

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/23**

Part I Course Overview

Course Title:	Comparative and International Housing and Urban Policy
Course Code:	PIA5701
Course Duration:	One semester
Credit Units:	3
Level:	P5
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>	POL5701 Comparative and International Housing and Urban Policy
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

This course aims to provide students with an opportunity to analyze the role of the state and the market in housing and urban policy from both an international and comparative perspective. Students are expected to integrate conceptual and theoretical frameworks with major housing policies in the analysis.

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.	Describe and analyse housing and urban systems in Western industrial economies and East Asian countries, including China and compare these housing systems.			X	
2.	Analyse key issues in international housing and urban policies, for instance, in the areas of state intervention and the role of government, privatisation, gentrification, neighbourhoods, housing and welfare, housing market etc.			X	
3.	Outline policy and practice of urban regeneration in local and international dimensions;			X	
4.	Apply housing theories in the analysis of housing and urban policy and practice and its relation with welfare capitalisms.			X	
		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 self-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. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures	x	x	x	x			
Seminars	Seminars – class participation and presentations	x	x	x	x			
...								

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 and Attendance	x	x	x	x			15%	
Team project: Seminar presentation and paper (3000-4000 words)	x	x	x	x			50%	
Test	x	x	x	x			35%	
Examination: 0%								
							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 in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Seminar presentation and class participation	Capacity to organize time, communicate effectively, cooperate with classmates	High	Significant	Moderate	Not even reaching marginal levels
2. Group Assignment	Ability to consider in depth one particular aspect of the course and gather information independently from a wide variety of sources	High	Significant	Moderate	Not even reaching marginal levels
3. Test	Demonstrate familiarity with and understanding of the CILOs and show ability to reflect upon appropriate range of issues regarding comparative and international housing policy	High	Significant	Moderate	Not even reaching marginal levels

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Seminar presentation and class participation	Capacity to organize time, communicate effectively, cooperate with classmates	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Assignment	Ability to consider in depth one particular aspect of the course and gather information independently from a wide variety of sources	High	Significant	Moderate	Basic	Not even reaching marginal levels

3. Test	Demonstrate familiarity with and understanding of the CILOs and show ability to reflect upon appropriate range of issues regarding comparative and international housing policy	High	Significant	Moderate	Basic	Not even reaching marginal levels
---------	---	------	-------------	----------	-------	-----------------------------------

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.)

Comparative housing and urban systems in western industrial economies. Comparative East Asian housing and urban systems. The role of government in housing and urban development in East Asia. The growth of home ownership and the policy on owner-occupation. Urban regeneration, Urban renewal and Urban planning. Gentrification, Housing and urban theories. Housing, urban policy and social justice. Green housing and urban development.

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.	Agus, Razali; Doling, John & Lee, Dong-Sung (Eds.) (2002) Housing Policy Systems in South and East Asia. New York: Palgrave Macmillan.
2.	Forrest, R. & Lee, J. (2003) (eds) Housing and Social Change: East West Perspectives. Routledge: London.
3.	Smart, A (2006) The Shek Kip Mei Myth, Hong Kong: Hong Kong University Press.
4.	Wong, R (1998) On Privatizing Public Housing (Hong Kong: CityU Press).
5.	Brenner, N., Marcuse, P., & Mayer, M. (2012). <i>Cities for people, not for profit: critical urban theory and the right to the city (edition)</i> . Routledge.
6.	Bridge, G. and Watson, S. (2010) The Blackwell city reader (edition) West Sussex, U.K; Malden, MA : Wiley-Blackwell

2.2 Additional Readings

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

1.	Castells, M, Goh, L and Kwok R Y W (1990) Shek Kip Mei Syndrome (London: Pion)
2.	Clapham, D, Kemp, P & Smith, S J (1990) Housing and Social Policy (London: MacMillan).
3.	Doling, J (1997) Comparative Housing Policy (London: Macmillan).
4.	Lee, J (1999) Home Ownership and Social Change in Hong Kong (Aldershot: Ashgate.)
5.	Rennie-Short, J. (2013). <i>Global metropolitan: Globalizing cities in a capitalist world</i> . Routledge.
6.	Sassen, S. (2011). <i>Cities in a world economy</i> . Sage Publications.
7.	Short, J. R. (2014). <i>Urban theory: A critical assessment</i> . Palgrave Macmillan
8.	Gurran, N., & Bramley, G. (2017). <i>Urban planning and the housing market</i> . Palgrave Macmillan: London, UK.