing their daily surroundings, students are prompted to reassess the intrinsic value of integration in architectural design. This process encourages an appreciation for the technical aspects that inform our design choices and strengthen our architectural schemes from within.

Future Practice and Sustainable Response
arch 4426 Maggie Ma t2

This course is designed to equip students with the essential knowledge to embark on a career as architect, focusing on the fundamental roles and values inherent to the profession. Examining key principles of practice, including professional conduct and procedures, it lays the groundwork for a comprehensive understanding of what it means to be an architect. By exploring traditional practices alongside alternative spatial agencies, the course aims to broaden students' perspectives, encouraging them to reflect on their responsibility towards adapting to and influencing the dynamic future of architectural practice.

articulating design details, engaging the audience

MArch

The Master of Architecture at CUHK is a two-year programme designed to provide students with an advanced educational experience focused on design innovation, specialised research, and critical thinking.

The programme stresses the importance of architecture as a professional discipline, concerned with design in diverse conditions. Together we engage with a broad range of critical issues, teaching methodologies, and complex design agendas that reflect the changing conditions of contemporary practice. We emphasise the profound relationship of architecture to the broader problems of environment and ecological sustainability. The School of Architecture is situated within the Faculty of Social Science and offers a unique opportunity for impactful interdisciplinary design research.

The design studio is unique in developing essential qualities among students, such as the adoption of an action-based iterative approach toward problem solving, design thinking, experimentation and craft. Each studio section is designed to mimic conditions and environments found in professional practice, and highlight knowledge development through peer learning, skills development, and professional competency. Studios are structured around two yearlong projects, organised into vertical studios.

Positing a design question is an important step in advancing architectural research. It initiates critical reflection among students, instructors, peers, and reviewers on issues surrounding our design development. Each studio instructor poses a broad design research question, and engages with students to develop original responses that can illuminate their position, complexity of design proposals, and highlight the forces driving their architecture.

Adam Fingrut
MArch Programme Director

How can a space of spectacle offer the city possibilities beyond that which it was originally intended?

01

left: "happy valley racecourse and the colonial cemetery from the late 1840s" from nigel cameron (1991), an illustrated history of hong kong. right: "happy valley racecourse redevelopment from 1996" from dragages hong kong, https://dragageshk.com/project/happy-valley-racecourse-redevelopment/.

Vessel of Spectacle

Chan Chi Yan / Juan Minguez / Betty Ng

The studio focuses on one of the most historic forms of performance —horse racing—and its spectacular Hong Kong Island setting—the Happy Valley Racecourse, with its continuous legacy as a physical space of spectacle in the city of Hong Kong.

Spectacular urban spaces of gathering, from their commissioning to their architecture and their utility, have always followed the ebbs and flows of a city's prosperity. The Happy Valley Racecourse in Hong Kong Island is operated by the Hong Kong Jockey Club (HKJC) and its physical space remains till this day with its outline virtually unchanged since it was first built in 1845, an anomaly in Hong Kong's fast-paced urban development. This is made possible by the fact that betting on horse racing contributes significantly to the HKJC's yearly revenue, cementing the non-profit organisation as both the city's largest taxpayer and community benefactor.

The open-air nature of the Happy Valley Racecourse creates de facto a spectacular urban void, and as the city has grown vertically around it, its openness, visibility, and continued profitability has made it a cherished landmark. Its continued presence throughout the history of the city has allowed it to evolve into a fascinating programmatic agglomeration of landscape, architecture and infrastructure. What is this collection of elements? How are they organised? How well have they functioned through the last 179 years? And do they succeed in bringing together the spectator and the spectacle? In this studio, we consider how an urban space of spectacle becomes an enduring part of the city, and ask—how can it continue to offer the city and its inhabitants possibilities beyond that which it was originally intended?

How to co-create architecture as regenerative landscapes towards sustainable urban-rural placemaking?

1960s kat o, courtesy kat o story room, hong kong geopark.

02

Architecture as Regenerative Landscapes

Thomas Chung / Joshua Lam

In the present era of widespread urbanisation and escalating climate change challenges, there is a growing global focus on revitalising the countryside to promote sustainable living practices. Our studio advocates for a Regenerative approach that surpasses the traditional sustainability model of "doing less harm" to embrace a more progressive ethos of "doing more good." This approach emphasizes understanding the life-in-place context, fostering mutually beneficial relationships (Reed, 2007), and co-evolving human-natural and architectural systems in symbiotic partnerships. It advocates for a holistic development process that replaces "the present linear system with cyclical flows at sources" (Lyle, 1994), aiming not only to restore but actively regenerate ecosystems. Architecture as regenerative landscapes plays a pivotal role in envisioning viable futures for rural areas.

1) In the face of global urbanisation and radical climate crisis, how can we better value and revitalise the rich, multi-faceted resources in rural areas to achieve urban-rural balance and sustainable living for all? 2) How to evaluate the benefits of placemaking practices in rural areas (from spatial projects to architectural interventions), to assess their actual impact in enhancing and regenerating "rural place", transforming rural communities and their well-being? 3) How to define, analyse and design successful "rural placemaking" interventions as regenerative architecture, ensure their long-term viability and operational outcomes for "sustainable revitalisation"? 4) How to augment local public discourse on demystifying "the rural", stimulate perception changes on Hong Kong's "countryside" and its multiple significance, raise motivation to participate and co-create a collective stewardship model for "urban-rural symbiosis"?

How to design with nature in Hong Kong?

03

Nature City / City Nature

Claude Godefroy / Diego Ramirez Leon / Elva Tang

In the bustling metropolis of Hong Kong, where verdant hillsides contrast with concrete jungles, a pressing question emerges: How can this city further embrace sustainability and green practices to enhance liveability in its densest centres? As one of the world's most vertical cities, Hong Kong offers a unique opportunity to innovate and redefine the relationship between city and nature within its dense urban environment.

Despite its lush greenery, Hong Kong often faces a stark segregation between its urban spaces and natural landscapes. This studio aims to challenge such divide and explore ways to blur the boundaries between city and nature, viewing the natural environment not merely as a backdrop but as an integral building material for sustainable urban development. We will learn from a series of case studies with a study trip to Singapore.

Students will delve into the intricacies of densification along the tram line on Hong Kong Island. Each student will design a case study with its own narrative in response to the context, functional requirements, and aspirational vision. Guided by a set of rules crafted to foster sustainability and green initiatives, these case studies will collectively path the way for a greener Hong Kong.

04

How can we design better "workbitats" for talent in the knowledge economy of the GBA?

iris liu, 2024

Discovering the "Workbitat"

Nelson Tam

How would you understand "Workbitat"? What can we learn from our urban setting to design a competitive "Workbitat" for a knowledge-based economy? If "Workbitat" is considered as a place, what will be the spirit of such a place, and how would the architecture contribute to this place and the community?

Architecture shapes the urban environment which is rooted in the economic development of a city. Talents in the knowledge-based economy often move between cities in search of better living and working environments, while a city's prosperity depends on the agglomeration of competitive industries and the concentration of talent. In the Greater Bay Area (GBA), as the typology of conventional factories and offices no longer meets the latest needs of the transforming economy, cities like Hong Kong and others in GBA are seeking emerging spaces that can sustain innovation and manufacturing simultaneously.

