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I am delighted to present The Division of Landscape Architecture’s third Yearbook, which sets out the very best of our teaching and research, highlighting in particular the many excellent contributions of students across all the year groups.

Hong Kong, China and the Asian region faces increasingly severe environmental and societal challenges resulting from rapid urbanization, climate change, as well as cultural and technological changes. The Division continues to position its teaching and research strategically to develop the fundamental knowledge and skills that landscape architects need to help society address these issues.

The Division offers:
• a four-year Bachelor of Arts in Landscape Studies (BA(LS))
• a minor in Landscape Studies, within other HKU undergraduate degrees
• a two-year taught postgraduate Master of Landscape Architecture (MLA) degree accredited by the Hong Kong Institute of Landscape Architects (HKILA)
• MPhil and PhD postgraduate research programs.

In 2017 we plan to launch a Postgraduate Diploma in Landscape Architecture (PDLA) as a bridging qualification for students with first degrees in non-design subjects, to help broaden the intellectual base of the landscape discipline.

Each of our degree programs is designed to provide students with an integrated, multidisciplinary approach to the complexities of built and natural environments faced by today’s landscape architects, across the entire range of scales. We emphasize the need for design propositions to be relevant to both environment and community, and to be justified through detailed research. Special attention is given to exposing students to pressing contemporary landscape issues. All students engage with these challenges not only in the classroom and studio, but also through extensive international and local field trips. This year students travelled to urban and rural Myanmar, as well as to major urban landscape destinations in China and S.E.Asia. Final year BA(LS) students spend the whole of the fall semester at the Faculty’s Shanghai Study Centre.

The Division is a growing contributor to the HKUrbanLab, the research arm of the Faculty of Architecture, and contributes expertise on landscape and the environment in relation to high-density and rapidly growing cities, rural-urban linkages, and settlements in rural hinterlands and heartlands of mega-city regions. In addition to the Division’s new Virtual Laboratory of Urban Environments & Human Health, colleagues have contributed research to the work of: the Centre of Urban Studies and Urban Planning and their emerging Belt and Road Observatory; the Healthy High Density Cities Lab; the Urban Ecologies Design Lab; and Architecture, Urbanism, and the Humanities Initiative. Examples of current research projects are included at the end of the yearbook.

The Division continues to maintain strong links with leading universities within the region and globally, as well as the local profession and major local and regional practices. We also continue to foster our alumni network, and see this as an important aspect of maintaining the Division’s engagement with the future of the profession.
The Master of Landscape Architecture (MLA) is an advanced degree in landscape architecture that has been offered at The University of Hong Kong since 1993. The program prepares students with the fundamental design skills and disciplinary knowledge to engage in progressive practice and the critical advancement of the discipline. The two-year curriculum leads to a professional degree in landscape architecture that is accredited by the Hong Kong Institute of Landscape Architects. The program is distinguished by a commitment to teaching landscape architecture as an expanded field in which core practices in the discipline are examined alongside emerging notions of territory, urbanism, and ecology.

The MLA program takes a critical approach to research and design. Subjects are organized into themed tracks which include design studio, history & theory, technology, and media. Each track moves from fundamental to advanced material, and students can pursue further specialization in related electives offered to final-year students. Courses draw on the environmental laboratory that is Hong Kong for an understanding of landscape architecture that is fundamentally urban; one in which issues of density and development necessitate socially and ecologically sustainable solutions. Teaching across the tracks is anchored in research, and most of the program’s instructors are leading or collaborating on projects in a variety of topical clusters that make up HKUUrbanLab, the Faculty's new research arm.

Landscape design studios anchor each semester and allow students to work closely with instructors to develop analysis-driven creative solutions to resolve complex problems in a range of sites and scales. Foundation studios explore themes of landscape typology, dynamic processes, community, and public space. Advanced studios tackle themes of landscape infrastructure, urbanism, and ecological and hydrological planning. At all levels, instructors develop projects based in actual situations and involve key actors like community leaders, NGO’s, environmental scientists, and government officials. As part of the second-semester overseas study trip, for example, MLA students travelled to Yangon, Myanmar to carry out field work within the community and to participate in engagement exercises with the local urban planning department. In their final semester, students work one-on-one with instructors to produce a landscape design thesis that articulates their own critical position in the discipline through an independent exploration of site, theory, and methodology.

Ivan Valin
Assistant Professor
MLA Program Director

Core Courses range from 3 to 6 credits and Design Studio courses are 15 credits.
*MLA Pre-requisite course begins in mid-August before the beginning of Semester 1.
The Bachelor of Arts in Landscape Studies (BA(LS)) program at the University of Hong Kong equips students with a curriculum that emphasizes design, landscape technology, history and theory, and visual communications. We aim to give students a comprehensive grounding in the knowledge, concepts and skills which landscape architects commonly require to deal with complex community, ecological and developmental issues within diverse urban and natural environments. The BA(LS) program is studio-based, allowing students to work directly with instructors in design projects and guided research studies that integrate both theoretical exploration and practical implementation. Design studio is integrated with concurrent theoretical and technical courses that reinforce the core knowledge of landscape architecture and broaden students’ perspectives across related disciplines.

The program starts with an interdisciplinary view of the built environment training students in critical observation skills and visual communication. In the second year, students experiment with making, scale, experiences, and materials, acquiring a foundational vocabulary in the phenomenological, material, and spatial aspects of landscape. The final two years expand in complexity as students are confronted with ecological, sociological, urban, and infrastructural aspects within the design studio while building theoretical and technical competency to complement studio. Students are exposed to a wide range of environments through site visits and field trips, and the Division actively collaborates with other leading landscape programs overseas to offer opportunities for students to engage their peers from around the world. In addition, our Shanghai Semester gives students the opportunity to live and learn in an international setting and to study the rich landscapes and urban environments in the Yangtze River Delta.

In 2015-16, we celebrated the graduation of the first 4-year BA(LS) cohort, a talented group of students that have lived through the redesigned curriculum in its entirety. We have sustained many efforts from years before, including infrastructure planning across the Thai-Myanmar Borders, in-depth investigations of communities along Shanghai Street in Kowloon, and the relationship between art and the landscape. We have also forged new investigations through a collaboration with the creative writing program in understanding transitional spaces in Hong Kong, exploring one of Shanghai’s historic neighborhoods in Jiading district, and re-considering islands of nature in Hong Kong. Spanning geographies, scales, and disciplines, the BA(LS) program continuously strives to contribute to our environment.
The MLA Design Thesis is a year-long independent research and design project consisting of ARCH7513 Thesis Preparation and the ARCH7212 Thesis Studio. A formal thesis proposal, including thesis statement, methodology, case studies and literature review, positioning the study in landscape and related discourse is completed before the start of the spring term, with work on the Thesis undertaken in the fall term. The Design Thesis is understood as the culmination of knowledge (conceptual, technical, ethical, etc.) and skills gained during the student’s time at HKU. This culmination, however, does not mean the exhibition of all knowledge and skills but is rather shown in the rigor to select those elements most necessary in defence of the thesis and its presentation through advanced means of representation. Projects are critically situated in contemporary landscape architecture discourse, with their primary purpose being the advancement of knowledge, methods, and/or practices in the field. Resistance to such practices and challenging the status quo are encouraged, as are sited and siteless projects, installations, manuals, and other forms of critical output.
This course explores the core practices of spatial production and literacy of the landscape architect with a goal of founding and strengthening the student's fundamental environmental design abilities. We focus on two landscape types commonly found in Hong Kong: sitting-out areas and engineered slopes. Unique in many ways to the territory, these two types can be considered as an encapsulation of the core problematics of the discipline: the management of social needs and environmental forces. The sequence of assignments begins with broad investigations of these two types and in particular their role in our experience of the city. Through multiple exercises, the students explore design methodologies including typological analysis; abstraction, transposition, projection and transformation; and tectonic experimentation. These guided (yet open) exercises culminate in a highly articulate, critical and comprehensive design proposal for a compact urban site in Hong Kong. Work within the studio will develop a contemporary interpretation of space, particularly as it can be explored through the city. Our interest is not to copy the past but to transform it through its critical re-appropriation.
The course introduced students to the fundamental practices of landscape planning and site design in a dynamic urban context. Studio Yangon 2016 was the third iteration of the Landscape Division’s multi-year design and research undertaking focusing on Yangon, the commercial capital and largest city in Myanmar (Burma). This year, the studio looked outside the urban core and central waterfront to investigate the large swaths of development that lie at the periphery of the metropolitan area. Through a series of design and research exercises, the studio identified opportunities for landscape systems to play an active role in the strategic development of these areas and of the city as a whole.

In this course, the second of three studios in the MLA design curriculum, students continue to develop an iterative working process that responds to feedback and criticism. Students expand their capacity to work simultaneously in a range of scales and to consider landscape beyond form as processes and performance. Through discussions and precedent analysis, the studio engages in a critical dialogue with contemporary practices of landscape architecture and planning, examining their claims through the lens of a unique urban situation. Keeping with the interdisciplinary nature of the landscape architecture, students explore issues and concepts that lie outside of the traditional boundaries of the discipline. Ultimately, students are hoped to develop an appreciation for the complex economic, ecological, and social factors that underlie urban environments, and to translate ideas into space, organization, and strategy.
Final review presentations

(Photos: Scott Melbourne)
This studio investigated the social, economic and environmental impacts caused by the rapid growth of the electronic industry in the PRD. We explored how landscape and urban design can facilitate new regional visions of the ecological and social environment that can be realized at the material scale, working simultaneously at multiple scales. The course unfolded in three stages: first was to understand the regional geographies of electronics industries by tracking the components and lifecycle of a smart phone; in the second stage, we conducted structured interviews and fieldwork for sites in the PRD heavily intertwined with the electronic industry; in the third stage, we developed planning and design strategies and techniques to promote healthy landscape and healthy people at the site and material scale.

