

Learning from Berlin

Organized by:

MSc in Urban Design Programme, School of Architecture, Chinese University of Hong Kong
Course Instructors: Prof Hendrik Tieben



BIG YARD: Co-Housing Development, Zanderroth Architekten © Simon Menges

COURSE DESCRIPTION

Throughout its turbulent history, Berlin has been an urban laboratory. From Karl-Friedrich Schinkel's 19th century planning to speculative tenement blocks, modernist "Siedlungen", the international building exhibitions of the 1950s and 1980s, the transformation to the capital after the German reunification, to recent regeneration projects, the city has continually experimented with new approaches addressing changing urban issues. This year's Berlin study trip will focus on six exemplary urban areas, that can advance our understanding of how contemporary cities developed and respond to current challenges and opportunities.

AREAS OF INVESTIGATION:

- 1) City of the 19th Century and its Regeneration (IBA & beyond)
- 2) 'Siedlungen' of the 1920-30s
- 3) The 'Socialist City' in Berlin East & 'Interbau' in Berlin-West of the 1950s-80s
- 4) Gross-Siedlungen of the 1960-70s and their Regeneration
- 5) City Re-unification in the 1990s
- 6) Regeneration Projects of the 21st Century

COURSE FORMAT

The course offers an intensive learning experience combining field studies of different areas of the city as well as lecture inputs of local experts helping students to understand the various aspects of Berlin's urban developments and transformations and their implications on quality of living, social inclusion, and economic opportunities. Students will work in groups. On the last day, each group will present their study results to invited critics.

LEARNING OUTCOMES

Upon completing of the workshop, students will be able to:

- Conduct rigorous field studies.
- Identify the different urban forms and their imbedded strength and weaknesses.
- Understand ideas and impacts of specific urban design interventions.
- Understand and appreciate different urban cultures.
- Develop strategic and tactical thinking in urban design.
- Develop teamwork and communication skills.

ASSIGNMENT 1 (Group Work)

Conduct field studies in groups on a selected urban area and theme. Production of comparable drawings and data to allow comparison and cross-referencing with other study areas in Berlin and Hong Kong.

ASSIGNMENT 2 (Individual Work)

Write an individual reflection on your learning experience during the workshop and your most important lessons from your investigations in Berlin. The reflection should include an 800-word text and a selection of visuals.

ASSESSMENT:

Assignment 1: Group work and presentation 60%
Assignment 3: Individual reflection 40%

3 CREDIT POINTS

SCHEDULE (Detailed itinerary will be provided before the trip):

May 19	16-19:00	Arrival in Berlin Gathering and Walking tour through Prenzlauer Berg district
May 20	9.30 – 12.00 13:30 – 18.00	Workshop Introduction Site Visit I
May 21	9.30 – 18.00	Site Visit II
May 22	9.30 – 18.00 18:30 – 20:00	Site Visit III Evening Lecture
May 23	9.00 – 18.00	Workshop
May 24	9.00 – 18.00	Workshop
May 25	9.00 – 14.00	Final Presentation
May 26		Return to Hong Kong

ELIGIBILITY:

Students of the MSc in Urban Design programme, CUHK

ESSENTIAL READING:

To be announced at the beginning of the course.

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GRADE DESCRIPTOR OF THE ASSESSMENT CRITERIA (group work & Individual reflection)

	A	B	C	D	F (Fail)
Content					
Overall structure of essay	A carefully articulated answer to the key questions. A clear introduction outlining the structure of the essay with explicit central statement addressing the key questions.	An effective answer to the key questions. However, some key issues may be overlooked or left out of the analysis. There is an introduction but it does not have a central statement to position the work with reference to the key issues.	Provides fragmented points to the key questions. Introduction does not provide an overview of the structure of the essay.	A poor answer to the key questions. There is no introduction to the structure of the essay and position with reference to the key issues is not stated upfront.	Not answering the question or a very poor answer not directly addressing the stated question.
Ability to construct coherent arguments	Arguments are carefully & logically constructed, with strong evidence and data.	Arguments are presented with some solid evidence and information.	Arguments are presented with some evidence and information.	Arguments are made but are weakly supported by evidence.	Arguments are not supported by evidence or by irrelevant evidence.
Use of wider literature	Extensive use of literature that goes well beyond the reference list.	Do not go beyond the provided reference list.	Use some of the provided literature.	Shows little use of literature.	Shows no use of literature.
Understanding of concepts/ issues	Shows a clear and thorough understanding of concepts and issues through development of synthesised frameworks and deliberations of clear insights.	A sound understanding of concepts/issues with little evidence of efforts to synthesise beyond lectures and cited literature in class.	Shows understanding of concepts/issues but efforts seem to confine to making reference to lecture notes.	Insufficient, inadequate or superficial understanding of concepts and issues.	Wrong understanding of concepts.
Presentation					
Clarity of presentation	Presentation and paragraphing are done professionally. Figures and tables are clearly numbered and presented.	Presentation and paragraphing are done clearly. Figures and tables are in order.	The paper is not properly paragraphed and our laid out. Tables and figures not properly numbered.	Paragraphing is not properly done. Figures are blurred and tables are confusing.	Poor presentation. No proper paragraphing. Tables and figures are done poorly.
Citation & referencing	All citation and referencing are done properly and consistently.	Some citations are not done properly. Some references are missing.	Citation is NOT done properly. References are missing or not listed properly.	Citations are missing (plagiarism, when identified, could cause failure).	No citation and referencing is not properly done.