To respond to these questions, we will take the biomedical campus and industry as the subject and field for investigation. Supported by the knowledge of designing cleanroom facilities from last year and my design expertise in science & technology campus, we will challenge ourselves not only at the building level but also at the campus scale and as an integral part of the urban setting.

Can we make the high-density public housing complex more innovative and suitable for living?

05

In Search of Organised Complexity

Wang Zhenfei

The high-density public housing complexes in Hong Kong represent a distinctive building type deeply intertwined with the fabric of people's daily lives. The complex challenges surrounding land scarcity, diverse user groups, social dynamics, and more make this subject a compelling area for study. The task of designing new forms of high-density housing complexes that cater to the needs of today and the future poses a significant challenge. How can we innovate and optimise high-density public housing to enhance livability?

The symbiotic relationship between theory, research, and design has long captivated architects. Bridging insights and methodologies from diverse disciplines with architecture is essential for fostering innovation. Over the past 15 years, our practice FUN has been integrating knowledge and theories from non-traditional fields such as mathematics, geometry, and computer algorithms into architectural design. This approach has led us to create unconventional and groundbreaking designs that push beyond traditional boundaries. In this studio, our focus will be on reimagining high-density public housing complexes in Hong Kong by exploring novel interventions through cutting-edge design and research methodologies. Our aim is to develop an integrated and advanced architectural system.

Can we leverage 3D space creatively, beyond traditional land use, to reduce costs and craft extraordinary urban space? Is it feasible to design housing complexes tailored to specific user groups like the "Sandwich Class"? How can we strategically position units to optimise views following mathematical principles? Through this dialogue between advanced architectural systems and daily social life, we aspire to unveil new possibilities and pathways.

How can we creatively respond to the environmental and functional requirements of a dense urban site?

People, Weather, Material, Place

Fergus Comer

This studio seeks response to the challenges of designing bespoke and beautiful architecture within Hong Kong's built-up urban context, particularly hyper-density, climate control, and the minimisation of non-renewable material usage and waste.

On density, the urban area of Hong Kong has the highest population and employment density in the world. High density does not necessarily lead to a perception of crowding or stress. Robert Mitchell found that stress in Hong Kong may be more likely due to inadequate income or forced social interaction between non-relatives in shared flats than density itself. What role can we as architects have in identifying and alleviating the stresses that occur in Hong Kong's households?

On climate, an architectural design can be considered as a series of interconnected systems that welcome, resist and repel. The particular and intensifying climatic conditions in Hong Kong require a very firm structure and usually involve an unsustainable climate control system. How can we as architects create sustainable, comfortable and uplifting buildings in these conditions?

On material and waste, Hong Kong continues to be highly wasteful in its construction and consumption patterns. Over the last 100 years a series of architects have strived for lightweight and efficient hybrids of structure and finish that could help to address this. Can a lightweight hybrid offer a sustainable alternative and material efficiency within a densely built up urban area in Hong Kong? Can the approach be additive rather than destructive, as a form of adaptive re-use? Can the building materials be compostable?

department store: nihonbashi mitsukoshi, yamaguchi akira, 2004

07

What can we learn from New York's air rights and other zoning guidelines to generate innovative urban regeneration in Hong Kong?

Learning From New York

Simon Hsu / Sebastian Law

The current conventions for urban regeneration in Hong Kong fall mainly into two uninspired modus operandi. When planners are powerful and patient enough to amass considerable individual lots, entire blocks are torn down for yet another tower-on-podium project. Any sense of local spirit and urban fabric is obliterated and forgotten. On the other hand, smaller developers who secure a small lot of merely two adjacent Tong Laus produce residential pencil towers of a single unit per floor. These developments house minimal amenities and are devoid of all communal aspirations.

This conundrum leads the studio to question: Can urban regeneration preserve valuable architecture, morphology and culture, while creating a renewed sense of community? The answer to that in Hong Kong seems few and far between. To inject fresh thinking and new possibilities, the studio proposes to look at this problem through a new and hypothetical lens of air rights.

Air rights is a planning mechanism to regulate the density of a block or zone rather than individual lots. The unused development rights above low or heritage buildings can be transferred to nearby lots for potentially mutual benefits. Bigger developments can be built without aggregating adjacent lots and the limitations of future development potential ensure smaller buildings their preservation and longevity.

08
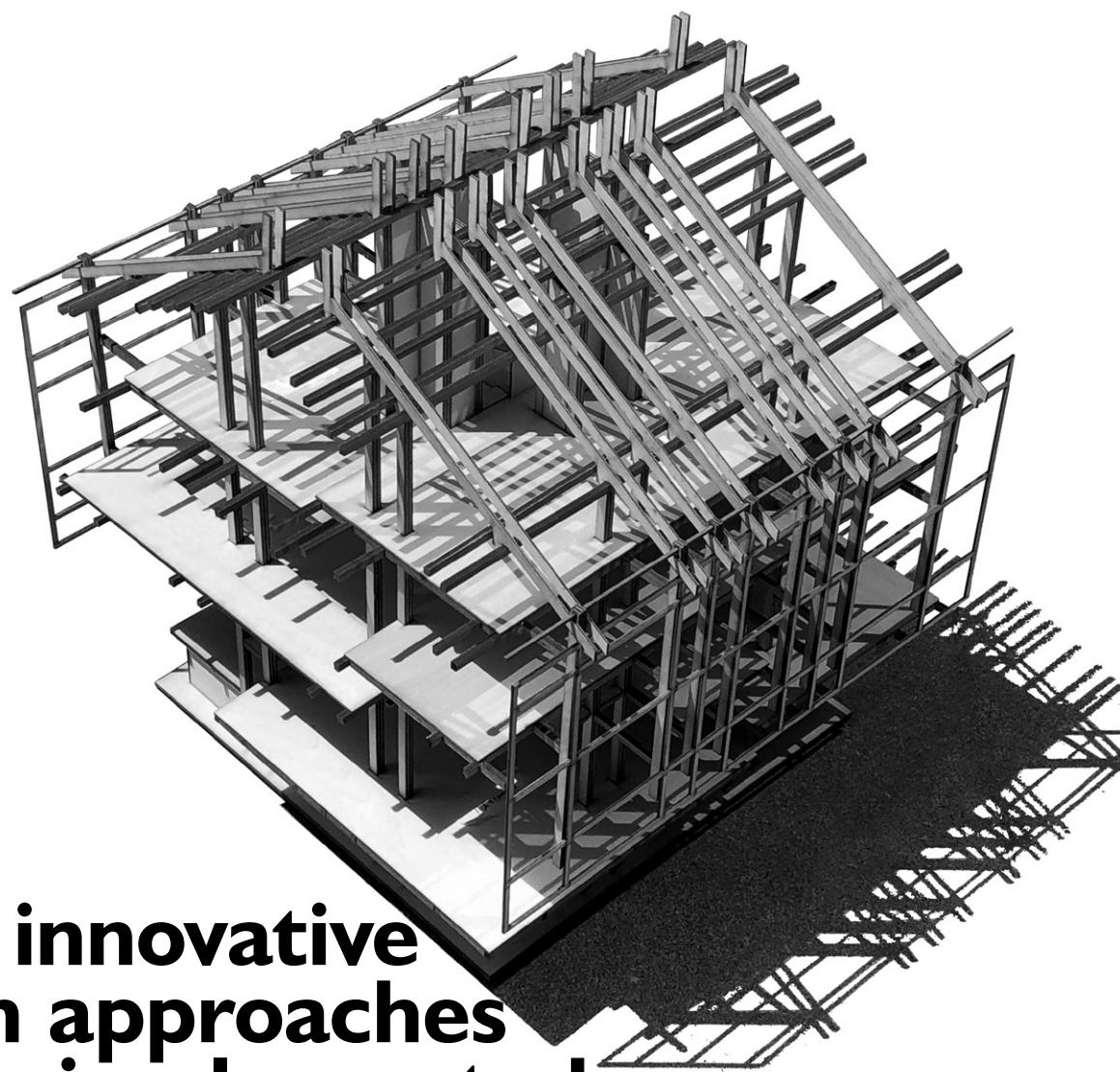
What innovative design approaches can be implemented to create sustainable and affordable buildings for extreme conditions?

