

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	BRE2B02
Subject Title	Thinking Global, Acting Local: Planning for Sustainable and Healthy Cities
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>The subject aims to explore Hong Kong's responses and actions to a number of global issues in relation to planning sustainable and healthy urban environment. Students are expected to develop comprehensive understandings of sustainability and healthy cities. Sustainable urban living concerns more than satisfying basic needs. It includes accommodating diversified cultures and aspirations, facilitating economic restructuring in search of new competitiveness, and enabling access to participatory governance to enhance partnerships in the development process. A healthy city is a comprehensive term which includes the development of physical health, social interactions and mental flourishing in various spectrums of urban living.</p> <p>The links between planning and urban sustainability / urban health will be explored through various development issues in Hong Kong and her neighboring regions, including urban renewal, age-friendly communities, heritage conservation, and the development of the Guangdong-Hong Kong-Macao Greater Bay Area. This reflection will be important for proposing creative and practical solutions for the future development of Hong Kong and other Chinese cities, considering different cultures, histories, economies, and political backgrounds.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. identify and explain challenges at the global and local levels in terms of urban sustainability and development of healthy cities, considering 'New Urban Agenda'; b. assess Hong Kong's performance and responses in terms of tackling various global challenges arising from sustainability and promotion of healthy cities; c. apply knowledge generated from the cases of Hong Kong to understand urban and regional development issues in the Chinese cities; and d. demonstrate enhanced knowledge about Hong Kong's responses to global sustainability and health challenges, and critically reflect on implications for other high-density cities in the Asia Pacific Region.

<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Planning for sustainability and healthy cities in the New Urban Agenda: An overview <ul style="list-style-type: none"> • Contents of sustainability and healthy cities: Global challenges and local responses • The links between environment and well-being, and their implications for sustainability 2. Hong Kong's response to global challenges <ul style="list-style-type: none"> • Hong Kong's development pathways and her responses to sustainability challenges • Economic development and social impacts: Real estate haze and "right to the city" • Environmental challenges and resilience • High density urban environment and well-being: Age-friendly cities • High density urban environment and social challenges: Urban renewal • High density urban environment and public values: Heritage conservation 3. Field exercise <ul style="list-style-type: none"> • A visit to a selected community in Hong Kong during one lecture time. Students will collect various types of information and data in the community to reflect on their identified issue(s) in relation to sustainability and/or health. 4. Regional challenges and future development pathways <ul style="list-style-type: none"> • Development initiatives in Hong Kong's neighboring regions: Belt and Road and China's Greater Bay Area • From zero-sum to positive-sum: Future development pathways from the regional perspective 5. Sustainability and healthy city in prospect <ul style="list-style-type: none"> • New trends in promoting urban health and sustainability in cities and regions • Social innovation as momentum for Hong Kong's continuing prosperity
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Lectures and Tutorials Ten face-to-face lectures and tutorial sessions will be conducted covering various aspects of sustainability and well-being issues both globally and locally. Through the lectures, students are expected to understand the challenges and critically reflect on possible solutions to overcome those challenges.</p> <p>Out-of-classroom Activities The subject also includes one field exercise in a local community of Hong Kong. Students are expected to synthesize the knowledge learned from the lectures with real-life experiences through on-site observations, upon which critical reflections on sustainability and well-being issues in selected aspects are expected and assessed.</p>

