



## Urban Design Studio I: *Designing Infrastructures of Inclusion*

1st Term 2019-20

Mondays & Thursdays 1:30 pm – 6:15 p.m.,

Venue: Urban Design Studio 5<sup>th</sup> Floor, Room 501 AIT Building

Instructors:

Associate Professor Hendrik Tieben

Adjunct Associate Professor Casey Wang

Workshop Inputs:

Adjunct Associate Professor Sujata Govada (CUHK)

Adjunct Associate Professor Daniel Pätzold (CUHK)

Research Assistant Professor Kevin Lau (CUHK)

Lecturer Kevin Hsu (Stanford University)

### STUDIO BACKGROUND AND GOALS

Hong Kong is celebrated for one of the most efficient and used public transport systems. However, of all modes of moving around the city the design for street space still prioritizes road based vehicular traffic. In the view of implementing UN Habitat's New Urban Agenda, to create an inclusive, socially just, livable and healthy city, street spaces are of essential importance as the most accessible public spaces. In addition, streets are important for a vibrant local economy and street culture.

The first studio of the MSUD programme focuses on communities and public spaces along the MTR Central-Tsuen Wan Line (red line), which connects the financial center on Hong Kong Island, with low income neighborhood Sham Shui Po and the former industrial area Tsuen Wan in the north-west of the New Territories. Sham Shui Po and Tsuen Wan, are both currently under regeneration.

This course will study practices and processes of production and appropriation of public spaces around the public transport hubs. Students will develop strategies and scenarios for street spaces and neighborhood plazas while addressing the dynamic socio-spatial change in the two sites. With places for living and working on Hong Kong Island and Kowloon having become unaffordable, more and more these functions move along the MTR line towards north and transforming the old grass-roots and industrial areas. The redesign of street spaces and plazas is seen as a way to connect old and new residents and regenerate the surrounding neighbourhoods, with particular focus on children and elderly, which are particularly high represented in these areas. Students will learn through the comparison of different approaches and management of public space in the central and more peripheral locations and the different communities they serve. They also will understand the deeper connections between these dynamically transforming spaces. During the semester, students will work with different community organizations and engage with local stakeholders and residents.

The studio aims are:

- To learn from citizen initiatives to regenerate public spaces with local communities.
- To understand the historic and current links between Hong Kong's central and peripheral areas.
- Use pedestrianization as key step for the regeneration of these neighborhoods.
- Support local culture, businesses and social interactions.
- Reduce vehicular emissions to improve health and wellbeing.
- Create an environment conducive to play and active aging.

**Students are strongly encouraged to enrol in the course URBD5731 *Urban Processes***, which will provide related knowledge about the specific processes and actors shaping the city and the specific case study sites.

Each project will be measured on its success in addressing the studio theme and the opportunities and threats of the studio sites. Each project should demonstrate how it integrates considerations about public transport, community processes, respects local identity and how it improves quality of living and social cohesion in the surrounding neighbourhoods.

Objectives

- Through observations, mappings and interviews, students will understand how different urban forms and spaces in Hong Kong were generated;
- Based on their analyses, students will learn to appreciate the specific cultural, environmental and social aspects of places;
- The organization of community workshops will give the opportunity to learn how to communicate with different stakeholders.
- Through comparative analyses they learn to understand the specific impact of urban strategies.
- By following the studio objectives students can contribute to the implementation of UN Habitat's *New Urban Agenda*.

Learning Outcome

Upon completing the studio, students will be able to:

- Develop research skills and critical thinking;
- Integrate professional knowledge and skills into comprehensive urban design solutions;
- Develop of communication skills by engaging with different stakeholders and community members;
- Develop professional ethics and team spirit.

Studio Output

Students develop group strategies and individual designs for public spaces, which contribute to the sense of place, and foster inclusiveness and healthier living.

The projects need to be presented in drawings and models across the scales 1:2500/1:1000/1:500 as well as detail studies (1:100-1:20) for key areas. Montages and perspectives should show the intended spatial qualities while considering different seasons and times of the day. Statements of addressed issues and design intentions should be formulated in a brief text and complemented with sketches and diagrams. Research findings should be gathered in a studio booklet and include all sources.