Design for Extreme Conditions

Peter W. Ferretto

Inspired by Stanford University dschool's "Design for Extreme Affordability" course, this studio looks at developing architecture for extreme conditions, where design serves communities in need. Departing from the conventional archetype of the architect as a solitary master builder, this course champions a collaborative ethos, advocating for collective engagement in forming our social landscapes.

"Design For Extreme Conditions" aims to reshape architectural practice, emphasising design's ability to enhance the human condition. Our exploration is grounded in the dynamic interplay between practice and research, envisioning design as a medium for societal adaptation.

Our narrative confronts the widening gap between architecture and society, proposing a practice that places people's needs above commercial imperatives. Rooted in principles of attentive observation, empathetic listening, and mutual trust, we propose an alternative paradigm that empowers students to co-create with communities. This interdisciplinary synergy seamlessly merges teaching, research, and practice, fostering vibrant interactions that encourage genuine social progress.

mutation house, study model, condition_lab

09

How can architectural design build community resilience in the face of rapid change?

home relocation at mombasa, kenya

Building Resilience

Xu Liang

In Nairobi, the capital city of Kenya, over half of the population lives in informal settlements. Since 2004, the Kenya Slum Upgrading Programme has been exploring potential approaches to improving the living conditions in these informal neighbourhoods, including large-scale redevelopment projects. What does the future hold for these neighbourhoods? The studio aims to investigate the role of architecture in supporting self-organised communities to build resilience so that they can effectively prepare for, cope with, and anticipate rapid changes and uncertainty.

Resilience is a catalyst for sustainable community development. Through research and on-site observations, students will enquire what resilience means to specific communities. What are the unique aspects of their social and economic dynamics? In terms of programming, how do these unique aspects impact the design of public facilities to address the needs and aspirations of the neighbourhoods, respond to a society in transition, and ultimately strengthen resilience?

This studio will also question how we build by exploring innovative and self-built construction methods that enable public engagement and community empowerment. Reflecting on the permanence and temporality of urban structures, the design proposals will engage with architecture's capacity for adaptation to changes, specifically through the "Design for Disassembly" method as a critical way to rethink material consumption and resource scarcity in the built environment.

WFH, WTF.
Why do we work, and what is the form of work vis-à-vis living?

10

Studio Homework

Mark Kingsley / Maggie Ma

What is "work"? Was it the first sound we uttered; the first time we crawled on the grass? Reading about the Pyramids of Giza or visiting museums for a school project? Carrying cardboard boxes up the cellar steps and wrapping them in brown parcel tape? Building Lego worlds? Running through the dark streets at 6AM for race training? Watching the tracks of the pushchair parting snow while delivering newspapers through a winter blizzard? Jumping streams on the way to the top of the Alps? Making models in the bedroom? Drawing reflected ceiling plans? Waiting for the sunrise with Paul?

Work, in the broadest sense, is the physical or intellectual output of our lives, but beyond this is an emotional and spiritual dimension. We may say it is the purpose of life itself, or we may believe that the pursuit of leisure is where our true selves exist. In contemporary society, we compartmentalise work and leisure in time and space (9-5; Monday to Friday; retire at 60; commuting; sick leave; OZP; CBD; WFH; WTF...YOLO); thus, the role of work becomes polarizing, whether you are a "work to live" person or a "live to wor" person. Above all, work is taken for granted.

To address all this is the purpose of the studio. We will be exploring relationships between work and life. We seek to understand the multiple meanings of "work-life balance" and definitions of wellbeing, and how diverse ways of living can inform architectural space. The studio investigates everyday living, rethinking what work means to live by practice, and challenging the existing house-work typologies, questioning what could be an alternative way to live in the world.

II

How prototyping small informs architecture at large?

dining pavilion, sum yuen poon, ho wang choy, ching lo, 2022.

Eat-Design-Build

Adam Fingrut

Eat-Design-Build envisions future architecture and design possibilities as a practice-based, research-driven, entrepreneurial experience for emerging professionals. The studio design research question asks how prototyping small [objects, assemblies, thresholds, and spaces] at 1:1 scale can inform architecture of large [spaces, circulations, environments, and envelopes] at 1:100. We will examine the complex issues surrounding food, gathering, dining, and waste in the context of making, fabricating, assembling, deploying, and experiencing.

"The art of architecture, as with the arts of alchemy and cuisine is thinking with things rather than thinking about things." (Frascari, 2001)

The studio adopts food and culinary arts as a broad theme for design, consumption, and inhabitation. It reflects on the semiotic relationship between food and architecture, considers food as an extension of design material, and the act of consumption—as a platform for imagining architectural scenarios. Architecture, like cooking, engages sensuality in the process of making to conceive future works.

As part of prototyping activities, students will research tools, technologies, and translation methods (observation; idea; prototype; test) that satisfy their tastes, interests, and experience development through architectural forces and practical realities (technical/programme). This research provides iterative and rigorous evidence in support of design proposals. It helps students frame their interests, explorations, and present design as imagination, priority, compromise, system, and realities of the built environment.

How can HK/SZ border developments respond to historical metropolitanism visions and contemporary futuristic city-making practices?

the making of "metropolis", 1927.
source: the hulton archive via getty images

12

A Future-proofing Metropolis in Hong Kong

Tat Lam

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.

Extended Questions include: 1. On Futurism of Hong Kong: What is the futurism of Hong Kong for the next generation of urbanisation, in response to the remixing of cultures, politics, and urban-rural contexts at the border condition with the mainland? 2. On the Scales of Bigness and Granularity: 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? 3. On New Urban and Rural Relationship: 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? 4. On Future-Proof Design: How can we develop and design urbanism and architecture based on new infrastructure and technological advancements, ensuring that designs are future-proof for 25 years later?

convergence of perspectives: engaging voices from within and beyond

REQUIRED COURSES

Advanced Computational Design
arch 5221 Adam Fingrut t2

This course exposes students to an iterative approach to design problem solving with computation and automation tools. Using a design thinking approach, students will gain computational literacy and familiarity with technologies to articulate the relationship between design abstraction and physical translation, engage in an iterative approach toward design that navigates observation, analysis, ideation, prototyping, testing, and reflection with design tools.