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<u>Assessment Overview</u>							
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (please tick as appropriate)					
			a	b	c	d		
	1. Individual essay	60	✓	✓	✓	✓		
2. Group project	40	✓	✓	✓	✓			
Total	100%							
<u>Assessment Procedures</u>								
<p>1. Each student needs to submit one individual essay (about 2,500 words) to demonstrate enhanced awareness and knowledge of sustainability and healthy city issues. The essay should demonstrate critical engagement with themes discussed in the lectures and tutorials, upon which each student shall develop his/her own framework to analyze and address a selected topic. Students need to collect the data themselves, with discussions demonstrating a critical analysis of key issues and synthesis of empirical data with the theories / knowledge applied. The essay should indicate the implications for urban development in Hong Kong and, if possible, the Chinese cities in the long run.</p> <p>2. Group project is related to field exercise. Students will work in group and during one lecture, visit a selected community in Hong Kong. Students are encouraged to use multiple senses to study the community. Each group should select and enrich an identified theme related to urban sustainability or healthy cities, upon which multiple sources of data are collected to reflect on and enrich the theme. The articulation of related theories/ knowledge in urban sustainability and healthy cities, as well as the development of proper argument, is highly appreciated. Each group will make one presentation.</p> <p>3. Please refer to Notes 1 and 2 for explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes</p>								
<u>Assessment Criteria in Brief</u>								
The following evaluation criteria are adopted:								
Essay:								
<ul style="list-style-type: none"> • Addressing the task: identify and address clearly the main question(s). • Knowledge: demonstrate comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective. • Argumentation: examine the question/issue/ problem from important perspectives. Overall logic is clear. Premises or evidence should support conclusions. • Structure: introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is logical and appropriate. • Mechanics: grammar and vocabulary are properly used. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed. 								

	<p>Group Project:</p> <ul style="list-style-type: none"> • Knowledge: ability to contribute new and relevant information using a variety of learning resources. • Concepts: a capacity to use different concepts to attain a thorough understanding of the development processes. • Logical thinking & reasoning: ability to critically assess data and information and draw justifiable conclusions. • Communication skills: ability to communicate and articulate ideas or ask questions. • Presentation skills: ability to use multi-media means in presentation. • Self-improvement: ability to recognize own strengths and weaknesses and take appropriate actions to correct areas requiring attention. <p><u>Academic Integrity</u></p> <p>Softcopies of coursework will be submitted to <i>Turnitin</i> for plagiarism check. (User Guide: http://edc.polyu.edu.hk/PSP/SG_Turnitin.pdf). Any assignment that is reported as plagiarism will be marked 'F'. Please refer to University's publications on plagiarism and advices to avoid it:</p> <p>https://www.polyu.edu.hk/ogur/academic_integrity/Plagiarism_Booklet.pdf</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. The writing demonstrates student's use and application of knowledge, as well as the synthesis of knowledge with Hong Kong's real urban development issue in selected aspects.) 2. This assignment requires intense teamwork and group communications, in addition to self-learning and critical thinking, which are essential in cultivating fine characteristics of an effective communicator, problem solver, and ethical leader. The presentation and report can be used to assess if the intended subject learning outcomes have been achieved. 	
Student Study Effort Expected	Class contact:	
	▪ Lecture (including field trip)	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Preparation for lectures and tutorials sessions	30 Hrs.
	▪ Independent self-study and learning	21 Hrs.
	▪ Preparation for coursework	30 Hrs.
Reading List and References	<i>Required Readings</i>	
	<ul style="list-style-type: none"> ▪ Barton, H. (2016). <i>City of Well-being: A Radical Guide to Planning</i>: Taylor & Francis. ▪ Brenner, N., Marcuse, P. and Mayer, M. (2012). <i>Cities for People, Not for Profit: Critical Urban Theory and the Right to the City</i>. London: Routledge. ▪ Milanovic, B. (2003). The two faces of globalization: Against globalization as we 	

know it. *World Development*, 31(4): 667-683.

- Mottershead, T. (Ed.). (2004). *Sustainable development in Hong Kong*. Hong Kong: Hong Kong University Press.
- Ng, M.K. and Chan, A. (2005). *A citizen's guide to sustainable planning in Hong Kong: Concepts and processes*. Hong Kong: Community Participation Unit, Department of Architecture, The Chinese University of Hong Kong and CUPEM, The University of Hong Kong.
- United Nations (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*. Retrieved from URL: <https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>
- UN-HABITAT. (2017). *New Urban Agenda*. Retrieved from URL: <http://habitat3.org/wp-content/uploads/NUA-English.pdf>
- United Nations Human Settlements Programme. (2011). *Cities and climate change: Global report on human settlements, 2011*. Nairobi: UN-Habitat.
- World Commission on Environment and Development. (1987). *Our common future*. Oxford: Oxford University Press.