Taking Guiyu in the Guangdong Province as a potential site, we explored Guiyu Township in Guangdong Province and the serious environment problems caused by the illegal e-waste business. The studio explored how landscape and urban design can facilitate new visions of the ecological and social environment. Students’ primary entry point into the project was through observing the daily life of ordinary residents in Guiyu and how their lives were intertwined with the e-waste industry and addressed some of the difficult issues they have been confronted with.

In this class, we worked together to identify four thematic problems and develop design interventions to address each problem. Students used the preliminary themes as the beginning. Then they worked on the thematic design interventions from a variety of aspects, including new industry, pollution treatment, preservation of cultural heritage, greenway design, etc. Each team generated adaptable site-scale landscape design projects reflecting their theme.
Although the theoretical and typological antecedents of social housing in Hong Kong can be traced, globally, to the early 20th century, the birth of the Public Housing programme is commonly said to begin on December 25th, 1953, when a massive fire destroyed the informal hillside settlements of Shek Kip Mei. The colonial government reacted by building resettlement housing for the displaced communities. The planning of the settlement was foremost an exercise in economy and environmental risk management, nevertheless, it begat a system which evolved rapidly and exists today, providing a rich variety of housing options and living environments for half of Hong Kong’s residents.

From many other points of view however, the housing program represents a lost opportunity and a dangerous precedent. Propagated as part of the new-town developments in the 70’s and 80’s, housing estates were necessarily self-contained enclaves at the urban fringes such as Sha Tin and Pokfulam. Today, these enclaves sit largely in isolation from the dense urban fabric that has grown up around them.

This studio will focus on the urban design and landscape of public housing in Hong Kong, interrogating these self-contained developments within their current contexts. Students will start by researching and analyzing open space typologies within various phases over the last six decades. We shall investigate the spatial, ecological and social relationships experienced in a public housing development in terms of its nested relationships, from the unit to the block, from the blocks to the estate, and from the estates to city. Ultimately, the students will test their strategies on an existing public housing estate, Wah Fu, which is concurrently being slated for investigation by the authorities.
In the third semester of the MLA curriculum, a selected group of M.Arch studios are opened to MLA students. As a requirement, these studios deal with issues of territory, urban design, and an engagement with building/site relationships. These multidisciplinary studios benefit from a sustained engagement with the language and methodologies that are shared between the two disciplines, and the students build bonds between the two cohorts that last into the following semesters and thesis term. In the Fall 2015 semester, three studios enrolled landscape students.

Yasuaki Onoda’s “Memorial Landscape” (pictured right), dealt with an urban void left in the wake of the March 11, 2011 earthquake and tsunami in the seaside city of Ishinomaki. The studio asked how risk and disaster planning relate to planning and design, and the students were asked to design a 70-hectare memorial park and to mediate a site of both deep trauma and enduring will for renewal. Fernando Menis’s “Humidity Tubes: A new vision for Hong Kong’s Topography” was premised on a material, tectonic response to the climate and topography of the city. Students explored forms and assemblies to create “vertical parks” that sustained new relationships between the “urban” and “natural” sides of Hong Kong. Michael Kokora’s “Cut Form” proposes a radical rethinking of Hong Kong’s public space through the act of “cutting” and other subtractive methods that consider public space as an active volume—a continuous void through the city. The studio first developed a series of strategies to connect existing open spaces in the city and generate new ones. The students then proposed new housing/tower/podium typologies that developed out of the “subtractive” masterplans and public space concepts.
Landscape Technology I & II deal with how landscape architects work with the land itself, shaping expansive rural landscapes and constricted urban sites. If we are to be effective as landscape architects and realize our design goals, we must have a facility with the tools and techniques required for driving these manipulations.

Ideas are critical, but not enough on their own. This course prepares students with a foundational understanding for the engineering of sites and the ways in which design objectives are translated into built form. Lectures are organized around topics including: site analysis and responsive site planning; landform; the design of structural elements such as retaining walls and steps; soils and earthwork; storm water management; and finally site layout and road design.

Thanks to its dramatic topography Hong Kong abounds with striking natural landforms, urban development sites that feature extreme level differences, and given the frequently intense summer rains, a highly developed drainage infrastructure. The course is introduced with several field trips to landscape design projects that incorporate major engineering structures and slope works.

A series of assignments aim to familiarize students with designing cut and fill, a facility with manipulating levels and using contours to clearly illustrate designs. The main assignment focusses on an examination of a range of slopes, engineering and drainage structures on the HKU campus.
The science of ecology has for the last six decades profoundly shaped the discipline of Landscape Architecture. From the ecological modernism of Ian McHarg, to Gilles Clement's gardens of genetic diversity, ecological arguments for the way landscapes should be managed have been at the forefront of design debates.

The course introduces a broad picture of how the planet's biophysical processes operate in space and time, and how our activities are impacting those systems. Against this global background, two main assignments allow students to explore the local relevance of these systems, firstly by carrying out a broad-brush ecological survey of Peng Chau Island, followed by a report drawing up recommendations for the landscape interventions and management of the island.

Claims for "ecological design," are commonly deployed without any reference to a particular ecological theory or kind of ecology. The course also aims to foster a broad literacy and critical analysis of the science of ecology. We examine a variety of ecological approaches, each having something to teach us from its own culture, history, and politics. Our investigations of these kinds of ecology challenge our assumptions about how the world works, and what it means to think ecologically.
Landscape Planting I & II approaches the role of planting in landscape design from two main areas of study, namely planting design and horticultural knowledge, in the context of various habitat types.

The planting design component introduces the history, basic principles, vocabulary and process of planting design. We examine the aesthetic, functional and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes.

In terms of horticultural knowledge, students are expected to familiarise themselves with a basic palette of commonly found plant species representing a wide range of urban and seemingly natural habitats. The course provides an introduction to plant anatomy and physiology, the interaction between plants and their surroundings, nursery production, planting specification and maintenance.

Field trips are a mainstay of this course, providing a multitude of real-life situations where the reciprocity between horticultural knowledge and design intent, and the long-term successes and failures of planting designs can be observed and discussed on site. The field trips are arranged so as to introduce the major habitat types and their associated plant communities. A series of quizzes associated with the field trips aim to foster the habits of continuous observation and learning about plants, followed by an end-of-term plant identification exam.

The course hopes to encourage life-long investigation of plant species and their application in any given environment. To this end, the main assignment of the semester is the production of a personal plant collection booklet or diary.
Practice I&II introduced students to the concept of professionalism, and the principles and basic requirements of professional practice. Students examined practical issues of being a successful landscape professional, whether they seek careers in private or public sector, in Hong Kong, Mainland China or overseas. The syllabus addresses aspects of professional judgement, ethics and values, the legal system, office and business organization and management, professional appointments, the planning system, environmental policy and control, contract procurement and implementation.

To understand key procedures and activities required to manage a consultancy office, students visited AECOM Limited. Recent alumni of the Division briefed students on their roles in project design and management, and encouraged them to reflect on what constitutes risk for a professional landscape practice, and how is it managed.

A second visit took the class to the ACLA Ltd-Hyder Consulting Ltd Joint Venture site offices of CEDD’s Greening Master Plan project in Shatin, where they experienced how an ongoing construction project is organized and managed, and the interrelationships between the different parties involved with the implementation process. The focus of the visit was on how quality in built works is defined and achieved, and what are the threats to it.

Our thanks to all those who contributed to these visits, and also to Gammon Construction for running a full-day Construction Industry Training Authority approved safety training course for students.
Continuing advances in fabrication technologies are creating new opportunities for how design ideas are tested and physical environments are shaped. Technologies such as computer-numerically-controlled (CNC) routing and 3D printing offer both replicable precision and newfound ease in the shaping of physical materials. Industrial processes of mass replication can now be augmented by computer intelligence that allows for customized modulation with fabricated elements adapting to specific conditions.

While these fabrication technologies have already begun transforming areas of building architecture, specifically in facade design and interior installations, there has yet to be a meaningful impact within the realm of landscape architecture. The reasons for this delayed impact are manifold: landscapes by their nature are expansive efforts that make such fabricated elements cost prohibitive, while the weathering demands for anything constructed outdoors places severe limits on the kinds of materials that may be shaped by these fabrication tools.

This course sets out to develop a response to the question, what potential is there for the utilization of evolving fabrication technologies in the service of landscape architecture?

(This course was taught in conjunction with ARCH 7042 Landscape Practicum in the second year of the MLA program.)
Landscapes are a composition of layered elements, both living and inert. At the core of our discipline is a drive to shape spaces, to define inhabited outdoor environments within which individuals may work, play, or simply be. This act of making is often – sometimes even primarily – accomplished through the manipulation of landform and massing of vegetation. As critical a role as these essential landscape operations may play, they comprise just some of the available methods in creating our built landscapes. It is the elements of hardscape, the materials of stone, wood, metals, and more that can effectively be employed to complement softscape elements, supporting program uses and providing their own distinct impact on the character of these spaces.

This course provides a foundational understanding of landscape material technologies through an in-depth review of the design, durability, sourcing, and sustainability implications of each given material. Establishing a foundational knowledge of the essential elements of landscape is understood to not just provide a starting point for practical application, but in fact a point of entry for challenging assumptions and innovating on the ways in which materials are produced, used and related.
This course aims to strengthen the representation skills of MLA students, to complement their design work required in design studios and other design process pursuits.

We will take the basic representation skills students already acquired as a basis, to build upon a series of more advanced representation techniques to communicate not just the design but the design qualities, experience, and temporality of landscape spaces.

As such, assignments will often include short exercises to warm-up skills you should have learnt in previous semesters, then mix with advanced representation approaches to communicate design qualities such as mood & experience, dynamic systems, seasonal changes, and complexities in vegetation / ecology.