Architectural Theory and Criticism
arch 5321 Adam Jasper t2

This is a challenging course designed to re-acquaint you with writing as a reflective practice, as a means of communication, and as a scientific resource. Like drawing, writing is a fundamental tool of architecture. It is also a practice. Both free writing—where you just observe and remark on your experiences—and research writing—where you carefully formulate your question, compile supporting information, evaluate it, present your case, and draw conclusions—will be required of you. You will be ready to write your dissertation and maybe even pursue additional post-graduate research with the help of this course.

Advanced Building Systems I
arch 5421 Inge Goudsmit t1

To realise architectural designs, it is crucial to communicate them clearly: to contractors, engineers, clients, building departments, quantity surveyors and other collaborators in the design process. A good documentation enables a smooth(er) design process, and better communication.

The course focuses on the translation from a design proposal to a drawn documentation for construction, in the form of a comprehensive drawing set. Emphasis will be placed on the development of precise communicative methodologies in the resolution of architectural form and space, as well as compliance to building regulations.

Advanced Building Systems II
arch 5422 Fergus Comer t2

This course presents contemporary and innovative strategies for the integration of building systems into architectural design and construction. The course aims to equip students with a working basis and literacy in building systems, the brief development on which they are based, and an understanding of the architect's role in coordinating with a team of consultants and specialists. It will be delivered and assessed via weekly lectures including specialist guest speakers, independent and group assignments, and visits to relevant local projects.

Professional Practice and Management
arch 6521 Hubert Un t1

This course aims to provide final year architecture students with an understanding of the professional practice of architecture in Hong Kong. Students learn about the regulatory control mechanisms governing design development, building contracts, dispute resolution methods, and professional ethics and conduct. Code of Practices, Design Manuals and Practice Notes for Authorised Persons will be discussed. The course prepares students to navigate the complex legal and professional landscape of architecture practice in Hong Kong. This course also features guest speakers who will provide further insights on specific topics.

Urban History and Theory
urbd 5703 Cecilia L. Chu t1

This course explores the histories of urbanism and the competing forces that influence the design and planning of cities and their urban milieus. Students are introduced to key urban theories and contemporary discourses in architecture, planning, landscapes, conservation, and urban design. The course content is structured around sets of case studies, with each week focusing on a specific theme that highlights continuities and congruencies between designed environments across different periods and locations. Discussions throughout the semester engage with questions of contemporary urbanisation and explore how historical knowledge can impart a better understanding of the role of design practice in the 21st century.

ELECTIVE COURSES

Evaluating and Redesigning Residual Primary School Spaces for Well-being
arch 5131a Jimmy Ho t1

This course addresses three emergent issues related to the architectural processes in the local public school typology: 1) the misalignment between pedagogy and physical spaces in standardised school buildings; 2) a vast number of school building exists and urges for proper redesign; 3) a lack of systematic framework examining the redesign potential of residual spaces in schools. Students will a) conduct research on how precedent school spaces were designed in relation to the sociological and educational context; b) carry out typological study on local public schools; c) derive a diagrammatic redesign scheme focusing on the residual spaces as a sustainable approach.

Framing Architecture: Photography as Design Inquiry
arch 5131b Xu Liang t1

In the age of ubiquitous digital media, architectural photography is a powerful tool for representation and dissemination. However, is it merely a passive medium for documentation, or can it be an active instrument of inquiry and design? This course challenges the notion that architectural photography is a neutral recording. Instead, it posits that framing, selecting, and sequencing images is a subjective process that shapes our understanding of architecture. By critically examining the photographer's role as an interpreter and storyteller, students will develop a nuanced perspective on the potential of architectural photography to drive the design process.

Plan Matters
arch 5131c Nelson Tam t2

Through a focused study of a curated collection of plans, this course aims to establish a comprehensive body of knowledge on the strategies employed for spatial organisation in architecture. Specifically, we will examine the graphic expression of spatial organisation, the relationship between spatial organisation and spatial quality in our chosen design cases, and the ways in which space-organising strategies interact with other architectural aspects, such as enclosure, structure, program, and material expression. By engaging in this rigorous analysis of spatial organisation in architecture, we target to deepen our understanding of the fundamental principles of spatial organisation in contemporary architecture.

Design for Disassembly: Elevating the Power of Small
arch 5131d Xu Liang t2

Faced with limited storage space and the need for customised furnishings, how can adaptable, human-scaled structures challenge mass-produced, standardised furniture? This course challenges students to engage with aluminium profiles and devise innovative joinery strategies for easy assembly and disassembly. How can the design process of a frame structure, starting with element selection and assembly, elevate the role of the maker's hand and produce furnishings tailored to the architectural school environment? What unexpected tectonic expressions prioritising material sustainability and economical fabrication/assembly logic can arise when the limitations of available components catalyse new approaches to everyday structural systems?

History of Hong Kong Architecture
arch 5331a Han Man t1

During the 1930s-1980s, Hong Kong witnessed its modernisation, post-war reconstruction, and economic takeoff. The most active architectural activities took place during this period. How did these architectural activities respond to this historical development, as well as to Hong Kong's unique geographical conditions? And, ultimately, what can we learn from them? While many studies have touched upon the history of this era, the architectural experiments remain inadequately understood. These studies often focus on specific buildings, architects, and architectural styles or types, overlooking a holistic comprehension. This course aims to present an overview of Hong Kong's architectural history during this era, fostering discussion and guiding in-depth investigations into selected case studies.

History of the Architecture School
arch 5331b Adam Jasper t2

The architectural studio is celebrated by researchers into education as a model of teaching that other disciplines might learn from: it is innovative, encourages collaborative work, and enables learning through failure. At the same time, an international history of the architecture school has yet to be written. This class will attempt to sketch that missing history with a special emphasis on the traditions of teaching used at our own School of Architecture. Where does the architectural school, and where does our architecture school, come from? What kind of knowledge does it produce? Where is it going? This class combines elements of institutional history with local experiments in epistemics.

Reuse as Design: AR-informed Design for Disassembly Structure
arch 5431b Wang Shuaizhong t1

This course challenges students to rethink structural design with a core focus on reuse. By combining fundamental principles with intricate architectural components, it emphasises both aesthetics and functionality, promoting an integrated design approach. Students will learn to optimise structural designs, understand force transmission and balance, and translate principles into practical solutions. The course delves deeply into the concept of structural reuse, guiding students to design structures that can be disassembled and reassembled in new forms. To enhance this process, augmented reality (AR) tools are integrated to assist in the construction and reuse of structures.

Making Futurism Practical: The Development Practices of Contemporary Megacities in the Geospatial Contexts of Today
arch 5731b Tat Lam t2

This course encourages students to critically examine how emerging financial strategies and technologies can drive sustainable and impactful large-scale urbanisation in the contemporary time. It challenges them to explore the ways in which these mechanisms can address the economic, social, and environmental challenges of social and humanitarian development, particularly in emerging economies and rural areas. By delving into case studies and theoretical analyses, students can assess the potential of these financial innovations to create more inclusive, resilient, and sustainable urban landscapes.

Hong Kong Landscape and City
arch 5631 Wataru Shinji / Lily Zhang t2

What is a landscape? How can we understand the concept of open space within the dense metropolis of Hong Kong? By closely examining and responding to their surroundings within the Hong Kong context, students create 1:1 design-build projects, and understand the relationship between landscape and city in the design process. Consider a new design approach with context, rather than a tabula rasa. Think of design at a small scale with a large, thoughtful impact. By realising the design potential of the site as the inception point, students discover new possibilities in architectural and landscape design through contextual exploration.