	A	B	C	D	F (Fail)
				References are arranged haphazardly.	
English writing					
Spelling	No spelling mistakes.	Few spelling mistakes.	Quite a few spelling mistakes.	Clear evidence of not using spell check.	Many spelling mistakes
Grammar	Few, if any, grammatical mistakes.	Grammatical mistakes can be found, often due to weak English foundation.	Quite a few grammatical mistakes. Writing style difficult to follow.	Full of grammatical mistakes.	Full of grammatical mistakes.
Writing style	Clear and effective writing style that facilitates understanding and communication.	Generally clear and effective writing style that serve to communicate.	Writing style that fails to communicate effectively.	Poor writing style that fails to articulate a particular point of view.	Poor readability.

PENALTY FOR ACADEMIC DISHONESTY

ALL cases of academic dishonesty concerning courses taken in the first term of 2018-19 and thereafter should be handled in accordance with the updated guidelines with effect from 2018-19.

Case of academic dishonesty	Minimum Penalties
Plagiarism	<u>First offence</u> (i) one demerit; (ii) a mark of zero for that component of the course; and (iii) completion of relevant training in academic honesty. <u>Second or further offence (and a first offence that is serious as decided by the disciplinary committee concerned/the FTP Committee)</u> (i) two demerits (of which one will remain in the University's record permanently and one is reviewable); and (ii) a failure grade for the course concerned
Undeclared multiple submissions	<u>First offence</u> (i) one demerit; (ii) a mark of zero for that component of the course; and (iii) completion of relevant training in academic honesty. <u>Second or further offence (and a first offence that is serious as decided by the disciplinary committee concerned/the FTP Committee)</u> (i) two demerits (of which one will remain in the University's record permanently and one is reviewable); and (ii) a failure grade for the course concerned.
Buying or selling, possibly through third parties, papers/essays/dissertations	(i) three demerits (of which one will remain in the University's record permanently and two are reviewable); (ii) a failure grade for the course concerned (not applicable to the student who sells the papers/essays/dissertations); (iii) suspension from the University for one term [Note 1]; and (iv) lowering the degree classification by one level upon graduation (not applicable to undergraduate students who graduate with a Pass Degree, MBChB students and postgraduate students) [Note 2].
Violating rules 15 or 16 of the University's Rules to be	<u>First offence</u> (i) one demerit.

Case of academic dishonesty	Minimum Penalties
Observed by Candidates at Examination Centre	<p><u>Second or further offence (and a first offence that is serious as decided by the disciplinary committee concerned/the FTP Committee)</u></p> <p>(i) two demerits (of which one will remain in the University's record permanently and one is reviewable).</p>
Cheating in tests and examinations (including violation of rules 17 or 18 of the University's Rules to be Observed by Candidates at Examination Centre)	<p><u>First offence</u></p> <p>(i) One demerit (which will remain in the University's record permanently); and a failure grade for the course concerned.</p> <p>(ii) <u>Second or further offence (and a first offence that is serious as decided by the disciplinary committee concerned/the FTP Committee)</u></p> <p>(i) two demerits (of which one will remain in the University's record permanently and one is reviewable); and a failure grade for the course concerned.</p> <p>(ii)</p>
Impersonation fraud in tests and examinations (including violation of rule 19 of the University's Rules to be Observed by Candidates at Examination Centre)	<p>(i) three demerits (of which one will remain in the University's record permanently and two are reviewable);</p> <p>(ii) a failure grade for the course concerned;</p> <p>(iii) suspension from the University for one term [Note 1]; and</p> <p>(iv) lowering the degree classification by one level upon graduation (not applicable to undergraduate students who graduate with a Pass Degree, MBChB students and postgraduate students) [Note 2].</p> <p>[The same penalties apply to the student who asks/allows someone to assume his/her identity to sit for a test/an examination as well as to the student who sits for a test/an examination if both parties are students of the University, except that penalty (ii) will not apply to the latter.]</p>

IMPORTANT NOTE TO STUDENTS

Expectations for Professional Conduct	The motto of The Chinese University of Hong Kong (CUHK) is "Through learning and temperance to virtue". This motto places equal emphasis on the intellectual and moral education of students. In addition to pursuing academic excellence, students of CUHK are expected to maintain and uphold the highest standard of integrity and honesty in their academic and personal lives, respect the rights of others and abide by the law. More information on undergraduate studies can be found in the UG Student Handbook. https://rgsntl.rgs.cuhk.edu.hk/aqs_prd_applx/Public/Handbook/
Attendance	Class attendance is required in all courses. For an excused absence, the instructor must be notified and presented with documentation of illness or personal matter. Please note: three (3) or more unexcused absences may result in a failing grade for the course.
Academic Honesty	<p>The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students and adopts a policy of zero tolerance on academic dishonesty</p> <p>Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: http://www.cuhk.edu.hk/policy/academichonesty/.</p> <p>With each assignment, students may be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.</p>
Artificial Intelligence	Unless approved by the Programme or School Director, any use of AI tools such as ChatGPT or image generation tools (MidJourney) etc. is strictly prohibited and may result in disciplinary action in accordance with university policy on academic honesty. Students may refer to the CUHK 'Use of Artificial Intelligence tools in Teaching, Learning and Assessments' – A Guide for Students.

SAME COURSE OFFERED BEFORE (please check the boxes)
[V] Yes Offer year [2017] Term [1] Course code: URBD5703