Both analog and digital fabrication and representation skills will be engaged in this course.

The focus of the course is not at technical digital training, but on the communication of design qualities through fabrication and representation. While some workshops will be conducted to introduce new skill sets required to achieve the course projects, students are expected to learn through engaging in assignments, with trial-and-failures and iterations.

The assignments in this course are not design exercises, instead they leverage on existing/derived information as sources for you to practice your communication skills of fabrication and representation.
Visual communications for landscape architects, as it’s taught and practiced, is often appropriated and derivative from technologies and pedagogies of architecture and planning. However, landscape confronts forms, material conditions, and processes more complex than the other design disciplines. This course offered a landscape-centric approach to digital representation that highlighted the strengths and weaknesses of a wide array of tools from design and affiliated fields in the representation of topography, natural form and ecological processes. Digital histories of 1960s Geographic Information Systems (GIS) and more recent 1990s digital revolution in architecture provided context for critical design decision-making when working with such mediums. Weekly lab sessions developed concepts, workflows, and horizontal knowledge in Geographic Information Systems (GIS) and computational logic—critical base tools for landscape research and design from regional to site-scale works.

Where Fabrication and Representation I focused on the acquisition of data and basic skills in drawing and automation, this course focused on the manipulation and creation of data, i.e., the “fabrication” of information and spatial description across many scales, with critical and ethical reflection on decision-making during research (data organization), spatially explicit methodologies, and exhibition or reproduction of information. Design methodology assumes that there is always missing data, and therefore our sites and context (i.e., scope) must be created from many competing sources of information, often requiring considerable dexterity of expertise. As exploration and application, students were tasked to narrate key conceptual, and importantly spatial, ideas and debates from the environmental sciences and conservation biology to transport infrastructure at sites across Southeast Asia.

1 Deforestation and predicted species distribution along Malaysia’s Kuala-Berang Highway, Jason JIN Jiayi
2 Village comparison series, Mavis SUN Yan
3 Mapping of oil palm coverage in southern Myanmar, Mavis SUN Yan
The discipline of landscape architecture has been transformed over the past few decades by the emergence of a new set of theories and agendas amongst landscape practitioners and thinkers. Various protagonists have set out to change how landscape architecture sees itself, and how landscape architecture sees its field of operations. At the same time, a separate set of intellectual currents has arisen to challenge our pre-existing conceptions of ‘landscape’ and ‘nature’. This course seeks to understand these contemporary positions by tracing their development back through the history of 20th century landscape architecture and related fields. This aspect of the course will introduce the idea of historiography in landscape architectural history and theory. Historiography refers to the way in which ‘history’ itself is ‘designed’ and constructed. The course, then, goes on to consider in detail a number of significant ideas, approaches and projects that have shaped landscape architecture over the last century, and traces the influences and interconnections between these different currents. It also places these developments in a broader cultural, environmental, social and intellectual context.

1. World’s Columbian Exposition at Jackson Park and Midway Plaisance, Chicago, US, 1893: compositional analysis
   Students: SHA Ka Lok, CHEUNG Mei Yan, WONG Yee Fung

2. Oakland museum, California, USA, 1969: diagram of project genealogy and planimetric representation
   Students: ZHENG Zhicheng, Sarah CHEUNG, ZHANG Haoqi

3. Naqsh-E Jahan Square, Esfahan, Iran, 1598-1629: genealogy of ideas and events diagram
   Students: LI Yushan, WONG Kit Man, ZHUANG Zikai

Compositional taxonomy: Blenheim Palace, Oxfordshire, England
Students: ZHENG Zhicheng, Sarah CHEUNG, ZHANG Haoqi

Village of Yorkville Park, Toronto, Canada, 1991: planimetric representation
Students: LI Yushan, WONG Kit Man, ZHUANG Zikai
This course undertakes a critical evaluation of global contemporary practice of landscape architecture and planning at the urban and regional scales. Shifts in global economic and geo-political trends have necessitated a repositioning of these practices from an empirical, socially and environmentally-deterministic practice to one that is operative and catalytic, for which strategy and negotiation prevail over traditional top-down planning methods. This course aims to situate these diverse and often contradictory ideas about shaping of our environment within a historical continuum and the struggle over disciplinary identities; while simultaneously exploring their impact on the evolution of methodology and ethics.

The course begins by engaging with the primary and secondary texts that depict the origins and the social, industrial, and economic contexts of contemporary landscape design and planning at urban and regional scales over the last two centuries. This portion of the class will also treat essential contemporary texts that attempt to reposition and expand the landscape discipline for 21st century urban challenges.

The course then turns to explore in some detail the various responses in landscape architecture and related disciplines to recent interrelated developments shaping the context of contemporary practice: specifically the reshaping and/or explosion of cities through globalization and changes within political-economies, the emergence of environmental consciousness and crisis, technological and particularly computational advances. These developments, together with shifts in thinking and conceptual frameworks, have prompted landscape architects to engage in more strategic, catalytic modes of practice in an effort to advance landscape architects central relevance and specific disciplinary expertise in designing at these scales.

Figure 4: Conceptual diagram of bioswale at main road, Austin Road

Figure 5: Conceptual diagram of a green alley at Yau Tsim Mong district

1. Crystal LEE Yuen Ying
2. Kitty WONG Kit Man
3. Sarah CHEUNG Yan Wa, UHI effect on microclimate in urban district in Hong Kong
This course is to introduce a GIS-based spatial analytic tool to landscape architects for research, design and planning to decipher underlying connections between neighborhood spaces, places, structures and people. Step-by-step approach to GIS-based spatial analysis and modelling techniques on raster and vector data are introduced in answering basic planning questions that landscape architects may encounter in normal practice.

First of all, the module aimed to introduce GIS as a method for representation in data analysis. Second, we explore techniques to answer research questions via sequential analytic methods. Besides, the programme demonstrates various potential ways to incorporate spatial data towards testing specific hypothesis. Finally, to understand scale and complexity, we also instill an attitude of appreciation to the significance of mapping and visualization.
Arboriculture is a rapidly growing area of practice for landscape architects, and this course investigates the science of arboriculture and its practical application in relation to dense urban environments. It covers woody plant physiology, trees in urban environments, the production, planting and maintenance of street trees, management of the urban forestry, managing special trees, legal aspects of trees in Hong Kong, the work of arborists, and tree work practices and equipment.
This course was designed to provide students with some advanced knowledge of tree-related issues following on from an earlier basic introduction to trees in the urban environment, together with a number of special landscape topics. This was achieved by firstly looking at an introduction to the drafting of tree surveys and how to approach tree risk assessments by using practical examples out in the field. Students were taken through the standard formatting for tree surveys. While students were not expected to emerge as trained tree risk assessors, the course aimed to make them familiar with the reasons for undertaking tree risk assessments, and the terminology and methodology used in preparing risk assessments. Students were then exposed to the standard formats and essential components for making tree-related submissions to the Hong Kong government.

Additionally, three special topics were covered in this course. Firstly, the added complexities of designing and implementing interior planting projects, including the importance of light and plant acclimation. Secondly, generic and proprietary green roof and green wall systems currently being used in HK were explained, along with the merits and drawbacks of their use and construction. Finally, students were taken through the essential aspects of the maintenance of planting schemes, including how to successfully implement and manage maintenance regimes by the use of properly drafted contracts and the application of key performance indicators.
This course examines our ambivalent relationship to ‘nature’ by focusing on street trees, a subject that brings our conflicting attitudes to urban greening into sharp relief.

The historical and landscape planning contexts of street tree planting are examined and students gain an understanding of the often conflicting requirements of stakeholders, the characteristics of the street environment, and the opportunities and limitations for trees to survive or thrive.

Students gain a more in depth understanding of the many issues pertaining to street trees through a series of site visits. The first of two main assignments that focus on an existing street of their choice along with relevant case studies, provides an opportunity to demonstrate their assessment and analytical skills.

The second assignment, based on the findings of the first, presents street tree planting proposals for their chosen street. Armed with the knowledge and analysis described above, students explore how to devise optimum, practical design solutions to address the difficulties of street tree planting, considering the wider issues of planning and traffic priorities through to construction detail design, specific plant species selections, planting and maintenance specifications.

Street Life – Our Street Trees and Us, a Love-Hate Relationship

MLA Instructor: Gavin Coates

ARCH619
Elective: Components of Sustainable Landscape Design

Elective: Components of Sustainable Landscape Design

‘Before’ and ‘After’ plans showing a road intersection in Manila redesigned to allow improved street planting, Ednalaguim Katarina Camacho

Case studies of street tree planting precedents in narrow streets in Hong Kong, HUANG Xiao Chun

Inspecting wall trees in Mid-levels, Hong Kong
Under the pressure of fluctuating interpretations and debates in different contexts the notion of “territory” seems to have been generalized and made even but rarely appropriate.

How to define “territory” today? How to describe it?

The seminar will explore conceptual contents and meanings of this expanding notion over time and in different cultural contexts, in which the territory itself has been designed and constructed.

From distinctions between landscape and territory in historiography and semantic, to the construction and representation of ideas of territory: as a palimpsest, as expression of diversity among cultures, as embedded space of natural and anthropic actions, as infrastructure, network and trans-scalar platform.

Furthermore, the seminar will link issues of urbanization on regional scale through comparing canonical aspects in European and Asian contexts with the scope of identifying commonalities and specificities in different processes and spaces.