Modernist Landscapes
arch 5731e Cecilia L. Chu t2

This course examines the key intellectual currents and canonical works that underpin the theories and practices of modern landscape design and related disciplines. It begins by exploring the professionalisation of landscape architecture in Europe and America at the turn of the 20th century, alongside emergent design thinking in diverse geopolitical contexts both within and outside the "West." The course also considers the various ways the concept of "landscapes" is employed across different fields, including architecture, planning, urban design and conservation, as well as in anthropology, geography, and environmental humanities.

Conceived, Perceived, Lived: Mapping Urban Politics
arch 5731a Inge Goudsmit t1

Cultural flagship buildings are often envisioned to serve as vital public spaces in cities, adding substantial value to the urban landscape and public life. However, the actual experiences within and around these buildings frequently diverge from the initial ideas of architects and policymakers. This elective course focuses on analysing iconic cultural buildings in Taiwan, specifically the Weiwuying and Taipei Performing Arts Center. The course aims to examine how a cultural flagship project and the public spaces surrounding it impact their respective neighborhoods and how the neighborhoods, in turn, influence the projects.
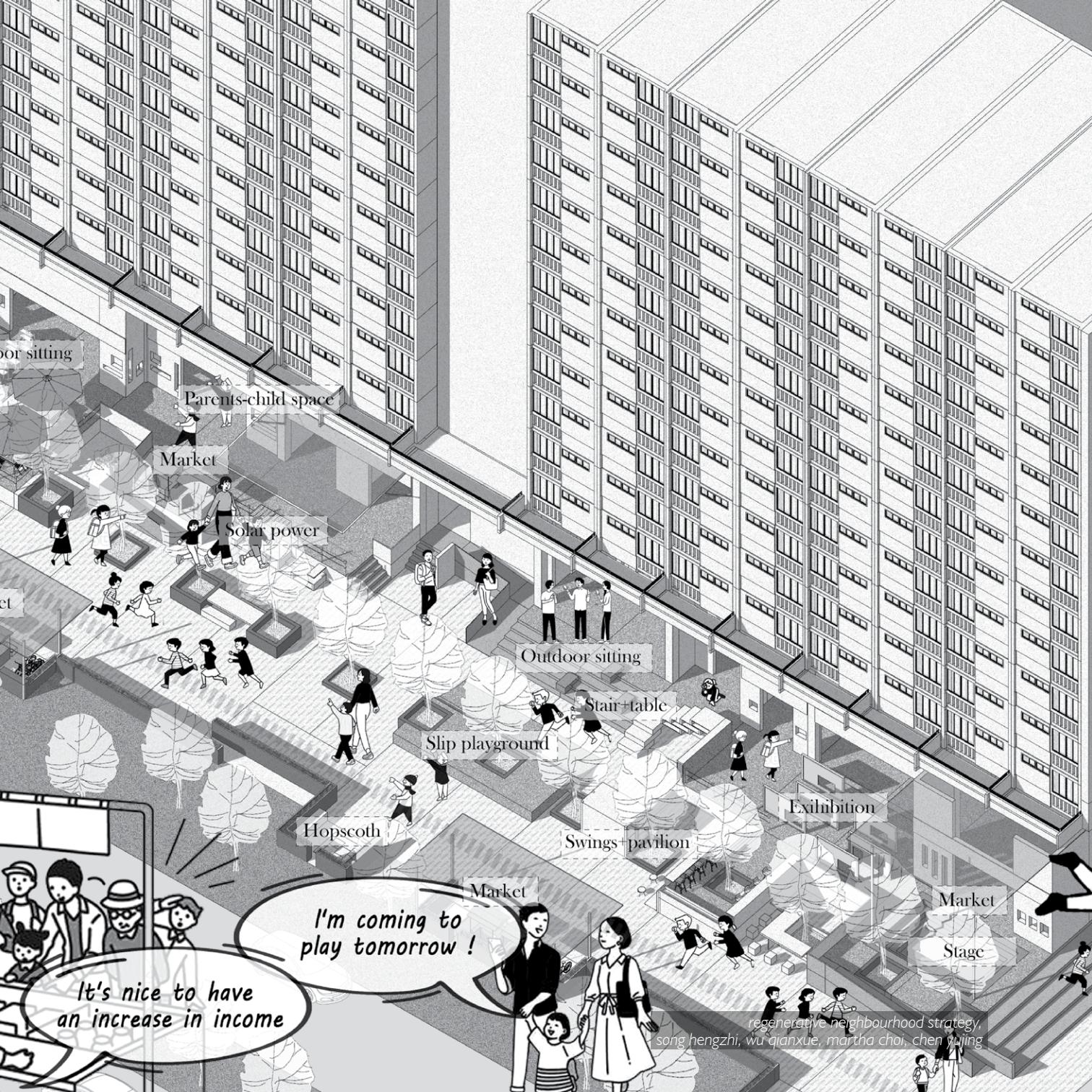
MSc (UD)

The Urban Design
programme aims to
address these challenges
through rigorous
research and design
projects, focusing on the
economic, cultural and
regulatory processes
that shape cities and
the human interactions
and experiences that
constitute urban life.

In a time of unprecedented global challenges, the need for sustainable and healthy cities has become more obvious. As the world is becoming increasingly aware of the fragility of our ecosystems, human and planetary health, there is a renewed urgency to explore urban design solutions that incorporate principles of social and environmental sustainability, as well as the capacity to adapt to societal changes. The courses engage with theoretical and scientific literature, international and regional case studies, and new advanced methods for the analysis, simulation and visualisation of urban areas.

The 16-month programme features a connected studio approach, using research and design scenarios to explore strategies for Hong Kong's urban regeneration and development. Continuing our previous research agenda on the re-visioning of the "Northern Metropolis" developments, studio 1 and 2 will both focus on the Northern New Territories. Studio 1 will engage with existing towns and villages in this region, studying the collaborative social processes, function mixing and community structures that exist within the high-density urban fabric of Hong Kong. Studio 2 will continue this research through the design of a series of "new" new towns, incorporating existing settlements, landscapes and ecologies, and new types of mobility, social infrastructure and modes of living and working.

Using international case studies, field research and speculative urban design proposals, the studios explore new urban models for a healthy and sustainable future, while incorporating opportunities for community-led initiatives, entrepreneurialism and the improvement of our current and future urban environments.

Jeroen van Ameijde
MSc (UD) Programme Director

community engagement project,
wang zhaoyan, shen rongrong, li muzi & zhang yujia,
focusing on ageing in place

regenerative neighbourhood strategy,
song hengzhi, wu qianxue, martha choi, chen yujing

Urban Design Studio 1
arch 5710 t1

URBAN COLLABORATIVE

Engaging with Communities to Rethink Urban Conditions

The city-making process is often decided in the hands of a few, with a developmental mind-set that prioritises time and cost efficiency over people in global cities like Hong Kong. This approach has resulted in a top-down view of the city that celebrates grand architecture and infrastructure, while people and everyday life are often left out of the picture. This exclusive planning process has led to social issues such as weakened community ties and misallocation of urban resources. As urban designers, positioned between the institution and the end-users, we have a chance to rethink urban design in a bottom-up way that reconnects people to the city, and question how we can create strategies to influence stakeholders towards urban design that can impact all. How might we rethink our urban condition through "commons" as the inspiration for collective action?

