GE2110: EXPERIENCING OUR BUILT ENVIRONMENT: APPRECIATION OF CONTEMPORARY ARCHITECTURE

Effective Term
Semester B 2024/25

Part I Course Overview

Course Title
Experiencing Our Built Environment: Appreciation of Contemporary Architecture

Subject Code
GE - Gateway Education
Course Number
2110

Academic Unit
Architecture and Civil Engineering (CA)

College/School
College of Engineering (EG)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)
Area 1 - Arts and Humanities

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
None

Precursors
None

Students must have attempted (including class attendance, coursework submission, and examination) the precursor course(s) so identified.

Equivalent Courses

None

Exclusive Courses

None

Part II Course Details

Abstract

This course introduces students to contemporary architecture as a major feature of the urban built environment. Taking Hong Kong’ s architecture in the context of local social and economic developments, and of the contemporaneous architecture scene worldwide, students will explore questions of what ‘architecture’ is, what its impact might be, how architects may think about and justify their designs, how we might experience this design, and how we might begin to evaluate architectural quality. Students will also develop transferable skills in independent critical thinking, research, teamwork, communication, and self-reflection, this last in relation to their personal experience of architecture.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand and describe architectural experiences of spaces.		x	x	
2	Critically discuss the nature and scope of architecture.		x		
3	Explore how architects work and think, and how they may approach design, with reference to key architectural movements.		x		
4	Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders.				x
5	Demonstrate critical thinking skills and an ability to work effectively in diverse team.			x	x
6	Reflect on the interdisciplinary relationship among various fields of knowledge and architecture.			x	

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Large-class activity involving the whole class mainly consisting of oral presentations by instructors intended to present information on a particular subject. Other forms of large-class teaching and learning activities will also be used to stimulate your participation during a lecture.	1, 2, 3, 4	
2	Case study discussion	Collaborative learning activity, which engages you in the study of a problem case as a member of a small team (around 3-5 students). Teaching and learning are conducted through individual research and regular problem case discussions, in which you will discuss and share information on case studies among your team members under the facilitation of a tutor. Final presentation of the case study will be made at the end of the semester, in front of the whole class.	3, 4, 5, 6	
3	Field study visit	Off-campus activity to allow you to experience in person the various aspects of building and architectural design. You will record your experience through notes, sketches, photographs, etc. and share your views among a small learning group during the visit, as well as among the whole class during the final presentation.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Case study	2, 3, 4, 5, 6	30	
2	Essay	1, 2, 3, 4, 5, 6	40	

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

1

Additional Information for ATs

To pass a course, a student must obtain minimum marks of 30% in both coursework and examination components, and an overall mark of at least 40%.

Assessment Rubrics (AR)

Assessment Task

Case studies

Criterion

Describe architectural experiences of spaces. Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal level

Assessment Task

Journaling

Criterion

Describe architectural experiences of spaces with words and photos. Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal level

Assessment Task
Examination

Criterion
Describe architectural experiences of spaces. Critically discuss the nature and scope of architecture. Discuss how architects work and think, and how they may approach design, with reference to key architectural movements. Evaluate the merit of an architectural project, including understanding the interests of architecture's different stakeholders. Demonstrate critical thinking. Reflect on the interdisciplinary relationship among various fields of knowledge and architecture.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal level

Part III Other Information

Keyword Syllabus

- Origins of architectural movements; human needs; key aspects of architecture; evolution of architecture and its concepts.
- Contemporary architectural theory: Pioneers of modern architecture; functionalism; organic architecture; late-modernism; post-modernism; high-tech architecture; deconstruction; architecture in the digital age; free-form architecture; iconic building.
- Experiencing architecture: Definition of architecture; human behavior in buildings; architecture and identity; built environment; environmental psychology; environmental design.
- Evaluation of architecture: Appreciation of architecture; key aspects of architecture; merits of architecture; evaluation of architecture in socio-cultural terms.
- Appreciating architectural design language of the built environment.

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Abel, C. (1997). Architecture & identity - responses to cultural and technological changes. Oxford: Architectural Press.
2	Betsky, Aaron (1998) "Beyond 89 degrees" in Hadid, Zaha (1998) Zaha Hadid: the complete buildings and projects. London: Thames and Hudson. p6-14.
3	Ching, D. K. F. (2002). Architecture: space, form and order. New York: Wiley and Sons.
4	Ching, F. D. K., Jarzombek, M. and Prakash, V. (2007). A global history of architecture. New York: Wiley and Sons.
5	Dunster, D. (1985). Key buildings of the twentieth century. Oxford: Architectural Press.
6	Frampton, K. (1992). Modern architecture: a critical history. London: Thames & Hudson.
7	Fung, R. (2024). Untold Stories: Hong Kong Architecture. Unicorn Publishing Group.
8	Furneaux, J. R. (1969). A concise history of western architecture. London: Thames and Hudson.
9	Glusberg, J. (ed.) (1991). Deconstruction: a student guide. London: Academy Editions.
10	Goessel, P. and Leuthauser, G. (2001). Architecture in the twentieth century, Koln: Tashen.
11	Graham, V. (1998). Key moments in architecture - the evolution of the city, London: Hamlyn.
12	Heath, T. (1984). Method in architecture. New York: John Wiley & Son Ltd.
13	Jencks, C. (1984). Language of post-modern architecture. London: Academy Edition.
14	Jencks, C. (1995). The architecture of the jumping universe. London: Academy Edition.
15	Koditek, W. (2022). Hong Kong Modern: Architecture of the 1950s-1970s, DOM Publishers.
16	Leach, N., Turnbull, D. and Williams, C. (ed.) (2004). Digital Tectonics. Chichester: Wiley-Academy.
17	Libeskind, D. (1991). "Between the lines" in Noever, Peter (1991) Architecture in transition. Munich: Prestel. p125-132.
18	Lynn, G. (1999). Animate form. New York: Princeton Architectural Press.
19	Mitchell, W. (1990). The logic of architecture. Cambridge: The MIT Press.
20	Nuttgens, P. (1983). The story of architecture. Oxford: Phaidon.
21	Rapoport, A. (2005). Culture, architecture and design. Chicago: Locke Science Publication Co.
22	Rapoport, A. (1969). House form and culture. New York: Sage.
23	Tsui, C. C. M. (2023) Everyday Architecture in Context. Public Markets in Hong Kong (1842–1981). The Chinese University of Hong Kong Press.
24	Wolfgang, P. (1988). Post-occupancy evaluation. New York: Van Nostrand Reinhold.
25	Rowe, P. G. (2005). East Asia modern - shaping the contemporary city. London: Reaktion Books Ltd.
26	Weston, R. (2004). Plans, sections and elevations: key buildings of the twentieth century. New York: W.W. Norton.
27	ocw.mit.edu/courses/architecture/
28	www.greatbuildings.com
29	www.worldarchitecturenews.com
30	www.dezeen.com
31	www.designboom.com
32	www.archdaily.com

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

3, 4, 5

PILO 3: Demonstrate critical thinking skills

5

PILO 4: Interpret information and numerical data

4

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4

PILO 6: Demonstrate effective oral communication skills

4, 5

PILO 7: Demonstrate an ability to work effectively in a team

5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Nil