Assuming that historiography (of territory) – here conceived as a set of ideas and processes – can be interpreted as the place where theories and facts do not succeed each other but overlap, creating new and continuous meanings and insight, the scope of this seminar is to provide critical understanding of theories and notions of territory as a fundamental tool of inquiring landscape design thinking and practice.
Lying at the heart of the Pearl River Delta, Panyu is an in-between landscape of industrial estates, villages, and farms, superhighways and ancient canals, populated by villagers who have deep historical roots in the region, and by recent migrants who have flocked to the region’s workshops, factories, and back offices. Located on the fringes of larger centers such as Guangzhou and Dongguan, Panyu’s overlapping ‘in-between’ valences—between rural and urban, between agricultural and industrial activities, and between villagers and migrants—make it an excellent lens for interpreting broader changes in the social, aesthetic, and economic landscapes of China’s megacity regions. Rather than charting a progressive and irreversible urbanization of the countryside, we use a study of Panyu to highlight instances where the creative combination of rural, urban, and suburban functions has produced an as-yet unnamed 21st-century landscape typology: one that bears certain similarities to other industrialized rural regions, such as Japan’s Kansai and Germany’s Ruhr; yet at the same time departs from these historical precedents due to the peculiar characteristics of China’s myriad market-socialist models of village development.

Through in-depth urban research that locates present site conditions within their historical and cultural contexts, the students’ work was exhibited at the Bi-City Biennale of Urbanism/Architecture in Shenzhen, offering a nuanced understanding of Panyu’s ‘in-between’ landscape.
The design thesis is both an intro- and extro-spective work, a highly critical mix of circumstance and inquiry that takes its cues from current issues and debates within and outside the design disciplines. This course guided students in preparing thesis arguments and hypotheses, constructing methodologies, and reflecting critically on landscape architecture’s disciplinary and transdisciplinary positions.

The first half of the term helped scope the limits of each student’s thesis exploration, with lectures and workshops on research methodology, literature review, case studies, and analytical techniques that encouraged a critical research position in landscape architecture. The second part of the term explored context, data collection and management, norms and standards for evidence, program definition, and design speculation. Students were grouped into research ‘streams’, each offering a set of distinct theoretical, precedent, and disciplinary texts to supplement and focus their own research.

Although taught in a particular sequence, research and design are not linear and should be approached iteratively. Workshops helped build and review different fragments of the thesis proposal and provided a forum for collective brainstorming on current issues and critical debates. Although it is a culmination of their studies, the design thesis does not intend to display everything learned in design education, but instead represents the ability to curate the selection of research, foreknowledge and skills most appropriate for justifying the thesis project. The final deliverable for the course was a Thesis Proposal, consisting of a clearly defined argument or polemic, critical discourse and context, case studies, and literature review, that served as the body of knowledge underpinning the subsequent Thesis Design Studio undertaken in the spring term.

Thesis Prep

Instructors:
Mathew Pryor, Dr. Jiang Bin

ARCH7513
Elective: Thesis Prep

MLA Elective: Thesis Prep

1 - 2
Thesis Proposal on mining in Northwest China – Janine CHEN Jielin

3
Thesis Proposal on rethinking urban mega blocks in Hong Kong – XU Meng

4 - 5
Thesis Proposal on New approaches to shelterbelt planting in Northern China – Cathy DOA Hoai Man
This pre-semester course introduced incoming students to the MLA program and the challenges and opportunities it presents. Starting with a rapid orientation to the HKU campus and faculty facilities, it then launched into a two-week intensive schedule of city walks, lectures, workshops, site visits, brown bag events and a design studio exercise. Students were introduced to the design methods, principles and representational techniques promoted in the program.

They explored the complex relationship of ecological systems and history of the territory’s development in Hong Kong, and began to develop an understanding of the theoretical framework and rationale that underpin landscape architecture, as well as understanding of current topics in landscape architecture and the discipline in Hong Kong. The studio project focused on examples of different residential typologies in Hong Kong (from traditional walled villages to gated mega-block communities), in relationship to their landscape setting, and the nature of the community within.

The course was again run in collaboration with visiting students and faculty from the School of Architecture and Allied Arts from the University of Oregon at Eugene, who brought a refreshingly different view of the world, and challenge our preconceived ideas about the nature of sustainability, resilience and environmental and community relevance in our work.
In this first design studio, students based their initial work on their understanding of landscape representation and abstraction previously acquired through first year courses. The design exercise begins with the study of an art piece, as well as the particular philosophy and approach adopted by its artist. Student’s own interpretation of the art piece was illustrated through an abstract painting which in turn set the conceptual framework for the project – an “Open-Air Museum”. In this “Open-Air Museum”, each student was assigned a fixed volume of space, in which to form and construct the topography and space, in order to host the art piece given in the first exercise. The conceptualized forms and shapes of space derived from the ideas of the art piece, or the philosophy of the artist. In this conceptual stage, students generated multiple iterations of concept models, in order to brainstorm a wide range of possibilities and ways of approach design. For each of these iterations, 5 study models were presented at a time, so that feedback and critique helped develop and refine the design. Once the concept is refined, student moved to the spatial design stage, in which they explored various landscape operations to define compositions, datum, proportions, and hierarchies, appropriate for human use and scale. Designs were further articulated through the exploration of landscape qualities. Aspects of how planting and materials will enhance the experience of the space were explored. The understanding of these aspects are then represented in different rendering media such as collage and sketches, so as to prepare students to present their work at final review. The four projects in this studio are sequential, inter-related, and accumulative. They should be conducted with expectation to carry over the knowledge acquired from one project to another.
This studio, which in part was run as a collaboration with students from the creative writing program in the School of English, examined questions of the construction of landscape narratives and experiences with a particular focus on thresholds, islands and pathways in built and natural environments. The studio began with an initial short exercise that required students to represent a threshold moment in their daily experience leaving or arriving from the university campus, which they presented in the form of Joseph Cornell-like boxes. Students then worked with their creative writing peers to craft a series of installations for readings and a performance in the Black Box theatre, based around the same themes of arrival and departure from the university as a kind of urban island. This was presented as part of the international Island Cities and Urban Archipelagos conference hosted at HKU by the School of English and Department of Geography. At the same time, students were also researching and documenting various environmental ‘thresholds’ in four distinct island ecologies around Hong Kong, which would form the basis for their final design project. That project required students to design a human-scaled intervention for individuals and small groups that mediated two distinct landscape conditions in their chosen site. The students were encouraged to pay close attention to details, construction and material qualities in approaching this final project, and the way physical and material connections in the context of a particular environmental setting might be used to ‘tell a story’ and to enhance human experience.
Tide Pool | Chau Pui | Tung Ping Chau
Low Tide Landscape Intervention
Plan & Section
1:50 Plan

1:75 Section

Interactive Zone

Reading Zone

1

Heather WONG Yin Wah
2
Annette WONG Ying Yu
3
Virginia SIU Kit Wing
4
HUI Chun Sing
5 - 8
Jennifer NG Tsz Ying
In this studio students explored the biophysical elements and systems that make up our world, how they interact and change over time. While examining them, we looked at how best to describe and represent them graphically, and how this could give us a basis both for manipulating them (by design), and understanding the likely consequences of any changes. We took the concept of ‘an island’ as a medium for our investigations.

Students stared by studying two opposite island environments: one mostly natural (Po Toi Island); one largely man-made (the roof of the Fringe Club Building, Central), looking at the nature of the elements and processes within each, and the commonalities and differences between them. In each setting, they proposed an intervention, modifying the natural environment to allow for human occupation, and the man-made environment to promote inhabitation by natural elements.

In the second half of the semester we looked at Signal Hill, another distinct island, on the TST waterfront. From a study of its form, history and material qualities, as well as its urban boundaries and interactions. Students developed a range of basic design interventions that helped explore the fundamental relationship between the nature of the site and its human occupation.
Mid-term project reviews
1 Sherly ZHANG Tongtong, Daisy LAU Tik Sze
2 Coco LIN Yik Hei, Kaylee LUI Ka Yi
3 Minnie CHU Lok Yan, Daisy NG Lai Ching
The contemporary morphology of urban Hong Kong is the result of rapid population growth, land scarcity, diverse cultural identities and social, political and economic determinism. Its unique and ever-evolving urban forms are imprinted with the history of more than 150 years of piecemeal aggregation through reclamation, development, and renewal. Over time, each of these expansions adapts itself to the urban fabric, producing specific spatial conditions that shape the lives of its inhabitants.

The studio focuses on Shanghai Street, one of the longest streets in Kowloon. Traversing 2.3 kilometers through four distinct neighborhoods, the street embodies a rich history whose character is reflected in its built forms, landscape and inhabitants. Originally a shallow bay, the area was reclaimed in the late 1800s. From the very beginning, Shanghai Street became economically vibrant due to its proximity to Ya Ma Tei Typhoon Shelter and the ferry piers. As the area continued to expand through reclamation, development and urban renewal, many of the original uses and inhabitants relocated to other areas of the city. Today we can still see remnants of traditional elements layered with new ones in many spaces that find contemporary uses by new occupants, such as artists, ethnic minorities, activists, prostitutes and vendors.

The studio examines the relationships between people and the built environment. Through a series of exercises, students shall learn to identify and analyze key aspects (physical, ecological, economic and social) that shape an urban context; to build a vocabulary that communicates urban forms and the environment, and to propose appropriate interventions to the context.

Landscape Community Studio

Urban Transects: Shanghai Street

BA(LS) Instructors:
Dr. Jiang Bin, Vincci Mak, Natalia Echeverri

ARCH304
Landscape Design Studio 3

Landscape Design Studio 3

Daisy LAU Tik Sze
Daisy NG Lai Ching
Coco LIN Tik Hei
This studio will focus on training of observation and reexamination of the current urban development of Jiading District, to explore potential landscape and urban strategies for its future position. The studio will start from large scale analysis of the Jiading district, to decipher hidden layers of urban networks, resources and building technologies, and political and economic factors forming the current cultural, physical, and ecological textures of the city.