To address these questions, Studio 1 will focus on field work, community engagement, participatory design, and strategic urban design strategy for Northern Metropolis, a cornerstone for Hong Kong's future development, designated as the primary source of developable land over the next decade. Through engagement with key stakeholders from the community, private sector and government, the studio will critically analyse the government's vision for the Northern Metropolis and explore the balance between the government's industry-driven approach and the need for human-centric, community-oriented development. Overall, the studio seeks to promote collective action by embracing the power of local intelligence and resilience, to rethink urban conditions through commons and create a more inclusive and sustainable urban environment

Jessica Cheung / Eric Ho / Rick Lam

the technopole: reimagining san tin as an innovation town, song hengzhi, zhou yanlai, wu changhao, wu qianxue, zhang yujia, liao xinyu

1:10000@A1

0 200   500   1000M

Urban Design Studio II
arch 5720 t2

THE "NEW" NEW TOWN

Creating Sustainable, Liveable and Supportive Urban Environments

The Urban Design Studio II explores theories and methodologies around the conceptualisation and development of comprehensive urban design projects based on in-depth research. Continuing our research agenda into the role of self-contained urban districts in response to global and local environmental challenges, we study the historic context, precedents and recent developments around the formation of supportive communities in relation to the practice of urban planning and design.

As we continue our research into the notion of The "New" New Town, we analyse the tension between the need for large-scale planned urban developments, and the organic social and economic processes that lead to vibrant neighbourhoods and social resilience. For the research stage, we engage with Hong Kong's rich laboratory of satellite districts, as well as the ecological and regional opportunities found in the existing landscapes of the New Territories.

The design stage will focus on the ambitious "Northern Metropolis" development area, a future urban region projected to house 2.5 million people. Within this area, we will explore the ecological, economical and social opportunities of a range of sites, as part of a wider development of the Greater Bay Area as a polycentric urban region. Informed by guest lectures and support from government and industry experts, we will explore new planning proposals for increased liveability, collaboration and innovation. Student-led research-by-design work, critical discussions and project narratives will reflect on urban theory and international precedents, and will lead to new visions for socially and environmentally sustainable urban design.

Cai Jiaxiu / Jeroen van Ameijde

REQUIRED COURSES

Environmental and Urban Economics
urbd 5702 Sylvia He t2

This course prepares students to develop criteria for value judgments about the complex social, economic and environmental impact of urban design and planning. A range of topics will be discussed including planning policies, migration, transportation, zoning and livability issues, and potentials for more sustainable, just and livable cities. Students will learn about contemporary urban economic research and online sources of economic data.

Urban History and Theory
urbd 5703 Cecilia L. Chu t1

This course explores the histories of urbanism and the competing forces that influence the design and planning of cities and their urban milieus. Students are introduced to key urban theories and contemporary discourses in architecture, planning, landscapes, conservation, and urban design. The course content is structured around sets of case studies, with each week focusing on a specific theme that highlights continuities and congruencies between designed environments across different periods and locations. Discussions throughout the semester engage with questions of contemporary urbanisation and explore how historical knowledge can impart a better understanding of the role of design practice in the 21st century.

Urban Transport Networks
urbd 5732 Daniel Pätzold t2

The course provides an introduction into history and application of urban transportation systems and their impact on contemporary mobility patterns. Urban integration, policy, transport concepts, planning aspects, technical requirements and ways of implementation along precedents are presented. During the course visiting lectures will share first hand professional knowledge whilst its adaption to student design projects will be encouraged.

International Workshop
urbd 5734 Hendrik Tieben

As in every year, the programme incorporates an international urban design workshop in an overseas location in collaboration with one of our international partner programmes. Previous workshops have taken place in Taipei, Berlin, Lisbon, New York and Bologna. The most recent programme in Barcelona was organised in collaboration with the International Forum of Urbanism (IFOU), with students and academic staff joining from the Catalonian Polytechnic University and the University of Lisbon.

ELECTIVE COURSES

Urban Processes
urbd 5731 Sunnie Lau t1

This course offers an introduction to urban processes such as urban ideals, typology, city forms, spatial data, urban regeneration, placemaking, and the role of community engagement in the development of Hong Kong and beyond. The course also focuses on the integration of digital tools in urban design processes, for instance, students will learn about technologies like GIS and data mapping to analyse urban spaces. Through lectures, field work assignments, and community workshops, students get hands on experience by directly engaging with various stakeholders as well as community members. Students will learn from industry experts who will provide practical insights and networking opportunities.

Environmental Design for Liveable and Healthy Cities
urbd 5735 Sunnie Lau t2

This course aims at providing a comprehensive and multidisciplinary understanding of sustainable and environmental design, by gathering and connecting a wide range of contemporary perspectives from academia and practice. Organised as a lecture series by a range of disciplinary experts, the course exposes students to the latest research, project examples and policy initiatives aimed at improving the economic, social and environmental sustainability of urban environments.

polishing ideas and sharpening vision through debate

MPhil-PhD

The MPhil and PhD in Architecture are research degrees designed for those seeking careers in teaching and research in architecture and its related disciplines, as well as in professional practice and institutions that require research specialisation.

As the world faces growing environmental and social challenges in the 21st century, research in architecture and the built environment has become increasingly crucial for developing new paradigms of habitation for a sustainable and equitable future. Generating new knowledge and translating it into action requires a solid understanding of theories, refined research skills, and critical perspectives. Pursuing an MPhil-PhD degree offers these transformative opportunities. Students admitted to the programme carry out advanced study and research, with a combination of coursework and individual investigation.

Research at the School of Architecture: The School of Architecture is home to a multi-disciplinary team of research faculty, who combine approaches from the arts and humanities, social sciences, and sciences. All research conducted within the School shares a common goal of informing design and enhancing the quality and understanding of the built environment.

Research initiatives in the School align with CUHK's Strategic Plan 2025 and the United Nations Sustainable Development Goals (SDGs), which emphasise the need to address society's pressing challenges and contribute to global well-being. In line with its longstanding commitment to creating positive social impact, the School has established collaborations with industry, NGOs, government agencies, and academic institutions to leverage design for economic, social and environmental sustainability.

Throughout the academic year, the School organises various research activities, including public lectures, discussion forums, symposiums and themed workshops. These events offer students valuable opportunities to expand their knowledge in cutting-edge research and engage in debates across transdisciplinary and cross-cultural contexts.

