

# The Hong Kong Polytechnic University

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	APSS1B18																				
<b>Subject Title</b>	From Gloom to Bloom: Global New Urbanism																				
<b>Credit Value</b>	3																				
<b>Level</b>	1																				
<b>GUR Requirements Intended to Fulfil</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="margin-left: 40px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 40px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 40px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 40px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																				
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL																				
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">14%</td> </tr> <tr> <td>2. Field Trip Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>5. Book Review</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group Presentation	--	14%	2. Field Trip Report	--	20%	3. Participation	6%	--	4. Quiz	20%	--	5. Book Review	40%	--
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<b>Objectives</b>	<p>Specific objectives of the subject:</p> <p>1. To introduce students to the changing trajectories in urban settlement from unlimited growth to social and environmental sustainability;</p>																				

	<ol style="list-style-type: none"> <li>2. To explore the relationships between economic changes and urban forms, urban problems and sustainability;</li> <li>3. To scrutinize global and local practices of eco-city development;</li> <li>4. To investigate how policies can assist planning for future green cities in local and international contexts.</li> </ol>
<p><b>Intended Learning Outcomes</b></p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) <b>identify problems</b> in traditional urban cities and appreciate new urban forms in multi-disciplinary and comparative perspectives;</li> <li>b) <b>demonstrate key principles and best practices</b> of new sustainable urbanism in global and local contexts;</li> <li>c) <b>ascertain strategies of practical actions</b> for implementing and maintaining green living in new urban modes;</li> <li>d) <b>acknowledge appropriate policies for development</b> of sustainable urban forms and consolidate strategies for life-long learning strategies.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<p>The subject investigates:</p> <ol style="list-style-type: none"> <li>1. Traditional urban development: industrialization, differentiation and divisions <ul style="list-style-type: none"> <li>• Industrialization and urban development</li> <li>• Settlement patterns and social relations</li> <li>• Lifestyles, identity and power</li> </ul> </li> <li>2. Decay, mobilities and renewal <ul style="list-style-type: none"> <li>• Economy, class and urban forms: segregation, ghettos, and suburbia</li> <li>• Migration, production and urban culture: population flows, fringe city and urban conflicts</li> <li>• Urban revitalization and regeneration: from neighborhood of poverty to gentrification and urban renaissance</li> </ul> </li> <li>3. New urbanism: transformation of mega-city to eco-city <ul style="list-style-type: none"> <li>• New urban forms: emerging visions of eco-city</li> <li>• Urban connectivity, cultural diversity and transformative landscapes</li> <li>• Policies and planning for sustainable communities, solidarity and space</li> </ul> </li> <li>4. Practices of new urbanism: international and local possibilities of green living <ul style="list-style-type: none"> <li>• Urban altruism, green economy, local food systems, neighborhoods, affordable housing,</li> <li>• Green living: clean energy, social ecology, urban pluralism and diversity, politics and policies</li> </ul> </li> <li>5. From gloom to bloom: new urbanism and the good life <ul style="list-style-type: none"> <li>• The big reset: transition to global new urbanism</li> <li>• Place, space and the good life</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>Reality check: wealth, health and everyday life</li> </ul>																																																														
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>Interactive lectures and will be used to introduce to students the theoretical concepts and framework for understanding the origin and development of urban forms in the world. Field visits to local communities, workshops and seminars, however, will be staged to allow students to explore possibilities of alternative urban forms and urban living. Their learning will be further consolidated by presentation of group projects, discussions and reflections in class. Guest lecturers will be invited to illustrate particular case studies when appropriate.</p> <p>To enable students to meet the “EW” requirement, students will be required to attend a series of short online lectures organized by ELC to strengthen their English writing skills.</p> <p>To enable students to meet the “ER” requirement, students will receive an online study package of aimed at enhancing their reading skills. They are also expected to study the prescribed readings on the Reading List below and to complete a written assignment designed to assess their reading abilities.</p>																																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="517 1025 1469 2047"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Group Presentation</td> <td>14%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Field Trip Report</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Participation</td> <td>6%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>5. Book Review - 30% “EW” requirement (20% to be assessed by APSS &amp; 10% to be assessed by ELC) - 10% “ER” requirement (to be assessed by APSS)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Group Presentation	14%	✓	✓					2. Field Trip Report	20%	✓	✓	✓				3. Participation	6%	✓	✓	✓				4. Quiz	20%	✓	✓	✓	✓			5. Book Review - 30% “EW” requirement (20% to be assessed by APSS & 10% to be assessed by ELC) - 10% “ER” requirement (to be assessed by APSS)	40%	✓	✓	✓	✓			<b>Total</b>	<b>100%</b>						
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	<p>assessing the intended learning outcomes:</p> <p>A book review of 2,500 words will be submitted for assessing the student’s understanding of the basic foundational concepts essential for examining traditional and new urbanism in global perspective. The group presentation provides an opportunity for students to demonstrate their ability and skills in communicating their ideas and progress of their own research while getting timely feedback from peers and instructors before writing up their final report showing their subject specific knowledge, global perspective, independent and critical thinking, problem-solving capacity and ability to communicate the values of social justice and reflection on life-long learning.</p> <p>Individual efforts will be assessed in group works including group presentation and field trip report;  The grade is calculated according to the percentage assigned;  The completion and submission of all component assignments are required for passing the subject; and  Student must pass the book review (above 20%) if he/she is to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>• Self-study</li> </ul>	57 Hrs.
	<ul style="list-style-type: none"> <li>• Preparation of assignments</li> </ul>	16 Hrs.
	Total student study effort	112 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><u>Readings to Fulfill “ER” Requirement</u></p> <p>Hass, T. (Eds.). (2008). <i>New urbanism and beyond: Designing cities for the future</i>. New York: Rizzoli. 349 pages.</p> <p><u>Essential</u></p> <p>Calthorpe, P. (2011). <i>Urbanism in the age of climate change</i>. Washington, DC: Island Press.</p> <p>Farr, D. (2008). <i>Sustainable urbanism: Urban design with nature</i>. Hoboken, N.J.: Wiley.</p> <p>Florida, R. (2010). <i>The great reset: How new ways of living and working drive post-crash prosperity</i>. New York: Harpers.</p>	