By evaluating the existing development of Jiading district, the studio will further look into a smaller scale site in the Ancient City, and narrow the research down to a specific site of their interest as a foundation for redeveloping strategies of the site accordingly.
Large-scale regional planning and infrastructure development is often implemented with a virtual absence of people on the ground, creating conflicts in land tenure, economic livelihood, and environmental resource use and conservation. "Design on the Road to Burma" took students' learning to the frontier landscapes of transnational development along the Thai–Myanmar border, reinforcing the importance of fieldwork in reconciling abstract geographical data and real site conditions. Recently revived investment in the 250-square-kilometer industrial port of Dawei, Myanmar’s first Special Economic Zone (SEZ), and a 212-kilometer cross-border road link is prompting large-scale land use change and urban development in the biodiverse Tenasserim Hills. While the Dawei SEZ remains a central concern for southern Myanmar, it is one among several driving regional environmental transformations. Associated issues of land tenure, resettlement and speculation abound, with both "land-grabbing" and "green-grabbing" common fears. Students traveled the Myeik–Maw Taung corridor in the southern half of Myanmar’s Tanintharyi Region to document conditions and propose landscape planning strategies for large-scale agroindustry, conservation, and associated development. Students presented maps, timelines and diagrams of critical case studies to NGOs Fauna and Flora International, World Wide Fund for Nature (WWF), and Norwegian Refugee Council at their field offices and to CSOs Southern Youth and the Dawei Development Association. This studio is supported by the Gallant Ho Experiential Learning Centre. Proximity to Thailand and recent "opening up" of the region to transnational forces makes these routes both important case study and potentially viable sites for the design disciplines to provide supplementary and alternative development strategies to a complex set of actors. For the second half of the course, students’ design proposals engaged development projects, including resettlement, community forestry, corporate social responsibility programmes, eco-tourism, and "green" capacity building programmes.

1. Oil palm plantations on unsuitable slopes in southern Myanmar. (Photo: Ashley Scott Kelly)
2. HKU students observing the Myanmar Stark Prestige Plantation (MSPP) east of Myeik city, Tanintharyi, Myanmar. (Photo: Ashley Scott Kelly)
3. Studio class with Karen villagers in Tanintharyi, Myanmar. (Photo: Rosemary LAM Wing Yan)
1. Landscape planning strategy for smallholder agricultural cooperative.
   Sam AU YOUNG Chung Yan

2. Juxtaposition of smallholder agriculture and large-scale agro-industrial plantations.
   Sam AU YOUNG Chung Yan

3. Before and after section views of strategic planning for Myeik oil palm plantation. Sam AU YOUNG Chung Yan

4. Alternative energy schemes deployed under various planning principles for lower Tanintharyi River. Chloe LIN

5. Catalog of forest management systems. John YUEN Ho Shun

6. Timeline of land security struggles for villages in Tanintharyi Township. Eunice WONG Wing Tung

7. Landscape planning strategies for three villages impacted by agroindustrial development. Eunice WONG Wing Tung

8. Integration scheme for negotiation of Karen village and agro-industrial development. Andrea MCCULLOUGH
The goal of Landscape Technology I course is to help students develop skills to construct the landscapes you will design. The students will learn tools and techniques of grading to explore concepts of creating spaces by manipulation of land. By understanding topography—the role it plays in history, art, and landscape design—students will acquire a deeper understanding of how grading is critical in translating design objectives into built form. This understanding is supported through a series of technical design exercises including surveying techniques, manipulation of contours, grading terminology and formulas, drainage patterns, and accessibility issues. The course looked at the intersection of topography with other natural elements like water and plants, as well as simple man-made structures, from basic free-standing walls to building envelopes. Besides the emphasis on topography and its manipulation, students were also exposed to other aspects of the urban landscape, such as roof gardens and brownfield sites.
Plants and Planting Design I approaches the role of planting in landscape design from two main areas of study, namely planting design and horticultural knowledge in the context of various habitat types.

The planting design component introduces the history, basic principles, vocabulary and process of planting design. We examine the aesthetic, functional and ecological characteristics of plants, how they vary over time, and how the designer interacts with these processes.

In terms of horticultural knowledge, students are expected to familiarise themselves with a basic palette of commonly found plant species representing a wide range of urban and seemingly natural habitats. The course provides an introduction to plant anatomy and physiology, the interaction between plants and their surroundings, nursery production, planting specification and maintenance.

Field trips are a mainstay of this course, providing a multitude of real-life situations where the reciprocity between horticultural knowledge and design intent, and the long-term successes and failures of planting designs can be observed and discussed on site. The field trips are arranged so as to introduce the major habitat types and their associated plant communities. A series of quizzes associated with the field trips aim to foster the habits of continuous observation and learning about plants, followed by an end-of-term plant identification exam.

The course hopes to encourage life-long investigation of plant species and their application in any given environment. To this end, the main assignment of the semester is the production of a personal plant collection booklet or diary.
This course provided a structure for students to be able to think in a creative, critical and structured manner about plants, planting and plant design role in landscape architecture.

Fundamental issues addressed by the course included the development of a framework for the selection, arrangement, placement of plants in the landscape. Developing a critical eye, work process and tools of planting design.

The course also covered the intellectual ideas and perspectives and special design movements that have had an influence on planting design. Emphasis was placed on balancing esthetical creativity with practical function, usability and long term development. Students also developed an understanding of the different roles of different types of plant design from ornamental plantings through to purely functional choices. Students also engaged in discussions on the origins of landscapes, on what constitutes a ‘natural’ landscape, and the effects of change over time in the landscape.
The course seeks to develop an understanding of key ecological principles and the concept of sustainability in students, and to encourage them to appreciate the manner in which these principles underpin successful landscape design. The course investigates how the concepts of succession, biodiversity, habitat structure and ecosystem stability contribute to the success (or failure) of urban landscapes, habitat creation projects and restoration of degraded landscapes and how these concepts are an essential tool in both successful landscape design and long term landscape management.

In a series of lectures and site visits the students are introduced to the fundamental principles of ecology and sustainability. They are required to analyze ecological and sustainable aspects of existing landscapes, explore how the landscapes can be improved by application of these principles and also undertake a personal research project on a subject linked to their Final Design Project to examine a particular aspect of ecology and/or sustainability in more detail.
This course looked at landscape in various cultural formations (the ‘here and there’ part of the title), exploring its role in society across time (the ‘now and then’ part). It was organized around a series of definitions that continue to exert profound influence on the shape of the landscape today. The course examined the notions of landscape, nature and environment, their forms, functions and meanings, as well as the way in which landscapes respond to and shape cultural values. Issues set out in each class engaged interdisciplinary themes ranging from art history to aesthetic theory, social history, politics, religion, urban planning and cultural geography.

Much of the course considered approaches from the Chinese landscape tradition in parallel to Western and other traditions in landscape thinking. This is intended to provide a bridge between, on the one hand, the students’ own cultural backgrounds and the immediate surrounding cultural context of Hong Kong as a predominantly culturally Chinese city, and, on the other hand, the other significant cultural approaches to landscape that have largely shaped the modern discipline of landscape architecture. The course drew on both primary and secondary sources and considered both textual and visual evidence. The readings were a mixture of philosophical, literary, scholarly and historical texts, representing the diversity of discursive types pre-occupied with the landscape. The course served as a first point of entry for students into some of the theory and assumptions that underpin the landscape architecture profession. It aimed to cultivate in students a sharp eye and critical mind directed towards understanding landscape issues, with a view that they might ultimately apply this more complex awareness in their design practices, both responsibly and ethically.
What are the extents and limits of architects and planners’ power to affect environmental and social change? How do they work with different communities and stakeholders to bring about betterment in people’s lives? What are the paradoxes in today’s design practice with the advent of neoliberal urbanization and concomitant crisis in housing, environmental protection and infrastructure provisions? What kinds of assumptions do different professionals of the built environment hold about the merits of their work and to what extent can these be seen as extensions of their ideologies? What reflexive knowledge do designers, policy makers and community members need to acquire in order to address the multifaceted problems we are facing in a globalizing world?

This seminar provides an introduction to the intertwined concepts of environment, community, and design and explores the contexts that shape our understanding of their relationships. The first part of the course consists of an overview of key debates over the ethics of design practice in the 20th century. It will also introduce students to different methods of studying the built environment and communities. The second part of the course explores the roles of emergent “design activism” in recent years and considers various ethical challenges facing today’s design practitioners. Throughout the semester, emphasis will be placed on connecting theoretical concepts with actual practices via close examination of international and local case studies.
The discipline of landscape architecture has been transformed over the past few decades by the emergence of a new set of theories and agendas amongst landscape practitioners and thinkers. Various protagonists have set out to change how landscape architecture sees itself, and how landscape architecture sees its field of operations. At the same time, a separate set of intellectual currents has arisen to challenge our pre-existing conceptions of 'landscape' and 'nature'. This course seeks to understand these contemporary positions by tracing their development back through the history of 20th century landscape architecture and related fields, and into the very origins of the profession in the 19th century and earlier. As a result, the course focussed on questions of continuity and transformation in the history of landscape design. This aspect of the course introduced the idea of historiography in landscape architectural history and theory – the way in which the 'history' of the discipline itself has been 'designed' and constructed. In other words, the course took a critical approach to the story landscape architecture tells about itself and about its origins, the boundaries of the discipline, what its role is in relation to society and culture, nature and the environment over time. The course also investigated how has this story changed, especially in recent decades, and what an emerging history of landscape architecture might look like, especially from the perspective of the nascent ‘Asian century’. The course, also considered in detail a number of significant ideas, approaches and projects that have shaped landscape architecture over the last century, and traces the influences and interconnections between these different currents. It also places these developments in a broader cultural, environmental, social and intellectual context.

(This course was taught in conjunction with ARCH7106 History & Theory of Landscape Architecture in the first year of the MLA program.)