All students will be required to submit digital documentation.

Deliverables

- Group studies according to defined topics;
- Short video capturing key aspects of the street spaces;
- Cross-scale drawings and models presenting the group strategies and the related individual projects (scale TBC);
- Site models (scale TBC);
- Phasing plan of proposed design interventions;

- Diagrams highlighting how the project benefits stakeholders and the general public;
  - Drawings and models showing the integration of new public spaces and buildings in their surrounding in (scale 1:200-500)
  - Perspectives and sections presenting the intended qualities of public spaces and buildings (scale 1:10-100);
  - Written project statement explaining the key issues and design intentions (500 words);
  - Studio booklet
- (Digital documentation of group and individual work is compulsory after final review)

#### Assessment Scheme

- Group Research (Exercise 1-3) 20%
- Group Strategy 20%
- Individual Design Work 60%

The course is organized in a research part (group work), placemaking exercise, group strategy and an individual design project. The research encompasses mapping exercise, interviews, and precedent studies. It provides the basis for the group strategy and individual design. For a successful project it is fundamentally important to demonstrate how the proposed design is addressing a specific issues identified in the group research and contributes to the realisation of the group strategy and the overall studio theme.

#### Course Format

The studio teaching is organized as a sequence of lecture inputs, desk critics, placemaking workshop and design reviews. The participation in all these activities is obligatory and important part to seek relevant feedback and develop communication skills.

Stanford-CUHK Boot Camp, October 8-11, 2019.

The course will include a *Stanford-CUHK Boot Camp* to learn who plans the city and for whom, giving the opportunity to meet with a range of different stakeholders and residents.

Workshop in Dongguan: Sat Nov 2

Students will visit one of the Greater Bay Area cities: Dongguan, and understand the city planning vision along the metro line infrastructure development.

#### Required Readings

- Arup (2017). *Cities Alive: Designing for Urban Childhoods*, London: Arup.
- Chase, G.L., Crawford, M, and J. Kaliski, eds. (2008), *Everyday urbanism*, New York: Monacelli Press, 2008.
- Danenberg, R., Doumpa, V. and Karssenbergh, H. (eds.) (2018). *The City at Eye Level for Kids*, Rotterdam / Amsterdam: STIPO Publishing.
- Gehl, J. and B. Svarre (2013). *How to study public life*. Washington, DC: Island Press.
- Mitrasinovic, M. (2015). *Current Urbanities: Designing Infrastructures of Inclusion*, Abingdon: Routledge.
- United Nations Habitat (2016). *New Urban Agenda*.

#### Recommended Readings

##### *Mapping and infographics*

- Bertin, B., *Semiology of Graphics: Diagrams, Networks, Maps*, Esri Press (2010)
- Tufte, E.R., *Envisioning Information*, Graphics Press; 1st edition (1990)

##### *Site and Situation*

- [http://www.hkmemory.hk/collections/oral\\_history/feature\\_OH/story05/story5\\_rec/index.html](http://www.hkmemory.hk/collections/oral_history/feature_OH/story05/story5_rec/index.html)
- Burdett, R. (ed) LSE Cities. Hong Kong: Cities, Health and Well-being. Available at: <http://lsecities.net/ua/conferences/2011-hongkong/>
- Canhem, S. and Wu, R., *Portrait from Above, Hong Kong's informal rooftop communities* (Peperoni Books / Mccm, 2010).

- Shelton, B., Karakiewicz, J. & Kvan, T., *The Making of Hong Kong: From Vertical to Volumetric* (Taylor & Francis, 2010).

#### *City and Citizens*

- Cullen, G., *The Concise Townscape* (Oxford: Architectural Press, 1996)
- Dovey, K., and Pafka, E., "The urban density assemblage: Modeling multiple measures", in *Urban Design International* 19.1 (Spring 2014): 66-76.
- Jacobs, J., *The Death and Life of Great American Cities* (New York, Random House, 1961)
- Mikoleit, A. and Purckhauer, M., *Urban code: 100 Lessons for Understanding the City*
- H. Tieben & M.J. Kang, *Magic Carpet – Towards a Community Benefit Plans for Urban Regeneration in Taipei and Hong Kong* (Taipei: Tonshan, 2017).

