

## 理性教育：香港大学景观设计学硕士设计论文教学体系 Teaching Rationale: MLA Design Thesis at the University of Hong Kong



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### 摘要

中国面临着巨大的环境和社会挑战，景观设计在帮助中国社会战胜这些挑战方面发挥着重要的作用。景观设计师需要能够在有关环境、文化和社会问题的讨论中发挥参与、理解和分析的权威作用，并且能够提出合理的论据，从而制定有意义的行动。随着景观设计师在中国的影响力的不断扩大，我们的教学不应再局限于景观的专业知识，以及构成、材料、技术方面的操作技能，而应转向引导学生解决问题的理性教育。应该在教学中向学生传授严谨的知识和理论框架，以利于他们未来的职业实践，进一步说，即扩展学科领域。香港大学的景观设计教育经历了20年的发展，我们在有关设计论文的过程和价值方面也积累了一些思考。设计论文要求学生景观设计学科领域内提出具有批判性的观点，并通过设计过程检验其假设是否成立。论文的最终目标在于促进景观设计领域中的知识、方法和实践的运用，为学生进入实践领域做准备，以及让他们——学科未来的领导者——积极参与这一过程，并培养其批判性的自我反思能力、创新能力，以及对社会、经济、环境可持续性发展的坚定信念。本文结合景观设计硕士设计论文课程，提出了相应的方法，并对部分学生成果进行了展示。

### 关键词

景观设计论文；景观研究生教育；景观设计；设计基本原理；扩展领域的研究

### Abstract

China faces massive environmental and societal challenges, and Landscape Architecture has a vital role to play in helping the community to overcome these. Landscape architects need to be able to engage, understand and analyze authoritatively in topical discourses on environmental, cultural and social issues, and to be able to present rational arguments for meaningful action. This expanding sphere of influence requires that the teaching of landscape architecture reach beyond technical knowledge of landscapes and skills in the manipulation of its forms, materials and technologies, and address the issue of rationale. It needs to give students the intellectual rigor and theoretical framework for their future professional practice and, more broadly, to expand the discipline. After twenty years of Landscape Architecture education at HKU, we have some thoughts regarding the process and value of a design thesis in this regard. Design Thesis should require students to articulate a critical position within the discipline of Landscape Architecture and test the proposition through a design process. The ultimate goal of the thesis process should be to advance the knowledge, methods, and practices of landscape architecture and to prepare students to enter the world of practice and participate actively as future leaders of the discipline, with the capacity for critical self-reflection, innovation, and strong convictions regarding the social, economic, and environmental sustainability of the built environment. This paper presents the approach, and some of the outcomes, of our Master of Landscape Architecture Design Thesis course.

### Key words

Landscape Design Thesis; Graduate Landscape Education; Landscape Architecture; Rationale for Design; Research in the Expanded Field

### 1 为什么设置设计论文课程？

景观设计学科和实践在中国的急速发展中达到了一个新的境界。当前的教育改革已开始关注这一学科，并认识到其独立性以及在建成环境相关领域中的重要性。

景观设计师积极投身于中国各地重要的环境、城市和社会景

观的设计和建造的实践中。然而，我们所看到的景观设计作品通常由于公式化、过分雷同、一味追求肤浅的装饰图案造型，以及与环境或社会脱节等问题而受到批判。中国目前大量的缺乏弹性和快速遭到淘汰的建成景观，使我们不得不对景观从业者的基本工作理念提出质疑。持续存在的职业认证问题、景观设计学科建

## 1 Why a Design Thesis?

The rise of Landscape Architecture as an academic inquiry and field of practice in China has reached new heights. Current educational reforms have brought attention to the discipline and recognized its independence and importance within allied fields of the built environment.

In practice, landscape architects are actively engaged in the design and construction of critical environmental, urban, and social landscapes throughout China. However, landscape design in our context is frequently criticized for being formulaic and over-referenced, indulging in superficial decorative pattern making, and for failing to achieve environmental or community relevance. The lack of resilience and rapid obsolescence of many built landscapes in China only serve to question the underlying rationale for the work of landscape practitioners. On-going problems of professional identity and the absence of any constructive discourse on the role of landscape design and the nature of the discipline (and potential for research therein), add to this impression.

China faces massive environmental and societal challenges and Landscape Architecture has a vital role to play in helping the community to overcome these. Landscape architects need to be able to engage, understand, and analyze authoritatively in topical discourses on environmental, cultural and social issues and to be able to present rational arguments for meaningful action. This expanding sphere of influence requires that the teaching of Landscape Architecture reaches beyond just technical knowledge of landscapes, and skills in the manipulation of its forms, materials and technologies.