Analytical diagrams of Günther Vogt’s design for the landscape of the Justizzentrum in Aachen, Germany, by Audrey KAM On Wing, Daisy LAU Tik Sze and Natalie KHOO Ting Fung
Two paradigms of China seem to exist in the public consciousness—the Dynastic China that espoused Confucian ideals and unified various peoples to form a common cultural identity and Contemporary China with its economic might, rapid urbanization and mass migrations. We associate particular landscapes of urbanity, rituals, politics, and spaces with the two constructs. From the rectangular, walled capitals of Dynastic China to the themed new towns and the gleaming towers of Shanghai—how has Dynastic China evolved into the Contemporary China that we have come to know today? How have the social and political upheavals of Modern China fundamentally transformed the ways in which the Chinese people live, work and play? Is Modernism in China an entirely foreign concept? Is there a “Chinese” identity in design today?

This research seminar will address these questions in a series of lectures, discussions and case studies organized thematically with a focus on the urban development of 20th Century China. We will look at the social and political conditions that have impacted the elements, including architecture, urban design, infrastructure, and landscape architecture, which have formed the landscape of Contemporary China.

Besides lectures, students will be introduced to historic and contemporary landscape issues in China through case studies and seminar discussions. During the seminar discussions, the instructor will frame the issues that challenge contemporary landscape architectural practice in China in order to familiarize students with the unique landscape conditions in China. Guests from leading landscape architecture firms supplement this discussion by presenting their design work and participating in dialogues with students. Students are required to conduct two semester-long case studies.
This course undertakes a critical evaluation of global contemporary practice of landscape architecture and planning at the urban and regional scales. Shifts in global economic and geo-political trends have necessitated a repositioning of these practices from an empirical, socially and environmentally-deterministic practice to one that is operative and catalytic, for which strategy and negotiation prevail over traditional top-down planning methods. This course aims to situate these diverse and often contradictory ideas about shaping of our environment within a historical continuum and the struggle over disciplinary identities; while simultaneously exploring their impact on the evolution of methodology and ethics within the discipline.

The course begins by engaging with the primary and secondary texts that depict the origins and the social, industrial, and economic contexts of contemporary landscape design and planning at urban and regional scales over the last two centuries. The class reads and discusses essential contemporary texts that reposition and expand the landscape discipline for 21st century urban challenges.

The course then turns to explore the various responses in landscape architecture to recent developments shaping the context of contemporary practice: specifically the reshaping of cities through globalization and changes within political-economies, the emergence of environmental consciousness and crisis, and technological and methodological advances. These developments have prompted landscape architects to engage in more strategic, catalytic modes of practice in an effort to advance landscape architecture’s central relevance today.
Visual Communication for Landscape Architects offers a landscape-centric approach to digital media. While sharing histories and methods with architecture and planning, digital landscape representation, given its engagement with natural processes and ecologies, requires greater control over complex forms and materials. This course establishes foundational knowledge in computer science and geographic information systems, reviewing their innovations, vocabularies, and impacts on design and project delivery since the 1960s. Students manipulated geospatial data from remotely-sensed and open-source datasets to build a generalist’s understanding of digital media for the range of scales landscape architects confront and in which they collaborate. Automation and iterative, procedural workflows were stressed as part of an efficient design process and problem solving toolset.

Student term projects applied GIS and parametric modelling tools to narrate conflicts between conservation and development in Hong Kong country parks, which conserve vast areas of the territory for water resources, biodiversity, and recreation. Their formal establishment, however, in the mid-1970s was far from strict protection, and several concessions were made to ensure coverage of large areas, including pockets reserved for “village type” uses both within and abutting major sections of the parks. Today, many of these enclaves are in close proximity to urban centers and new town development and face complex land control debates and development pressures. Enforcement is difficult and infringement frequent; it is often the case that public or media outcries “discover” these infringements before district patrols. Working both individually and in teams, students created visual analytic catalogues of development and environmental degradation at several scales in Tai Mo Shan, Sai Kung, Ma On Shan, Plover Cove, and across Lantau Island.

1 Zoning and environmental change at So Lo Pun, Daisy NG Lai Ching
2 Agricultural land cover change of Lai Chi Wo, Natalie KHOO Ting Fung
3 Tai O salt pans and mangroves, David WANG Jun Wen
Visual Communications for Landscape Architects II is a shift in approach to medium. Previously in the sequence, students focused on the evolution of topographical- and surface-based representation and technologies throughout the 1960s origins of Geographic Information Systems (GIS), 1990s digital revolution in architecture, and first decade of the 2000s. Where these histories and their toolsets aided critical understanding of software as a medium of design, this second course questioned the inherent problems of landscape as representational and narrative medium. While still enforcing GIS as a central environment of any landscape workflow, this final course in visual communications expanded digital media and computational logic on two fronts: first, to model and narrate dynamic systems, and second, to aid in the construction and production of physical models both complex and legible. Appropriating technologies and terminologies from computer science, film, photography, and civil engineering, weekly lab sessions provided foundational knowledge and workflows in animation, interactive media, and advanced physical modelling techniques. For their term projects, students selected sites across Hong Kong with recent conflict histories between green belt development pressures and environmental conservation. Using the representational tools of landscape architecture, students narrated the dialectic of proposing these sites for development or conservation uses, forming their arguments by relating their physical and material sites to territory-wide trends.
The representation of the land has, through history and still today, played a major role in defining and producing landscapes as we know them. Landscapes are in fact the result of an educated perception, a built sensitivity of our environment through the exposure to a wide range of representations that painting, literature and cinema, but also photography and more recently media, tourism or advertisement produce. Since, as designers, landscape architects make use of these representations in order to transform the landscape, it is crucial to not only understand these representations but also to produce new ones expressing one’s own understanding and interpretation of a site. Finally, it is through their way of representing the landscape that landscape architects read the land and make it accessible to others.

Through the experimentation of multiple representation techniques and media, students are to understand the different effects and sensibilities that these representations offer, and therefore be able to use their strengths according to their argumentation. The journey this course proposes guides students to two main destinations: the expression of multiple dimensions and the process of abstraction. First, the range of techniques explored evolves from simple two dimensional drawings to the projection of three dimension to finally engage with the expression of change and explore the representation of time. Second, the discovery of abstraction as a way to interpret the landscape is explored through the experimentation of various media and their limits.
As designers of the built environment, landscape architects are expected to provide creative and innovative design solutions within specific contexts. As challenging as coming up with great ideas can be, these skills quickly fall short unless communicated correctly through visually compelling and informative drawings. Therefore, Representing Landscapes 2: Surfaces and Materials aims at equipping students with digital representation skills for effective design concept communication.

As a pre-requisite to this course, students have already explored and tested a wide range of techniques and media for drawing landscape elements through Representing Landscapes 1: forms and methods in which they have acquired observation skills for both the environment and its various representations. Thought as a continuum, this course focuses on representation techniques for landscape architects as critical tools for communicating design concepts and spatial conditions with a greater emphasis on digital media as they offer a wide range of possibilities for contemporary design innovation. Providing a more systematic approach to digital media and skills, lectures and assignments are introduced according to drawing types. A single site is used as a case study. First visited and measured, it is represented in its existing form through more conventional drawings such as plans and sections but also altered in other ones such as perspective or axonometric projections.
This course explored the city of Shanghai through its material culture—the clues one might learn about a city through its built form. Through continuous documentation, observation, and representation of selected sites within Shanghai, students developed visual and multimedia narratives throughout the semester. Projects investigated material cultures by materials (such as water, stone, or grass...) or objects (such as sidewalks, gates, or drains) to illustrate the spatial, temporal, social, and cultural histories of Shanghai’s evolving urban form.

During this process, students experimented with three different methods of documenting the city, operational mapping, photography, and montage, as a means to represent aspects of Shanghai that are often intangible.
Is ‘sustainability’ just a word, an empty phrase, devoid of meaning due to over-use? When we assume we are being sustainable, are we really making a difference? Is global warming real? Is buying organic food being sustainable? Is it necessary or enough to recycle? Although the course could not hope to cover the expertise required to address the complex web of ‘sustainability’ problems that confront communities, we did examine a range of issues that built-environment professionals confront when we create policies, develop plans, design, build manage and conserve our physical environment.

Students were encouraged to discover interrelationships that exist between the physical environment and prevailing social and ideological contexts, and how these can shape the form and pattern of human settlement. This knowledge helps us develop our own concepts and ideas of the future, and to harmonize communities and their environments. Ideas raised in the lectures were reinforced by readings assigned within tutorial groups, and developed through in-class activities and assignments in which students worked collaboratively to define their own vision of a sustainable community.

The course was a faculty-wide course taught by the Division to undergraduate students in Landscape Studies, Architectural Studies, Surveying, Conservation and Urban Studies. It is intended to inspire thoughts about the way we should construct our living environments, in order to find a sustainable balance in future.
This university-wide undergraduate course is intended to inspire thinking about the way we should construct our living environments in future, in order to find a sustainable balance. It exposed students to some of the fundamental issues of sustainability within the physical environment, in relation to population at global, territorial and personal levels, including resources (water, energy, and food) and urban systems (transportation; technology and communicational health and environment; and community and governance).

Our current focus on consumption as a means for progress has to be challenged. The earth has finite resources and our intensity of use of them makes our way of living unsustainable. While this is widely acknowledged, but on an individual level none of us feel we have the power to change, and at a governmental level vested interests have no desire for change.

The scale and complexity of issues involved in constructing a sustainable future makes them very difficult to access and understand, so in the first half of the semester the course examined ways of 'developing rationale' and 'making the argument', through written, verbal and visual means. In the final project students explored sustainability topics from an individual perspective, through the medium of their daily lives and within broader systems and patterns of social behaviour.
Through the history of our civilization, humankind has been working with the environment both as a means for survival and as expressions of culture. It has always been a two-way relationship in harmony. However, such balance was tilted by our unsustainable way of living in recent days, and our current landscape reflects humankind’s abuse and mis-management towards the environment.

