City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester A 2017/2018

Part I Course Overview

Course Title:	Urban Development and Sustainable Cities
Course Code:	POL6501
Course Duration:	One semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	None

Part II Course Details

1. Abstract

This course aims to provide students with an understanding of the role, activity and impact of urban planning and role and consequences of planning for urban sustainability. At the end of the course students should: understand the role and activity of urban planning; be sensitive to key issues of urban sustainability; and recognize the link between urban planning and sustainable urban development.

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.	Exemplify the role and activity of planning	25%	X		
2.	Implement concept and principles of sustainable urban development	25%		X	
3.	Critique major planning issues that have a significant impact on urban sustainability	25%		X	
4.	Detecting the link between the built environment and sustainability in a creative way	25%			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	
Lecture	Lectures, videos	x	x	x	x	3 hours per week
Presentation	Participation in lectures, including presentation of case studies	x	x	x	x	
Visit	Site visits			x	x	

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No. 1	2	3	4	Weighting	Remarks
Continuous Assessment: 100%						
Assignment and Class participation – to evaluate the ability to present material, ask critical questions and engage in reflective discussion	x	x	x	x	50%	Students will prepare an assignment on a planning and urban sustainability issue, such as transport, solid waste management, urban redevelopment, built form, etc. Students will be encouraged to include at least some of the following in their assignments: site visit; photo essay; web search of government plans and/or policy documents; summary of newspaper articles; summary of academic articles; summary of interviews with concerned parties; critical reflection. Students will present their assignment topics, comment critically on assignment presentations of other students; and participate in a debate at the end of the course designed to provide an opportunity to reflect on material and issues covered in lectures, site visits and assignments
Class test	x	x			50%	The class test will be held around mid-term with the intention of testing students' knowledge and understanding of key readings regarding urban planning and urban sustainability
					100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Assignment and Class participation	Quality of students' works	The student has an excellent knowledge of the role and activity of planning, and major urban sustainability issues and is able to relate sustainable development to the built environment in a creative and innovative way. The student has engaged with the major challenges facing urban planning and sustainable development.	The student has a good knowledge of the role and activity of planning and comprehends major urban sustainability issues. There is some success in linking sustainable development and urban planning.	The student has a rudimentary knowledge of the role and activity of planning and major urban sustainability issues. There is a limited ability to link sustainable urban development and urban planning.	The student has obvious limitations in his/her knowledge of the role and activity of planning and an insufficient grasp of major urban sustainability issues. There is a very limited ability to link sustainable urban development and urban planning.	The student knows almost nothing about the role and activity of planning and has almost no understanding of major urban sustainability issues. The student has failed to link sustainable urban development and urban planning.
Class test	Students' performance	The student has an excellent knowledge of the role and activity of planning, and major urban sustainability issues and is able to relate sustainable development to the built environment in a creative and innovative way. The student has engaged with the major challenges facing urban planning and sustainable development.	The student has a good knowledge of the role and activity of planning and comprehends major urban sustainability issues. There is some success in linking sustainable development and urban planning.	The student has a rudimentary knowledge of the role and activity of planning and major urban sustainability issues. There is a limited ability to link sustainable urban development and urban planning.	The student has obvious limitations in his/her knowledge of the role and activity of planning and an insufficient grasp of major urban sustainability issues. There is a very limited ability to link sustainable urban development and urban planning.	The student knows almost nothing about the role and activity of planning and has almost no understanding of major urban sustainability issues. The student has failed to link sustainable urban development and urban planning.

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.)

Definition, characteristics and activity of urban planning. Major planning models. Planning and the market. Concepts and principles of sustainable urban development. Built environment and sustainable development. Major planning issues related to urban sustainability such as: urban redevelopment; the compact city; meeting land needs; "green housing" 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*
5. *and Community*, Washington: Island Press.
6. Hawkesworth, M & M Kogan (eds) (2004) *Encyclopedia of Government and Politics*, Routledge,
7. London. (Chapter 42)
8. Levy, J. (2000) *Contemporary Urban Planning*, Prentice Hall, New Jersey.
9. Mottershead, T (2002) *Sustainable Development in Hong Kong*, Hong Kong University Press,
10. Hong Kong.
11. Priemus, H. (2005) How to make housing sustainable? The Dutch Experience, *Environment*
12. *and Planning B: Planning and Design*, 32 (1): pp. 5-19.
13. 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
14. 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
15. 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
16. 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
17. 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:

1. http://www.hk2030.gov.hk/
2. http://www.info.gov.hk/planning/p_study/comp_s/urss/urss_e.htm
3. http://www.pland.gov.hk/p_study/index_e.html
4. http://www.ura.org.hk/html/c100000e1e.html
5. http://www.lcsd.gov.hk/CE/Museum/Monument/