Cecilia L. Chu
MPhil-PhD Programme Director

Cheng Sifan
Happy Streets: Evaluating the Perceived
Restoration of Street Built Environments in
the High-Density City Context

Dai Shan
Rammed Earth Housing Redevelopment
Strategies in Rural Areas: A Study on
the Social and Economic Orientation
of the Whole Life Cycle Based on Low
Environmental Impact

Rico Samuel Diedering
Architecture In-accuracy: Crossroads
Between Allowance and Exactitude in the
Detail Design of Educational-led Architecture
in China

Fu Zhiying
The Transitional Social Housing Model:
A Bridging Agent for Spatial Justice and
Sustainability between Public and Private
Housing Markets? Evidence from Hong Kong
Urban Area

Gong Yidan
Reassembling Community Commons:
Tracing the Ties and Processes of (Re-)
commoning in the Urban Regeneration
Process in Shenzhen, China

Hao Jiayue
Consturction History of the Vernacular
Bamboo House Under the Modernization
in Yunnan

Jiang Pu
Navigating in the Layered City: An Analysis of
Legibility of Multilevel City in Hong Kong

Jin Yuan
Research on Protection Srategies of Historic
Underground Reservoir

Ju Liqin
Negotiating the Memory of a Chinese Urban
Utopia of the Time of Open Door Policy

Lam Man Yan
Rethinking the Role of Architects: Designing
a Socially Sustainable Architectural Practice

Lau Hing Ching
Bim in Agile: How Alternative Management
Enable Building Information Modelling (Bim)
to Exert Impact on Operation

Lee Man Ting Miriam
"Seascape" through Urbanisation—
A Case Study of the Floating Community in
Causeway Bay, Hong Kong

Lee Yilin
Facade Design of Residential Buildings in
Sub-tropical High Density City with respect
to Climate Change and Future Changes

Lei Danyan
Shaping Community Spaces: Neighbourhood
In-between Spaces and the Sense of
Community of Older Adults

Li Junwei
Codified Governance: Density Control on
Housing and Zoning Planning Agenda in the
1950s-60s Colonial Hong Kong

Li Xiang
Comparison Study of Design Strategies for
Affordable Housing in Hong Kong, Singapore,
and Guangzhou

Li Yangzhi
Integrating Robotic Arm as a Teaching Tool
into Architecture Design Courses: Study of
Stacking Assembly Methods

Liang Erchun
Urban Housing Under the Developmental
State: The Case in Shenzhen, China (1979-
2019)

Lim Kye Lee Clarissa
The Urban Influence of Arts Collectives in
Malaysia—Building with Mutual Aid in Critical
Urban Commons of Collective Arts Practice

Lin Shuiyang
Place Attachment in Urban Renewal:
A Case Study of Nantou Walled City

Liu Ziwei
Learning from Progress: Revealing
and Reinterpreting Vernacular Timber
Craftsmanship through Contemporary
Design

Liu Chang
Rocks and Rockeries in Song Dynasty China

Lu Pengyu
Play Spaces for Young Generations in High-
Density Urban Neighbourhoods, Challenges
and Opportunities in Hong Kong

Nan Tian
A Reframing Perspective on Torii: Adapting to
Terrain and Transforming Architectural Space

Ng Tsing Yin Provides
Digital Common(s): The Role of Immersive
and Gamification Technologies in Public Space
Co-design

Ni Ruoning
Understanding a Making Autonomy: The
Correlation Between the Urban to Rural
Immigrants' Self-build Demands and the
Features of Appropriate Construction
Solutions in the Rural Pearl River Delta,
Using Serious Game Simulation

Song Qiwei
Revisiting Walking Accessibility to Amenities
regarding quality and experience: An
X-Minute City Perspective on Hong Kong

Wajiha Tariq
Quantifying Urban Livability with Big Data,
Geospatial Technology, and AI: A Case Study
of Hong Kong

Tian Fang
Study on Construction Strategies towards
SDGs in Rural Yunnan

Wang Jingying
Post-Earthquake Housing Recovery with
Traditional Construction: A Case Study in
Japan

Wang Luming
Research on Digital Fabricated Small Scale
Light Weight Wood Components Assembly
Building System

Wen Rui
Community Design Adaptability of Productive
Aging in China from the Perspective of Social
Capital Concept: Case Studies in Taiyuan and
Chengdu

Xu Xin
Transforming Rural Heritage: Hakka Earthen
Architecture in the Middle Ground

Yang Qi
The Rise of "Wanghong" Space: The Impact
of Actor Networks and Social Media on the
Making of Urban Space in Shibati, Chongqing

Yano Yutaka
Changing Values of Hong Kong Forest and
Timber—Tracing process of industrialisation
and resource commodification in Architecture

Ye Xinran
An Ethnographic Study of Socio-Spatial
Practices in Urban Villages' Public Spaces
in China

Yu Boyuan
Reclaimed Discrete Elements in Sustainable
Building Design and Construction (SBDC)

Zhang Jingchi
Exploration the Authenticity Expression in
Chinese Cultural Tourism—Take Shancheng
Alley as an Example

Zhang Yiwei
Exploring Climate-adaptive Urban Design
Guidelines of Public Space for Sea Level Rise
Response: The Case Study of Singapore

Zhao Mingming
Neuroarchitectural Insights Into Affective
Design: A Data-Driven Design Approach for
Human-Centered Workplaces

Incoming PhD Students

Marlon James Brownsword
He Liang
Ling Pak Wai
Ximena Ocampo Aguilar
Peng Sining
Victor Manuel Serrano
Zhang Jing
Zhao Hanbing
Zou Keren

REQUIRED COURSE

Research Methods
arch 7201 Cecilia L. Chu t1

Research Methods introduces students to
the essential components of a PhD thesis and
provides an overview of common research
methodologies in architecture and related built
environment disciplines. Course assignments
are designed to help students define the
scope of their thesis, frame relevant research
questions and arguments, and become familiar
with the types and uses of reference materials
for their projects. The course enables students
to articulate a critical intellectual position as
they develop their thesis topics, deepening
their understanding of the role of research in
architecture.

zhu jingxiang · ioana alexandra pricop · pedram ghelichi · jimmy ho · kelly chow · maggie ma · adam fingrut · wang shuaizhong · peter w. ferretto · nelson tam · mo kar him · inge goudsmit · jeroen van ameijde · fergus comer · cecilia l. chu · xu liang · sebastian law · hendrik tieben · francesco rossini · han man · hiroyuki shinohara · adam jasper · edward ng · cai jiaxiu · thomas chung

Faculty

Full-time Faculty

Cai Jiaxiu	*Assistant Professor*
Kelly Chow	*Professional Consultant*
Cecilia L. Chu	*Associate Professor*
Thomas Chung	*Associate Professor*
Peter W. Ferretto	*Director and Associate Professor*
Adam Fingrut	*Senior Lecturer*
Pedram Ghelichi	*Lecturer*
Inge Goudsmit	*Assistant Professor*
Han Man	*Lecturer*
He Yueyang	*Research Assistant Professor*
Jimmy Ho	*Lecturer*
Adam Jasper	*Assistant Professor*
Maggie Ma	*Assistant Professor*
Mo Kar Him	*Assistant Professor*
Edward Ng	*Yao Ling Sun Professor of Architecture*
Francesco Rossini	*Associate Professor*
Hiroyuki Shinohara	*Assistant Professor*
Nelson Tam	*Professional Consultant*
Hendrik Tieben	*Associate Director and Professor*
Jeroen van Ameijde	*Assistant Professor*
Wang Shuaizhong	*Assistant Professor*
Xu Liang	*Lecturer*
Melody Yiu	*Research Assistant Professor*
Zhu Jingxiang	*Associate Professor*