This course aims at exploring how different groups of people respond to such imbalance, and what they do to restore a healthy reciprocal relationship between human beings and nature. Initially, topics like the Garden City Movement in the late 19th century, and the emergence of the protection movement of “Cultural Landscapes” initiated by the UNESCO World Heritage Committee in 1992, will be discussed through lectures and seminars. Then, land art – an artistic expression of human culture and how we sculpt the land – will be explored as a more contemporary approach to restoring the balance between humans and nature. Initiated by some leading artists in the creative art industry as an artistic response to such issue, land art helps to manifest the reciprocal relationship between human culture and the environment, and hence to re-align people’s attitude, perception, and interpretation, towards nature. Besides lectures and seminars, the topic of land art will also be explored in the form of “Land Art Workshop + Exhibition”, in which students can learn how to express their environmental opinions through the creative process of making their own land art. The “Land Art Workshop” will be conducted on a selected site in the Hong Kong landscape. It will start with field study to explore how human civilization integrates or challenges the relationship with the landscape of the selected site. Then, based on their findings, students will use creative medium to explore their environmental critique to the site. After the workshop, students will prepare a Land Art Exhibition to communicate their creative works to the public, and present their works during the Opening of the exhibition.
<table>
<thead>
<tr>
<th>Urban Ecology &amp; Green Infrastructure in High Density Cities</th>
<th>Principle Investigator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustaining the urban forest, street trees in high density cities</td>
<td>Mathew PRYOR &amp; Gavin COATES</td>
</tr>
<tr>
<td>Mapping the potential for urban rooftop farming</td>
<td>Mathew PRYOR</td>
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<tr>
<td>An inventory of street trees in Yangon: Shifting social and ecological values in the urban forest</td>
<td>Ivan VALIN</td>
</tr>
<tr>
<td>Yangon ecologies: Landscape-responsive urban growth models for a region in transition</td>
<td>Ivan VALIN, Scott Jennings MELBOURNE</td>
</tr>
<tr>
<td>Methods for modelling urban greenness city-wide at individual scales</td>
<td>Ashley Scott KELLY, Mathew PRYOR</td>
</tr>
<tr>
<td>*MLA Thesis stream: Urban greenery: high density cities (’15/16)</td>
<td>Mathew PRYOR</td>
</tr>
<tr>
<td>*MLA Thesis stream: Urban Environment, Human Health, and Wellbeing (’14/15, ’15/16)</td>
<td>Dr. JIANG Bin</td>
</tr>
<tr>
<td>*Research seminar: Urban Landscapes: Health and Wellbeing in the City (’14/15)</td>
<td>Dr. JIANG Bin</td>
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<th>Principle Investigator(s)</th>
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<tbody>
<tr>
<td>Dorothy TANG</td>
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<tr>
<td>Scott Jennings MELBOURNE</td>
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<td>Dr. JIANG Bin</td>
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<tr>
<td>Dorothy TANG</td>
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<tr>
<td>Vincci MAK</td>
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<td>Dr. JIANG Bin</td>
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<tr>
<td>Scott Jennings MELBOURNE</td>
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<tr>
<td>Dr. YUAN Lin</td>
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<td>Dr. YUAN Lin</td>
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<tr>
<td>Dr. YUAN Lin</td>
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<tr>
<td>Dr. YUAN Lin</td>
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<tr>
<td>Ashley Scott KELLY &amp; Dorothy TANG</td>
</tr>
<tr>
<td>Ivan VALIN, Scott Jennings MELBOURNE</td>
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<tr>
<td>*Research Seminar: Scales of Environmentalism: Waterworks and environmental conservation in China (’14/15)</td>
</tr>
<tr>
<td>*MLA Thesis stream: 生态立州 (or Projects for eco-environmental landscapes) (’14/15, ’15/16)</td>
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### Urban History, Development and Landscape Practice

<table>
<thead>
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<tbody>
<tr>
<td>Post-war infrastructure landscapes in Hong Kong</td>
<td>Dr. Cecilia CHU &amp; Dorothy TANG</td>
</tr>
<tr>
<td>Land development and environmental conservation trends in Hong Kong</td>
<td>Ashley Scott KELLY</td>
</tr>
<tr>
<td>Public housing and the emergence of landscape architecture in Hong Kong</td>
<td>Ivan VALIN</td>
</tr>
<tr>
<td>Dialogues about infrastructure and sustainability in Hong Kong</td>
<td>Dorothy TANG &amp; Vincci MAK</td>
</tr>
<tr>
<td>Uncovering an environmental history of Hong Kong</td>
<td>Maxime DECAUDIN</td>
</tr>
<tr>
<td>Hong Kong’s nature, environmental activism and the search for identity</td>
<td>Maxime DECAUDIN</td>
</tr>
<tr>
<td>Land art in Hong Kong / Asia</td>
<td>Vincci MAK</td>
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<tr>
<td>Modernist planning and housing practices in early Hong Kong</td>
<td>Dr. Cecilia CHU</td>
</tr>
<tr>
<td>Heritage and urban regeneration in the Asia-Pacific Region</td>
<td>Dr. Cecilia CHU</td>
</tr>
<tr>
<td>Landscapes of Delta</td>
<td>Andrea PALMIOLI</td>
</tr>
<tr>
<td>Polarization and diffusionary urbanism</td>
<td>Andrea PALMIOLI</td>
</tr>
<tr>
<td>A survey and analysis of design strategies utilized in &quot;low-carbon&quot; cities</td>
<td>Ivan VALIN</td>
</tr>
<tr>
<td>Modernist recreational landscapes of Asia</td>
<td>Dr. Cecilia CHU &amp; Dorothy TANG</td>
</tr>
<tr>
<td>The landscape architecture of Peter Walker</td>
<td>Scott Jennings MELBOURNE</td>
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<tr>
<td>Role of landscape in novel community design typologies</td>
<td>Scott Jennings MELBOURNE</td>
</tr>
<tr>
<td>Emergent roles of modernist landscape design in the planning of Chinese Cities</td>
<td>Dr. Cecilia CHU</td>
</tr>
<tr>
<td>*CCC Designs on the Future</td>
<td>Mathew PRYOR</td>
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<tr>
<td>*CCC Shaping the Landscape</td>
<td>Vincci MAK</td>
</tr>
<tr>
<td>*MLA Thesis stream: Mega: the landscapes of China’s urban enclaves ('14/15, '15/16)</td>
<td>Ivan VALIN</td>
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### Postindustrial and Remedial Landscapes

<table>
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<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Post-gold landscapes of Johannesburg</td>
<td>Dorothy TANG</td>
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<tr>
<td>Landscapes of waste and waste systems</td>
<td>Vincci MAK</td>
</tr>
<tr>
<td>Reconceptualize construction waste cycles in Shenzhen</td>
<td>Dorothy TANG</td>
</tr>
<tr>
<td>Landscape techniques in the treatment of man-made slopes</td>
<td>Mathew PRYOR</td>
</tr>
<tr>
<td>Generating green landfill covers and promoting landfill after use</td>
<td>Mathew PRYOR</td>
</tr>
<tr>
<td>*MLA Thesis stream: Boom Ecologies: Resources, Extraction, and Urbanization ('15/16)</td>
<td>Dorothy TANG</td>
</tr>
<tr>
<td>*MLA Thesis stream: The &quot;Derelict&quot; and the &quot;Abandoned&quot; ('14/15, '15/16)</td>
<td>Vincci MAK</td>
</tr>
<tr>
<td>*PKU Joint-workshop &quot;Transformation of Post Productive Landscape&quot; ('13)</td>
<td>Vincci MAK &amp; LU Xiaoxuan</td>
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### Computation, Geographic Information Systems, and Digital Innovation in Landscape Architecture

<table>
<thead>
<tr>
<th>Topic</th>
<th>Principle Investigator(s)</th>
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</thead>
<tbody>
<tr>
<td>Multispecies predictive modeling of wildlife movement corridors for infrastructure development</td>
<td>Ashley Scott KELLY &amp; Dorothy TANG</td>
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<tr>
<td>Automated modelling of infrastructure design and planning scenarios in data-poor regions</td>
<td>Ashley Scott KELLY &amp; Dorothy TANG</td>
</tr>
<tr>
<td>Frameworks for the manipulation of discontinuous spatial data</td>
<td>Ashley Scott KELLY</td>
</tr>
<tr>
<td>*Research Seminar: Design Analytics: Visualizing nature, regions and discontinuities ('13/14, '14/15)</td>
<td>Ashley Scott KELLY</td>
</tr>
<tr>
<td>*Research based teaching (Recent research based studios, seminars, thesis studies)</td>
<td>Ashley Scott KELLY</td>
</tr>
</tbody>
</table>
Land Visions: In Search Of Land Art In Hong Kong
Principle Investigator: Vincci MAK

Tree Transplanting Metrics
Principle Investigator: Mathew PRYOR

Greening the City
Principle Investigator: Mathew PRYOR

Speculative Urbanism: Modernist Planning and Housing Practices in Colonial Hong Kong, 1912–1939
Principle Investigator: Dr. Cecilia CHU

Intertextures. Polarization and Diffusion in Yangtze River Delta: Social Ties, Environment, Economy, Principle Investigator: Andrea PALMIOLI

The Social and Ecological Heritage of Street Trees in Yangon
Principle Investigator: Ivan VALIN

A Landscape Typological Study of Public Housing in Hong Kong
Principle Investigator: Ivan VALIN

Landscape Dynamics in Yangon
Principle Investigator: Ivan VALIN
Asia at Play: Ideas of Leisure and the Emergence of Modernist Recreational Landscapes, 1900–1970
Principle Investigators: Dr. Cecilia CHU & Dorothy TANG

