Chinese University Architecture

The first eight years

Tunney Lee CUHK/MIT

Mission

- To begin the education of architects who will be aware, responsible, and capable of using a creative design process to integrate the issues of context, form, and technology into settings that will support and enhance peoples's potential.

International City State

- A Chinese / colonial / international city
- Change from manufacturing city to international finance, services and trade
- Emerging democracy
- Hyper-dense and hyper-modern
- Increasing integration with the Pearl River Delta and China

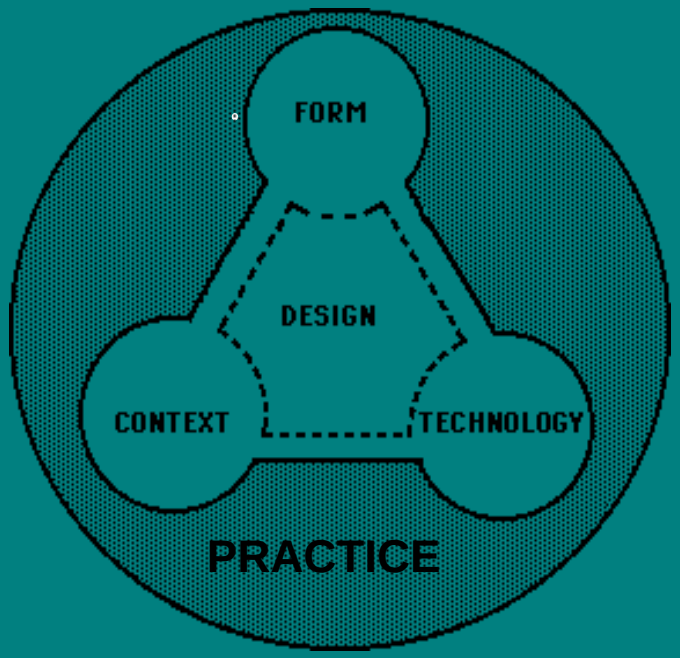
Building Requirements

- Complex technology: Structures, equipment, services, electronics and telecommunications.
- Mixed Uses and High Density: Commercial, office, hotel, residential, car-parking mixed together requiring complex circulation patterns, safety, and control systems.
- High Costs: Construction, operating and maintenance.
- High Energy and Resource Consumption: Requiring greater efficiencies.
- Complex Processes/ Management: Finance and marketing. Requiring teams of engineers, surveyors and other specialists.
- Expression of People and Place: Application of skills and knowledge to particular site; adaptation of local values, culture, history, and climate.

Expectations for Graduates

- technically skilled and prepared to fulfill beginning professional roles
- capable of adapting and renewing their skills to meet new and changing conditions
- creative and imaginative in their analysis and solution of problems
- experienced in cooperative group efforts in problem-solving - working with allied design professionals and client groups
- ethical in their practice and aware of the impact of their work on society and the environment
- active and responsible citizens-broadly aware of Hong Kong's role vis-à-vis China, the Pacific Rim and the World-historically and in the future

ORGANIZATION OF THE CURRICULUM



- Context
- Form-making
- Technology
- Design - as integration.
- Architectural Practice - implementation

Context

- Human behavior
- Society
- Physical setting and environment
- History and the future

Form-making

- Aesthetics
- Theories of Form
- Visual perception

Technology

- Structures
- Environmental systems
- Materials
- Construction
- Safety

Design

The process of problem solving

- Understanding program requirements and available resources
- Visualizing and imagining activity settings as spaces and forms
- Ordering space and form for use, delight and expressiveness
- Selecting and configuring the appropriate building systems
- Communicating the results

Practice.

- Students will be working within the context of professional practice at a particular time and place.

- Need to introduce the process of practice, economics, management, laws and regulations.

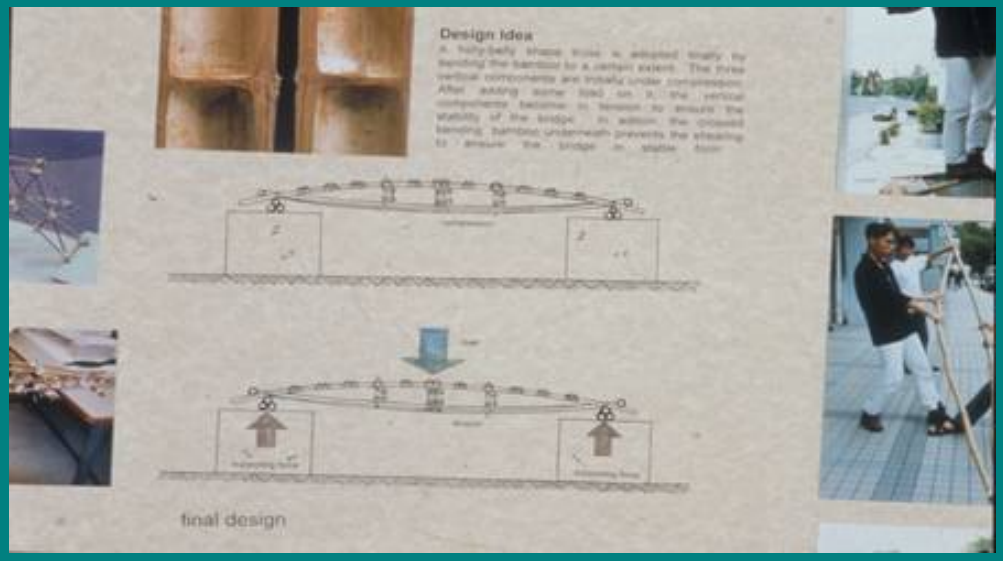
TEACHING

- Learning architecture is a lifelong process. School only a small part but vital for establishing skills and values.
- Respect. For all people who will inhabit the buildings, construction workers, as well as owners, developers and professional colleagues.
- Values. nurture the natural curiosity about our world, explore new and unexpected approaches to solving complex problems.
- Develop the confidence to initiate, the courage to persevere and a reverence for the natural and built environment

HK students

- Education aimed at exam taking. Having the right answer. Design as a seeking process.
- English as a second language. CU was founded as a bi-lingual university. Medicine and arch. taught in English.
- No hands-on experience in building projects.
- Comfortable with team-work and social organzation.
- Experience of living in high density and tight spaces. highly dynamic and fluid society.

Student Work



Student Work