

URBD5703 - URBAN HISTORY AND THEORY

URBAN HISTORY AND THEORY

2018-19 1st Term, Wednesday 4:30pm-7:15pm, Room AIT212
Instructor: Prof. Hendrik Tieben (hktieben@cuhk.edu.hk)
Teaching Assistant: Chan On Ki



Central, Hong Kong, 2015

Description

Cities in the 21st century face a range of urgent challenges. This course explores the history of urbanization and its theories identifying reasons why cities evolved the way they did, and where we potentially could find answers to the pressing urban questions. The course is organized according to themes, exploring specific aspects of urban history, theory and design across different times and geographic contexts. Already in ancient Greek time, new cities were built according to well-considered plans and their arrangement was reflected in theoretical and philosophical writings. But the academic and professional disciplines of urban planning and design emerged only in the late 19th century, at a time in which cities experienced a new scale of challenges due to industrialization, mass migration and precariously health conditions. In the mid-20th century the limitations of urban planning and design as state-organized top-down interventions became increasingly apparent, demanding for a fundamental redefinition of urban design, now as an open process with multiple stakeholders. The question how top-down planning and bottom-up processes can be constructively combined remains a key question for more successful urban design and planning. At the beginning of the 21st century, cities face new challenges in context of different forms of neo-liberalism and state capitalism, armed conflicts, mass-migration, social polarization, and climate change. The course allows students to develop a historical perspective how the current conditions of cities evolved and to reflect about the limitations and potentials of urban design to tackle today's pressing urban challenges.

Course Structure

The course is organized as a series of related lectures and seminars. The content of the lectures is organized chronologically and includes examples from different geographical contexts. In the seminars, students will present and discuss seminal texts on urban history and theory. Online resources, such as video lectures are used to foster students' interest and understanding of contemporary urban design issues and develop their aptitude towards self-motivated life-long learning. Indicated sessions will be used to discuss these online lectures ("flipped class-room"). In two required papers, students develop their critical thinking and writing skills. The first paper gives the opportunity to learn from an international case study in urban design. In the second paper, students formulate their own research interests. This paper can be used to develop ideas and approaches, which later can be the starting point for their self-defined thesis project.

Objectives

- To develop an understanding how urban areas and cities evolved over time and how they tackled pressing urban issues.
- To understand urban history and theory through the discussions of key themes and texts;
- To appreciate the nature of urban design as an open process with multi-stakeholder;
- To establish criteria for the comprehensive evaluation of urban design interventions, considering their cultural, environmental, socio-economical and spatial impacts;
- To learn through case studies of international best practices;
- To foster critical reflection and an aptitude towards life-long learning.

Learning outcome

- Provide the knowledge about processes and ideas which have shaped contemporary urban environments;
- Develop awareness what the major urban challenges in the 21st century might be and how they could be addressed;
- Provide students with advanced research skills and develop their ability of critical thinking;
- Provide a historical and theoretical perspective to reflect on the potentials and limitations of urban design as a discipline and evaluate design interventions;
- Raise awareness about ethical values and responsibilities of urban designers vis-à-vis the society and the environment.

Assignments

Each student has to deliver four assignments:

Presentation

- 20min group presentation (power point or keynote) of a given theoretical text

Reflective Journal Notes

- Short reflection on three online lectures. Each reflection should have 200 words. The lectures can be selected from the provided list of online resources.

Paper 1

- Individual study of an international example of an urban design project (6 pages with images).
- Case study topics will be announced in class. Paper submission should use the provided journal layout.

Paper 2

- Study of a self-defined topic related to urban design using the theories

and methods introduced in the lectures and seminars (10 pages with images). The paper should aim at academic excellence, thus students should benchmark their work against research papers by international peers for instance by submitting abstracts to international urban design conferences.

Assessment Scheme

For the final grades, the quality of the two papers, the presentation and the active involvement in class will be assessed. All students are expected to read the related seminar texts before each class to be able to contribute to meaningful discussions and to broaden their theoretical horizon.

For the two **papers** the intellectual strength of the argumentation is valued most. However, a good or excellent grade can only be achieved if papers are based on a solid research and present their content according to international academic standards (see *Grade Descriptor* below). Papers failing to properly acknowledge all sources (incl. image sources) will be disqualified according to CUHK's policy and regulations on honesty in academic work (see below). It is essential that the papers be handed in at the deadline. Late submissions will not be accepted.