Landscapes of Infrastructure
Principle Investigators: Dr. Cecilia CHU & Dorothy TANG

The Edible Roof Initiative
Principle Investigator: Mathew PRYOR

A Dose of Nature: Tree Cover Density and Human Health
Principle Investigator: Dr. JIANG Bin

Atlas of Gold: Landscape Transformation of Johannesburg and the Witwatersrand Range
Principle Investigator: Dorothy TANG

Creating Restorative Environment for Highly Stressed and Depressed Workers: Using Foxconn Factory in Shenzhen as the Site
Principle Investigator: Dr. JIANG Bin

Panyu: Urban Becoming Rural?
Principle Investigators: Dr. Max HIRSH & Dorothy TANG

The Road to Dawei: Planning Sustainable Transport Infrastructure and Wildlife Connectivity in Southern Myanmar
Principle Investigators: Ashley Scott KELLY & Dorothy TANG
Development debates surrounding conversion of Hong Kong’s conservation areas are understandably polarized. These conversations will remain superficial and without traction unless a strategy can be developed for systematically analysing the Development Bureau’s ‘multi-pronged’ approaches. While action to improve country park continuity has waned since clear advances two years ago, zoning amendments for some ISO proposed housing locations, almost half within Green Belts, are ongoing to fulfill the Bureau’s short-term development goals. Medium- and long-term strategies, including development of country parks and reclamation studies, parallel these efforts. Planners, academics, and citizens must be both supportive and critical of piecemeal and negotiated approaches to development, especially where conservation land uses are at stake. The need for territory-wide dialogue is imminent.

Sustainable development is best achieved with wide access to information, participation and public support. However, most information available to the public is either shown in aggregate across the territory or scaled to individual sites. For these reasons, the Land Development and Conservation in Hong Kong Roundtable and Workshop will showcase the act of analysis and informed spatial debate. The programme for 27 February was half roundtable, half workshop. Following presentations of case studies by academics and think tanks, an open working session was held around an interactive map of spatially explicit, publicly available information to simultaneously deepen and broaden development and conservation debates.

Panellists
- Prof. Lam Chiu Ying, Adjunct Professor, Geography and Resource Management Department, Chinese University of Hong Kong
- Prof. Tang Bo-Sin, Department of Urban Planning and Design, Faculty of Architecture, The University of Hong Kong
- Mr. Chow Sung-Ming, Land Justice League and Department of Applied Social Sciences, Hong Kong Polytechnic University
- Mr. Chan Kim Ching & Ms. Camille Lam Tsz Kwan, Liber Research Community
- Mr. Paul Zimmerman, CEO, Designing Hong Kong and Southern District Councillor
- Mr. Ashley Scott Kelly, Assistant Professor, Division of Landscape Architecture, Faculty of Architecture, The University of Hong Kong

Hosted by Ashley Scott Kelly, HKU Division of Landscape Architecture.
Co-organized by HKU, WWF-HK, Liber Research Community, Land Watch, Professional Commons, and Save Our Country Parks.

February 27, 2016
The mission of the Virtual Laboratory of Urban Environments & Human Health (UEHH) is to understand how and to what extent urban environments, especially urban green spaces, influence human health and wellbeing. Researchers in the lab are concerned with understanding and measure the influence through multiple approaches including psychological, physiological, and hormonal measures of human health.

The lab uses two types of experimental sites for research: Virtual urban environments and real urban environments. Researchers will use the immersive virtual environments as surrogates of real urban environments. In a controlled lab setting, researchers will expose participants to a variety of stimuli while record participants’ responses through a variety of physiological devices or psychological instruments. Researchers then can gauge and compare impacts of different environment features or conditions. Researchers will also conduct experimental research in the real urban environments by using mobile devices or instruments. The research will contribute to the body of knowledge on how to create appropriate urban environments to promote human health and wellbeing.

Since 2010, HKU Faculty of Architecture has been organizing ‘Career Discovery in Landscape Architecture’ (CDLA) – an exploration program for high school students who are interested in bringing a more sustainable living environment to our city. CDLA offers a 3-week program each summer to young people to experience what it is like to be involved in the profession of landscape architecture.

Led and guided by tutors and student teaching assistants at the Division of Landscape Architecture, in 2015 CDLA created a series of landscape design installations on HKU campus – ‘Sitting Objects x Landscape Cylinders’.

Students designed two Sitting Objects to engage people to sit, lean, and hang out. The cardboard seats are interpretations of the verbs: ‘to twist’ and ‘to bend’. While the verbs are reflected in the seats’ shape, they can also be experienced by the human body.

These Sitting Objects were displayed with a series of Landscape Cylinders - a collection of aquatic grasses, indoor plants, succulents and cacti planted in acrylic cylinders - to enhance the public space’s experiential quality when visitors rest on our Sitting Objects.

(This program is coordinated by Vincci MAK)
### Full-time Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Qualifications / Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Division and Assistant Professor</td>
<td>PRYOR, Mathew</td>
<td>BA(Hons) Heriot-Watt; CMLI; RLA; FHKILA; CA</td>
</tr>
<tr>
<td>Assistant Professor BAIL(S) Program Director</td>
<td>TANG, Dorothy S.W.</td>
<td>BLA Iowa State; MLA Harvard</td>
</tr>
<tr>
<td>Assistant Professor MLA Program Director</td>
<td>VALIN, Ivan</td>
<td>BSc (Arch) Virginia; MLA + March UC Berkeley</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>CHU, Cecilia L.</td>
<td>BAA Ryerson; MA PolyU; MSc HK; PhD UC Berkeley</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>JIANG, Bin</td>
<td>BEngUP Hunan; MLA Peking; PhD Illinois; ASLA</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>KELLY, Ashley Scott</td>
<td>BScArch Michigan; March Harvard</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>MAK, Vincci W.S.</td>
<td>BArch USC; MLA Harvard</td>
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<tr>
<td>Assistant Professor</td>
<td>MELBOURNE, Scott J.</td>
<td>BLA Washington; MLA Harvard</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>TOLAND, Andrew</td>
<td>BEc(SocSc)(Hons), LLB(Hons) Sydney, BA(Arch), March Univ of Technology, Sydney</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>COATES, Gavin S.</td>
<td>B.A., DipLA Leeds; DipPCDI; CMLI (UK); MScs (UK); FHKILA; RLA; CA</td>
</tr>
<tr>
<td>Lecturer</td>
<td>LU, Xiaoxuan</td>
<td>BArch SCI-Arc; MLA Harvard</td>
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<tr>
<td>Assistant Lecturer</td>
<td>DECAUDIN, Maxime C.</td>
<td>Dip ESA; HMONP</td>
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<tr>
<td>Visiting Fellow</td>
<td>YUAN, Lin</td>
<td>BEng, PhD Tsinghua</td>
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<tr>
<td>Visiting Fellow</td>
<td>PALMIOLI, Andrea</td>
<td>BArch+March IUAV Venice; PhD EdVTT Paris-Est; PhD IUAV</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>CHO, Julian C.M</td>
<td>BA(LS) HK</td>
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<tr>
<td>Teaching Assistant</td>
<td>WOO, Bryan S.H.</td>
<td>BA(LS) HK</td>
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<tr>
<td>Teaching Assistant</td>
<td>XIAO, Pat H.</td>
<td>BEng HUST; MLA HK</td>
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<tr>
<td>Teaching Assistant</td>
<td>ZHANG, Viola Y.</td>
<td>BLA SCAU; MLA HK</td>
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<tr>
<td>Senior Research Assistant</td>
<td>LIANG, Calvin Z.</td>
<td>BArch 2JTG; MSc, PhD HK</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>WANG, Huaiqing</td>
<td>BE Shenyang Architectural U; MS Peking U</td>
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### Part-time Staff

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<tr>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>ECHEVERRI, Natalia</td>
<td>BA Washington; MCP; March UC Berkeley</td>
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<tr>
<td>Assistant Professor</td>
<td>HIRSH, Max</td>
<td>BA, MA, PhD Harvard</td>
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<tr>
<td>Assistant Professor</td>
<td>KOKORA, Michael E</td>
<td>BA Minnesota; March Yole</td>
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<tr>
<td>Assistant Professor</td>
<td>LEVEN, Elizabeth P</td>
<td>BSc MPhil Edinburgh; CMLI; RLA; ISA; CA; FHKILA</td>
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<tr>
<td>Assistant Professor</td>
<td>NG, Otto C L</td>
<td>BA(AS) HK; March MIT</td>
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<td>Assistant Professor</td>
<td>ROBINSON, Ian J</td>
<td>Mi Hort; HND</td>
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<tr>
<td>Assistant Professor</td>
<td>TRUMPF, Susanne</td>
<td>BArch TU Berlin; March TU Delhi; RANL</td>
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<tr>
<td>Visitor</td>
<td>TENNANT, Rachel</td>
<td>DipLA; CMLI</td>
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### Honorary Staff

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<tbody>
<tr>
<td>Adjunct Associate Professor</td>
<td>CHEN, Leslie H C</td>
<td>BSc, MLA Cornell; JP; LARB(Chair); RLA; FHKILA; HKIUD; HKIH(Hon); ASLA</td>
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### Shanghai Study Centre teachers

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<tr>
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<tbody>
<tr>
<td>Honorary Lecturer</td>
<td>CHEN, Steven Y N</td>
<td>BArch Syracuse; March Harvard</td>
</tr>
<tr>
<td>Honorary Lecturer</td>
<td>LIN, Tiger Y</td>
<td>BArch Tomkong; MLA Harvard; CHSLA; IFIA; ASLA</td>
</tr>
<tr>
<td>Honorary Lecturer</td>
<td>JENCKS, Justin A</td>
<td>BA Durham</td>
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