	<p>Jeffrey, Y., Barclay, L., and Grovesner, M. (2010). <i>Green Living for Dummies</i>. Hoboken, NJ: Wiley Publishing Inc.</p> <p>Register, R. (2006). <i>EcoCities: Rebuilding cities in balance with nature</i>. New York: New Society Publishers.</p> <p>Seyfang, G. (2009). <i>The new economics of sustainable consumption: Seeds of change</i>. Basingstoke, U.K.; New York: Palgrave Macmillan.</p> <p>Wiland, H., &amp; Bell, D. (2006). <i>Edens lost &amp; found: How ordinary citizens are restoring our great cities</i>. White River Junction, VT: Chelsea Green Pub. Co.</p> <p><u>Supplementary</u></p> <p>Agyeman, J. (2005). <i>Sustainable communities and the challenge of environmental justice</i>. New York: New York University Press.</p> <p>Beatley, T. (2000). <i>Green urbanism: Learning from European cities</i>. Washington, DC: Island Press.</p> <p>Beatley, T., &amp; Newman, P. (2009). <i>Green urbanism down under: Learning from sustainable communities in Australia</i>. Washington, DC: Island Press.</p> <p>Bridge, G., and Watson, S. (Eds.) (2010). <i>The Blackwell city reader</i>. (2<sup>nd</sup> Ed.). Chichester : Wiley-Blackwell.</p> <p>Horn, G. (2006). <i>Living Green: a practical guide to simple sustainability</i>. Topanga, CA: Freedom Press.</p> <p>Naish, J. (2008). <i>Enough: Breaking free from the world of more</i>. London: Hodder &amp; Stoughton.</p> <p>Pearce, F. (2008). <i>Confessions of an eco-sinner: Tracking down the sources of my stuff</i>. Boston: Beacon Press.</p> <p>Soderstrom, M. (2006). <i>Green city: People, nature, and urban places</i>. Montreal: Véhicule Press.</p> <p>Sorensen, A., Marcotullio, P.J., &amp; Grant, J. (Eds.). (2004). <i>Towards sustainable cities: East Asian, North American, and European perspectives on managing urban regions</i>. Aldershot, Hants, UK; Burlington, VT: Ashgate.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.