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|----------------------------|-----|
| • Presentation | 10% |
| • Reflective Journal Notes | 10% |
| • Paper 1 | 35% |
| • Paper 2 | 45% |

Academic Honesty:

Attention is drawn to the University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students may be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures (see form in Appendix)

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.

Readings:

Seminar Texts (Required)

Condon, P.M. (2010). *Design Strategies for a Post-carbon World*. Washington, DC: Island Press.

Douglass, M. & Huang, L.L. (2007), "Globalizing the city in Southeast Asia: utopia and the urban edge the case of Phu My Hung, Saigon." *International Journal of Asia Pacific Studies*, 3(2), 1 – 42.

Fraker, H (2013). *The Hidden Potential of Sustainable Neighborhoods. Lessons from Low-Carbon Communities*, Washington, DC: Island Press.

Gehl, J. and B. Svarre (2013). *How to study public life*. Washington, DC: Island Press.

Heng C.K. (1999). *Cities of Aristocrats and Bureaucrats*, Singapore: Singapore University Press.

Howard, E. (2007). *Garden Cities of To-morrow*. Routledge (first published 1898).

Jacobs, J. (1992). *The Death and Life of Great American Cities*. Vintage (first published 1960).

Koolhaas, R (1994), *Delirious New York: a retroactive manifesto for Manhattan*, New York: Monacelli Press.

Kostof, S. (1992). *The City Assembled*, London: Thames & Hudson

Chu, C. (2018), "Envisioning Future Pasts: Heritage and Emergent Activism in Postcolonial Macau and Hong Kong," in *Urban Asias: Essays on Futurity Past and Present* (JOVIS Verlag), 2018.

Le Corbusier (1987). *The City of To-morrow and Its Planning*. Dover Publications (first published 1929).

Ng, E. ed. (2010). *Designing high-density cities for social and environmental sustainability*, London; Sterling, VA: Earthscan.

Shane D.G. (2013). "Asian Public Space since 1945: From Mao to the Mall and Beyond", in *Footprint - Delft Architecture Theory Journal*, Issue 12, Spring 2013.

Sorio Y. Puig and Arturo Soria y Puig (2000). *Cerda*. Sociedad Editorial Electa Espana (Cerda's General Theory of Urbanization was originally written 1867).

Tran, Hoai Anh, "Urban Space Production in Transition: The Cases of the New Urban Areas of Hanoi," *Urban Policy and Research*, doi: 10, 2014

Readings on Hong Kong:

Christ, E. [et al], eds. (2010). *Hong Kong typology: an architectural research on Hong Kong building types*, Zurich: GTA.

Cuthbert, A.R. and K.G. McKinnell (1997). "Ambiguous space, ambiguous rights - corporate power and social control in Hong Kong". *Cities* 14:5.

Frampton, A., Solomon, J.D. and C. Won (2010). *Cities Without Ground: A Hong Kong Guidebook*, ORO Editions.

Li, Shi Qiao (2014), *Understanding the Chinese City*, Los Angeles: Sage.

Pearson, V. and T.K. Ko, eds. (2008). *A sense of place: Hong Kong West of Pottinger Street*, Hong Kong: Joint Pub. Co.

Smith, P.C. (2006), *The urban design of impermanence: streets, places and spaces in Hong Kong*, Hong Kong: MCCM Creations.

Rowe, P.G (2011). *Emergent Architectural Territories in East Asian Cities*, Basel & Boston: Birkhäuser.

Shelton B., Karakiewicz J. and T. Kvan (2011). *The Making of Hong Kong From Vertical to Volumetric*. Abingdon, Oxfordshire: Routledge.

Wu, R. and S. Canham (2009), *Portraits from above - Hong Kong's informal rooftop communities*, Hong Kong: MCCM Creations.

General Readings on Urban Design:

Cuthbert, A. R. (2011). *Understanding Cities: Method in Urban Design*. Abingdon, Oxfordshire: Routledge.

Harvey, D. (2008). "The Right To The City," *New Left Review* 53, September-October 2008.

Lydon, M. & Garcia, A. (2015). *Tactical Urbanism, Short-term Action for Long Term Change* Washington, Covelo, London: Island Press.

Mumford, E. (2009), *Defining urban design: CIAM architects and the formation of a discipline*, New Haven: Yale University Press.

Saunders, D. (2011). *Arrival City: How the Largest Migration in History is Reshaping our World*. London: Windmill.

Shane D.G. (2011). *Urban Design Since 1945: A Global Perspective*, New York: Wiley.