Recommended Readings

- Chiu, R.L.H. (2007). Planning, land and affordable housing in Hong Kong. *Housing Studies*, 22(1), 63-81.
- Chu, C. (2007). Heritage of disappearance? Shekkipmei and collective memory(s) in post-handover Hong Kong. *Traditional Dwellings and Settlements Review*, 18(2), 43-55.
- Cuthbert, A.R. (1987). Hong Kong 1997: The transition to socialism – Ideology, discourse and urban spatial structure. *Environment and Planning D*, 5, 123-150.
- DiStefano, L.D., Lee, H.Y. and Cummer, K. (2011). Heritage: a driver of development - Hong Kong style conservation. Paper presented at the 17th ICOMOS General Assembly and Scientific Symposium, Paris, France. Conference paper retrieved from URL: <http://hub.hku.hk/handle/10722/144637>
- Hills, P. and Welford, R. (2002). Ecological modernisation as a weak form of sustainable development in Hong Kong. *International Journal of Sustainable Development & World Ecology*, 9(4), 315-331.
- Jha, A.K., Miner, T.W. and Stanton-Geddes, Z. (Eds.) (2013). *Building urban resilience: principles, tools, and practice*. Washington, D. C., US: Work Bank.
- Meyer, D.R. (2000). *Hong Kong as a global metropolis*. Cambridge, UK: Cambridge University Press.
- Ng, C.M. and Lee, Y.S.F. (2007). Environmental safeguards and breakthroughs. In Y.M. Yeung (Ed.), *The first decade: The Hong Kong SAR in retrospective and introspective perspectives* (pp. 321-350). Hong Kong: Chinese University Press.
- Ng, M.K. (2008). From government to governance? Politics of planning in the first decade of the Hong Kong Special Administrative Region. *Planning Theory and Practice*, 9(2), 165-185.
- Page, E. (2006). *Climate change, justice and future generations*. Cheltenham, UK: Edward Elgar.
- Roberts, P. and Chan, R.C.K. (1997). Strategic planning for sustainable development in East and West. *International Planning Studies*, 2(1), 45-62.
- Romer, P.M. (2010). What parts of globalization matter for catch-up growth?

	<p><i>American Economic Review</i>, 100(2), 94–98.</p> <ul style="list-style-type: none"> ▪ Schiffer, J.R. (1983). <i>Anatomy of a laissez-faire government: The Hong Kong growth model reconsidered</i>. Hong Kong: Centre of Urban Studies & Urban Planning, The University of Hong Kong. ▪ Sun, Y., Phillips, D.R. and Wong, M. (2018). A study of housing typology and perceived age-friendliness in an established Hong Kong new town: A person-environment perspective. <i>Geoforum</i>, 88, 17-27. ▪ Sun, Y., Fang, Y., Yung, E. H. K., Chao, T.-Y. S., & Chan, E. H. W. (2020). Investigating the links between environment and older people’s place attachment in densely populated urban areas. <i>Landscape and Urban Planning</i>, 203, 103897. ▪ Warren-Rhodes, K. and Koenig, C. (2001). Escalating trends in the urban metabolism of Hong Kong: 1971–1997. <i>AMBIO: A Journal of the Human Environment</i>, 30(7):429-438. ▪ Yeh, A.G.O., Sit, V.F.S., Chen, G. and Zhou, Y. (Eds.). (2006). <i>Developing a competitive Pearl River Delta in South China under one country-two systems</i>. Hong Kong: Hong Kong University Press. ▪ Yung, E.H.K., Ho, W.K.O. and Chan, E.H.W. (2017). Elderly satisfaction with planning and design of public parks in high density old districts: An ordered logit model. <i>Landscape and Urban Planning</i>, 165, 39-53.
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.