Emeritus and Honorary Professors

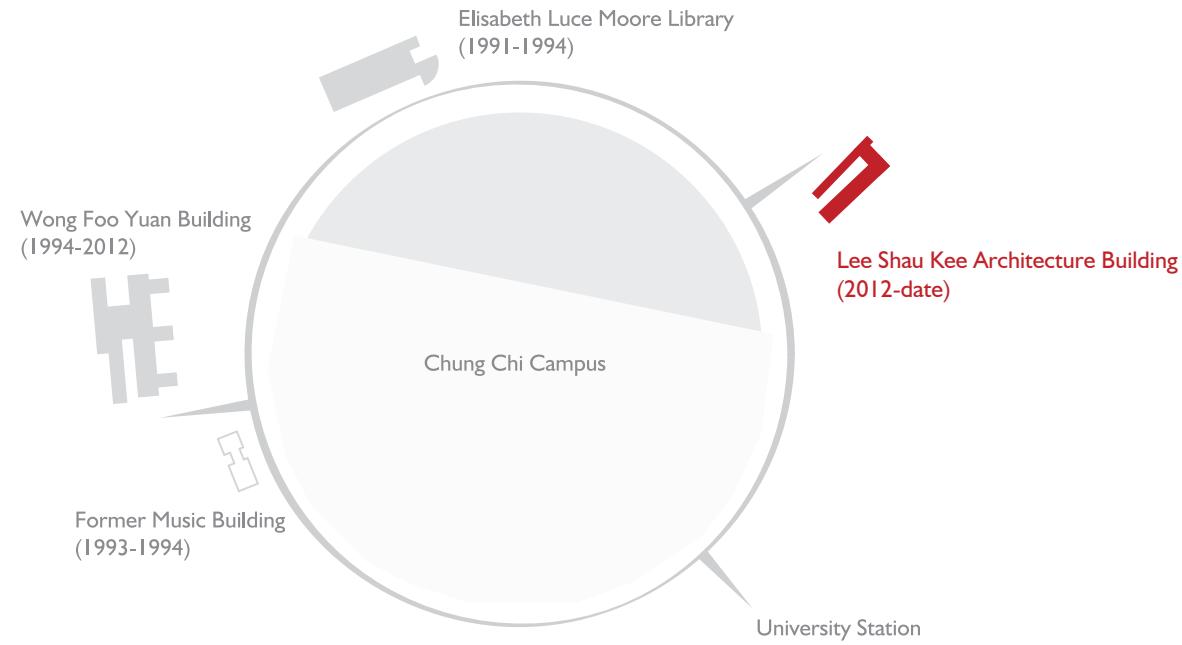|	
Nelson Chen	*Honorary Professor*
Gu Daqing	*Emeritus Professor*
Heng Chye Kiang	*Honorary Professor*
Ho Puay Peng	*Emeritus Professor*
Ronald Lu	*Honorary Professor*
Tsou Jin Yeu	*Emeritus Professor*
Rocco Yim	*Honorary Professor*

Part-time Faculty

Nobuo Aoki	*Adjunct Professor*
Chan Chi Yan	*Adjunct Associate Professor*
Sylvia Chan	*Adjunct Associate Professor*
Chen Chen	*Adjunct Associate Professor*
Jessica Cheung	*Lecturer (PT)*
Fergus Comer	*Adjunct Associate Professor*
David Dernie	*Adjunct Professor*
Raffaella Endrizzi	*Lecturer (PT)*
Stanislaus Fung	*Adjunct Associate Professor*
Claude Godefroy	*Adjunct Associate Professor*
Eric Ho	*Lecturer (PT)*
Simon Hsu	*Adjunct Associate Professor*
Mark Kingsley	*Lecturer (PT)*
Rina Ko	*Lecturer (PT)*
Joshua Lam	*Lecturer (PT)*
Rick Lam	*Lecturer (PT)*
Tat Lam	*Adjunct Associate Professor*
Sunnie Lau	*Adjunct Associate Professor*
Sebastian Law	*Adjunct Professor*
Sarah Lee	*Adjunct Associate Professor*
Juan Minguez	*Adjunct Associate Professor*
Charis Mok	*Lecturer (PT)*
Betty Ng	*Adjunct Associate Professor*
Daniel Pätzold	*Adjunct Associate Professor*
Ioana Alexandra Pricop	*Lecturer (PT)*
Diego Ramirez Leon	*Lecturer (PT)*
Nicola Saladino	*Adjunct Associate Professor*
Wataru Shinji	*Professional Consultant (PT)*
Ricky Suen	*Lecturer (PT)*
Elva Tang	*Adjunct Associate Professor*
Hubert Un	*Lecturer (PT)*
Wang Zhenfei	*Adjunct Associate Professor*
Caroline Wuethrich	*Lecturer (PT)*
Zachary Wong	*Lecturer (PT)*
Xu Subin	*Adjunct Professor*
Lily Zhang	*Adjunct Assistant Professor*

COLLECTIVELY
WE GENERATE

Location

Elisabeth Luce Moore Library
(1991-1994)

Wong Foo Yuan Building
(1994-2012)

Chung Chi Campus

Former Music Building
(1993-1994)

Lee Shau Kee Architecture Building
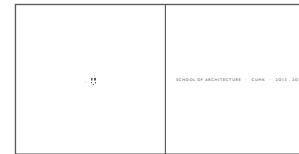(2012-date)

University Station

notebook ii 2002-03   198 x 198mm   52 pages
vito bertin | essy baniassad

notebook i 2001-02   210 x 210mm   36 pages
vito bertin | essy baniassad

blackbook 2014-15   198 x 198mm   64 pages
bruce lonnman | andrew yu

blackbook 2013-14   198 x 198mm   64 pages
bruce lonnman | andrew yu
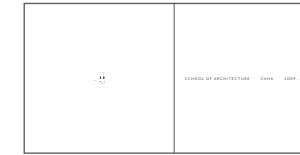
blackbook 2012-13   198 x 198mm   64 pages
thomas chung | andrew yu

blackbook 2011-12   198 x 198mm   52 pages
thomas chung | andrew yu

blackbook 2010-11   198 x 198mm   48 pages
thomas chung | zachary wong

blackbook 2009-10   198 x 198mm   44 pages
thomas chung | andrew yu

blackbook 2015-16   198 x 198mm   68 pages
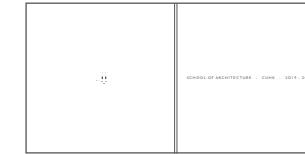bruce lonnman | andrew yu & xu liang

blackbook 2016-17   198 x 198mm   68 pages
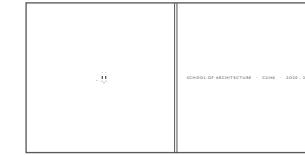bruce lonnman | xu liang

blackbook 2017-18   198 x 198mm   72 pages
bruce lonnman | xu liang

blackbook 2018-19   198 x 198mm   68 pages
bruce lonnman | xu liang, janice leung

2019-20   198 x 198mm   68 pages
bruce lonnman | xu liang, janice leung

2020-21   198 x 198mm   60 pages
xu liang | tammy kong

2021-22   198 x 198mm   68 pages
xu liang | tammy kong, bianca lam

2022-23   198 x 198mm   68 pages
xu liang | tammy kong, rachel lai

2023-24   198 x 198mm   66 pages
xu liang | tammy kong, jovian wong

blackbook 2024-25   198 x 198mm   88 pages
xu liang | tammy kong, jovian wong

中大建築