Shane D.G. (2013). "Asian Public Space since 1945: From Mao to the Mall and Beyond", in *Footprint - Delft Architecture Theory Journal*, Issue 12, Spring 2013.

Shane D.G. (2005), *Recombinant urbanism: conceptual modeling in architecture, urban design, and city theory*, Chichester, England: Wiley.

Beatley T. (2011), *Biophilic cities: integrating nature into urban design and planning*, Washington, DC : Island Press.

UN-Habitat (2013). *Streets as Public Spaces and Drivers of Urban Prosperity*, Nairobi: UN-Habitat.

UN-Habitat (2016), *New Urban Agenda*, UN-Habitat

Web Talks:

Brillenbourg, A.: Urban Think Tank - What Design Can Do 2013
https://www.youtube.com/watch?v=swo_deaXCZ8

Busquets, Joan: X Cities X Lines: A New Lens for the Urbanistic Project
https://www.youtube.com/watch?v=X9clQHc_BCE

James Corner: Urban Kiley Lecture
<https://www.youtube.com/watch?v=IxeRDv0Zn24>

Crawford, Margaret: Future of Places
<https://www.youtube.com/watch?v=oVPXknfWFr4>

Hou, Jeff: Engaging the Asian City: Engaging Which Asian City
<https://www.youtube.com/watch?v=gADUIp41Mog>

Koolhaas, Rem: The Future Of The Way We Live, Love And Work
<https://www.youtube.com/watch?v=Zv9CEO7pApg>

Lydon, Mike: Tactical Urbanism, (X)po 2012
<https://www.youtube.com/watch?v=sMFrJxFxp1Q>

Prichard D. & Mc Kenna, J. : Principles of Urban Design
https://www.youtube.com/watch?v=iuyc8_Eo7XQ

Edgar Pieterse: How can we transcend slum urbanism in Africa?
<https://www.youtube.com/watch?v=quhfgjZBfeA>

Sennett, Richard: "The Open City"
<https://www.youtube.com/watch?v=eEx1apBAS9A>

Saunders, Doug, "Arrival City & Our Urban Futures"
<https://www.youtube.com/watch?v=mCEfo2yTFzs>

Charles Waldheim: "A General Theory"
<https://www.youtube.com/watch?v=LKuA84LjZEs>