#### *Sustainability*

- Mostafavi, M. and Gareth D., *Ecological Urbanism* (Baden: Lars Muller Publishers, 2010)
- Ng, E., *Designing high-density cities for social and environmental sustainability*. (London; Sterling, VA : Earthscan, 2010.)

#### *Urban visions and experimental massing*

- Fernández, A. and Arpa, J., *Density Projects* (Vitoria-Gasteiz: a+t ediciones, 2008)
- Klanten, R. and L. Feireiss, *Utopia Forever: Vision of Architecture and Urbanism* (Gestalten, 2011) Winy Maas, *Visionary Cities* (Rotterdam: NAI Publishers, 2010)
- Maas, W., *Hong Kong Fantasies* (Rotterdam: NAI Publishers, 2012)

#### *Government guideline:*

Planning Department – Hong Kong Planning Standards and Guidelines

Schedule URBD5710 Urban Design Studio I

Studio Activities	
Mon Sept. 2	Studio Introduction Presentation of Pre-workshop Introduction Exercise I: <i>Urban History, Morphology, Types, Public Space Networks etc</i>
Thu Sept. 5	Exercise I
Sat Sept. 7	Site Visit & Exploration (with URBD5731 Urban Processes Course)
Mon Sept. 9	Exercise I
Thu Sept. 12	Exercise I
Sat Sept. 14	Community Survey (with URBD5731 Urban Processes Course)
Mon Sept. 16	Presentation Exercise 1: <i>Urban History, Morphology, Types, Public Space Networks</i> Introduction Exercise 2: Neighborhood Walkability Study (with D. Paetzold)
Thu Sept. 19	Exercise 2
Mon Sept. 23	Exercise 2
Thu Sept. 26	Presentation: Exercise 2: Neighborhood Walkability Survey Introduction Exercise 3: Stakeholders and Community Actors
Mon Sept. 30	Exercise 3
Thu Oct. 3	Presentation of exercise 3: Stakeholders and Community Actors Introduction: Group Strategy
Mon Oct. 7	Public Holiday
Tue Oct. 8	Stanford-CUHK <i>Who makes the city and for whom?</i> – Public Space Boot Camp
Thu Oct. 10	Stanford-CUHK <i>Who makes the city and for whom?</i> - Public Space Boot Camp
Mon Oct. 14	Presentation: Group Strategy Start individual projects
Thu Oct. 17	Desk critiques
Sat Oct. 19	Community Event I (with URBD5731 Urban Processes Course)
Mon Oct. 21	Desk critiques
Thu Oct. 24	Desk critiques
Mon Oct. 28	Desk critiques
Fri Nov. 1	Design review
Sat Nov. 2	Dongguan Workshop (TBC)
Mon Nov. 4	Desk critiques
Thu Nov. 7	Desk critiques
Sat Nov. 9	Community Event II (with URBD5731 Urban Processes Course)
Mon Nov. 11	Desk critiques
Thu Nov. 14	Desk critiques
Mon Nov. 18	Desk critiques
Thu Nov. 21	Pre-Final review
Mon Nov. 25	Desk critiques
Thu Nov. 28	Desk critiques
Wed Dec. 4	Final review
Mon Dec. 10	Hand-in Studio Documentation

#### IMPORTANT NOTE TO STUDENTS:

##### ATTENDANCE:

Class attendance is required in all courses. For an excused absence, the instructor must be notified and presented with documentation of illness or personal matter. Please note: Three (3) or more unexcused absences may result in a failing grade for the course.

##### ACADEMIC HONESTY:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students may be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

##### STUDENT WORK:

Submission of studio documentation in correct and complete format is required of each student. Without submission of the documentation folder no grade will be submitted for the course. This may result in a failing grade for the course and may delay graduation.