

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2024/25**

Part I Course Overview

Course Title:	Urban Development and Sustainable Cities
Course Code:	PIA6501
Course Duration:	One Semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	POL6501 Urban Development and Sustainable Cities
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to provide students with an understanding of conceptualization and practices regarding urban development and sustainability. Key concepts and theories in critical studies in the social sciences will be introduced to assess development projects. Special attention is paid to the politics in the process of the design and implementation of specific development projects, and explore how lives of different social groups have been impacted and how they adapt, reshape and/or resist to these projects. At the end of the course students should be sensitive to key issues in cities and sustainability, and demonstrate ability to critically evaluate development practices.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop a vocabulary in social sciences that can be used to design and evaluate development projects;	25		✓	
2.	Become familiar with concepts and debates in the humanities and social sciences on the human-environment relations	25		✓	
3.	Detecting the link between the built environment and sustainability in a creative way	25	✓	✓	
4.	Apply the above-mentioned critical perspectives and methods to specific case studies	25	✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures, videos	✓	✓	✓	✓			
Presentation	Participation in lectures, including presentation of case studies	✓	✓	✓	✓			
Group work	Groups of students will work on the topics related to urban development and sustainability, to make oral presentations and final term project reports.	✓	✓	✓	✓			
Individual Review Essay	Students will prepare a review essay on designated readings or documentaries to reflect their critical thinking and analytical ability on the given topic.	✓	✓	✓	✓			
...								

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Participation– to evaluate the ability to present material, ask critical questions and engage in reflective discussion	✓	✓	✓	✓			10%	
In-class group seminar/case presentation	✓	✓	✓	✓			30%	
Individual Review Essay	✓	✓	✓	✓			20%	
Team term project	✓	✓	✓	✓			40%	
Examination: N/A (duration: N/A, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group discussion	Demonstrate preparedness for class, articulate ideas and engage in discussion.	Regular participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate in a critical manner.	Some participation record, some familiarity with readings, good capacity to articulate ideas and debate in a critical manner.	Scant participation record, inadequate familiarity with readings, acceptable capacity to articulate ideas and debate in a critical manner.	Lack of participation record, or little familiarity with readings, or incapacity to articulate ideas and debate in a critical manner.	Lack of participation record, little familiarity with readings, and incapacity to articulate ideas and debate in a critical manner.
In-class group seminar/case presentation	Summarize, analyse, and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Acceptable capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Marginal capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works
Individual Essay	Synthesize and evaluate readings/films	Excellent capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Good capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Acceptable capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Marginal capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Lack of capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.
Team project	Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument in group presentations & written reports	Excellent capacity to describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.	Good capacity to describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.	Acceptable capacity to describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.	Marginal capacity to describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.	Lack of capacity to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Development; urbanity; sustainability; urban planning; Built environment; urban redevelopment; the compact city; infrastructure; and heritage preservation.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Alexander, E. R. (2005) What do Planners need to Know? Identifying needed Competencies
2. Methods and Skills, *Journal of Architectural and Planning Research*, 22 (2), pp. 91-106.
3. Taylor, N (1998) *Urban Planning Theory since 1945*, Sage Publications, London.
4. Beatley, T. & Kristy, M. (1997) *The Ecology of Place: Planning for Environment, Economy and Community*, Washington: Island Press.
5. Hawkesworth, M & M Kogan (eds) (2004) *Encyclopedia of Government and Politics*, Routledge, London. (Chapter 42)
6. Levy, J. (2000) *Contemporary Urban Planning*, Prentice Hall, New Jersey.
7. Mottershead, T (2002) *Sustainable Development in Hong Kong*, Hong Kong University Press, Hong Kong.
8. Priemus, H. (2005) How to make housing sustainable? The Dutch Experience, *Environment and Planning B: Planning and Design*, 32 (1): pp. 5-19.
9. Wilson, B. & Chakraborty, A. (2013) The Environmental Impacts of Sprawl: Emergent Themes from the Past Decade of Planning Research, *Sustainability*, 5 (8), pp. 3302-3327 DOI: 10.3390/su5083302
10. Westerink, J., Haase, D. & Bauer, A. (2013) Dealing with Sustainability Trade-Offs of the Compact City in Peri-Urban Planning across European City Regions, *European Planning Studies*, 21 (4), pp. 473-497 DOI: 10.1080/09654313.2012.722927
11. Crot, L. (2013) Planning for Sustainability in Non-democratic Polities: the Case of Masdar City, *Urban Studies*, 50 (13), pp. 2809-2825 DOI: 10.1177/0042098012474697
12. Gago, E. J., Roldan, J. & Pacheco-Torres, R. (2013) The City and Urban Heat Islands: a Review of Strategies to Mitigate Adverse Effects, *Renewable and Sustainable Energy Reviews*, 25, pp. 749- 758 DOI: 10.1016/j.rser.2013.05.057
13. Luederitz, C., Lang, D. J. & Von Wehrden, H. (2013) A Systematic Review of Guiding Principles for Sustainable Urban Neighbourhood Development, *Landscape and Urban Planning*, 118, pp. 40- 52 DOI: 10.1016/j.landurbplan.2013.06.002

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Online Resources:

<http://www.hk2030.gov.hk/>

http://www.info.gov.hk/planning/p_study/comp_s/urss/urss_e.htm

http://www.pland.gov.hk/p_study/index_e.html

<http://www.ura.org.hk/html/c100000e1e.html>

<http://www.lcsd.gov.hk/CE/Museum/Monument/>