Yan Meng: URBANUS
<https://www.youtube.com/watch?v=2ym117ZYASU>

Singapore: biophilic city
https://www.youtube.com/watch?v=XMWOu9xIM_k

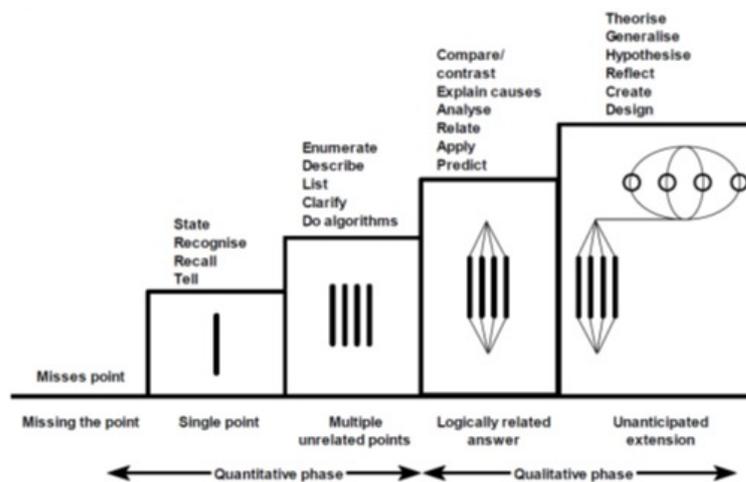
Course Schedule

Sept. 5	Lecture 1: 21st Century Urban Challenges and the Role of Urban Design Seminar: Course introduction and abstract writing
Sept. 12	Lecture 2: Analyzing Urban Form and Spaces Seminar: Reading Urban Forms
Sept. 19	Stanford-CUHK Boot Camp for MSUD Students (no class)
Sept. 26	Lecture 3: Ancient Cities and the Emerging Idea of Public Space Seminar presentations: 1) Heng C.K., <i>Cities of Aristocrats and Bureaucrats</i> , 1999 2) Kostof, S., <i>The City Assembled</i> , 1992
Oct. 4	Lecture 4: The Industrial City and Responses to its Challenges Seminar presentations: 3) Cerda, I., <i>General Theory of Urbanization</i> , 1867 4) Howard, E., <i>Garden Cities of To-morrow</i> , 1898
Oct. 10	Lecture 5: The Modernist City and Responses to its Challenges Seminar presentations: 5) Le Corbusier, <i>The City of To-morrow and Its Planning</i> , 1929 6) Rem Koolhaas, <i>Delirious New York</i> , 1978
Oct. 17	Lecture 6: Guest Speaker Prof. Felipe Link Contemporary Urban Issues in the Global South Seminar presentations: 7) Douglass, Mike & Huang, Liling, "Globalizing the city in Southeast Asia: utopia and the urban edge the case of Phu My Hung, Saigon." <i>International Journal of Asia Pacific Studies</i> , 3(2), 1 – 42, 2007 8) Tran, Hoai Anh, "Urban Space Production in Transition: The Cases of the New Urban Areas of Hanoi," <i>Urban Policy and Research</i> , doi: 10, 2014
Oct. 24	Lecture 7: Guest Speaker Prof. Min Jay Kang Urban Renewal and the Protection for Urban Heritage Seminar presentations: 9) Jacobs, J., <i>The Death and Life of Great American Cities</i> , 1960 10) Chu, C., "Envisioning Future Pasts: Heritage and Emergent Activism in Postcolonial Macau and Hong Kong," in <i>Urban Asias: Essays on Futurity Past and Present</i> (JOVIS Verlag), 2018
Nov. 1	Deadline Paper 1 Lecture 8: Privatization and Recuperation of Public Space Seminar presentations: 11) Gehl, J. and B. Svarre, <i>How to study public life</i> , 2013 12) Grahame Shane D., "Asian Public Space since 1945: From Mao to the Mall and Beyond", 2013
Nov. 7	Lecture 9: Responses to Climate Change Seminar presentations: 13) Condon, P.M. <i>Design Strategies for a Post-carbon World</i> . Island Press, 2010 14) Ng, E. ed. <i>Designing high-density cities for social and environmental sustainability</i> , London; Sterling, VA: Earthscan, 2010 15) Fraker, H. <i>The Hidden Potential of Sustainable Neighborhoods. Lessons from Low-Carbon Communities</i> , 2013
Nov. 21	Flipped Class Room Discussion on Online Video Lectures and Course Reflections
Nov. 29	No Course
Dec. 13	Deadline Paper 2 & Reflections on Online Lectures

Grade Descriptor of the Assessment Criteria (Paper 1 & 2, presentation)

	A	B	C	D	F (Fail)
Content					
Overall structure of essay	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Provides fragmented points to the key questions. • Introduction does not provide an overview of the structure of the essay. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	A	B	C	D	F (Fail)
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.	<ul style="list-style-type: none"> Some citations are not done properly. Some references are missing. 	<ul style="list-style-type: none"> Citation is NOT done properly. References are missing or not listed properly. 	<ul style="list-style-type: none"> Citations are missing (plagiarism, when identified, could cause failure). References are arranged haphazardly. 	No citation and referencing is not properly done.
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	<p><u>First offence</u></p> <ul style="list-style-type: none">(i) one demerit;(ii) a mark of zero for that component of the course;(iii) and(iii) completion of relevant training in academic honesty. <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> <ul style="list-style-type: none">(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	<p><u>First offence</u></p> <ul style="list-style-type: none">(i) one demerit;(ii) a mark of zero for that component of the course;(iii) and(iii) completion of relevant training in academic honesty. <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> <ul style="list-style-type: none">(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	<ul style="list-style-type: none">(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].

Case of academic dishonesty	Minimum Penalties
Violating rules 15 or 16 of the University's Rules to be Observed by Candidates at Examination Centre	<p><u>First offence</u></p> <p>(i) one demerit.</p> <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</p> <p>(ii) a failure grade for the course concerned.</p> <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); and</p> <p>(ii) a failure grade for the course concerned.</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>

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at

<http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

Students are required to submit a softcopy of the assignment to the VeriGuide system at: <https://veriguide2.cse.cuhk.edu.hk/cuhk/>. After submission, student should receive a receipt and an academic honesty declaration statement via an e-mail from VeriGuide. **Please print the receipt and the declaration statement and submit them to the lecturer together with a hardcopy of the assignment.**

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>

Signature

Date

Name

Student ID

Course code Course title

Same Course Offered Before (please check the boxes)

[V] Yes Offer year [2017] Term [1] Course code: URBD5703