There is a compelling need to address the issue of rationale within the teaching and research in Landscape Architecture<sup>[1]</sup>, and to give students the intellectual rigor and theoretical framework for their future professional practice and, more broadly, to expand the discipline<sup>[2]</sup>. The design thesis, in this regard, offers an invaluable opportunity for intellectual inquiry and encourages design experimentation that is fundamental for the future of Landscape Architecture in our region.

## 2 The Thesis Process at the University of Hong Kong

“A Design Thesis articulates a critical position within the discipline of Landscape Architecture and tests the proposition through a design process. The ultimate goal of the thesis process — with an emphasis on ‘process’ — is to advance the knowledge, methods, and practices of landscape architecture. This

requires that you situate yourself within contemporary practices and research and identify opportunities to make a contribution to the discipline. A thesis project often instigates questions in a wide spectrum of positions towards the discipline, this could include resisting contemporary practices, challenging the status quo, expanding the field, or inventing new practices. The questions asked are inherently intellectual, tested through a design process, and ultimately create new knowledge in our field. The final product of these landscape experiments could range from traditional site-based projects, installations, manuals, or other creative outputs.”

— Definition of Design Thesis by the Division of Landscape Architecture, HKU

In 2013, the University of Hong Kong’s Master of Landscape Architecture (MLA) degree program celebrates the 20th anniversary of its inception. The program’s curriculum has developed over this time in response to the demands on the profession, and now focuses on the development of critical thinking and generating rationale for design through research-based forms of enquiry. Core design studios, technical and practical courses, visual communication, history and contemporary theory courses teach the advanced skills and competencies that landscape architects commonly use, but it is the specially developed Design Thesis Studio in the final year that provides students with a unique opportunity to go beyond everyday practice and independently undertake in-depth research and exploratory design. The Design Thesis is more than a simple summative (capstone) exercise in which students express the full range of their vocational skills. It is a formative process in which students develop an independent agenda that builds new knowledge for our discipline and engages critical practice.

After twenty years of landscape architectural education at HKU, we have some thoughts regarding the value of a design thesis. The rapid pace at which practice has progressed and evolved in China makes it difficult for reflective and research-based practices to survive. The design thesis is often the last opportunity for our graduates to test theories and generate knowledge in a stable and safe environment. Aside from the obvious benefits of an independent project — self-discipline and project management — the design thesis prepares students to enter the world of practice with the capacity for critical self-reflection, innovation, and strong convictions regarding the social, economic, and environmental sustainability of the built environment.

设计话语权的缺失，以及学科的性质（与其中的研究潜力），加剧了这一现象。

中国面临着巨大的环境和社会挑战，景观设计在帮助中国社会战胜这些挑战方面发挥着重要的作用。景观设计师需要能够在有关环境、文化和社会问题的讨论中发挥参与、理解和分析的权威作用，并且能够提出合理的论据，从而制定有意义的行动。随着景观设计师在中国的影响力不断扩大，我们的教学不应再局限于景观的专业知识，以及构成、材料、技术方面的操作技能。

目前急需在景观设计的教学和研究中解决基本原理这一问题<sup>[1]</sup>，为学生传授严谨的知识和理论框架，以满足未来职业实践所需；从更广义的层面来说，这也更有利于学科拓展<sup>[2]</sup>。在这方面，设计论文为知识探索提供了一个宝贵的机会，并促进了设计实验，这是未来景观设计领域的根基。

## 2 香港大学设计论文过程

“设计论文的主要目的是让学生在景观设计学科范畴内提出一个观点，并通过设计过程论证这一假设是否成立。论文过程——在此强调‘过程’——的最终目标是促进景观设计领域中的知识、方法和实践的运用。这要求学生当代实践和研究中准确定位，并寻求能够对学科领域有所贡献的机遇。一个论文项目通常鼓励（学生们）针对学科中的各个领域提出问题，包括质疑当代实践、挑战现状、扩展领域，或开创新的实践。所提出的问题要基于理性推理，并要通过设计过程进行论证，最终能够在本领域中有建树。这些景观实验的最终成果包括基于场地的传统项目、装置、手册等印刷品，以及其他创造性的作品。”

——香港大学园境建筑学部对设计论文的定义

2013年时逢香港大学景观设计学硕士学位设立20周年。早年我们的课程以职业教育为主，而近年来我们转向批判性思维的培养，以及通过基于研究的调查来探讨设计基本原理。通过核心设计课程、技术和实践课程、视觉传达，以及历史与当代理论课程共同教授景观设计师通常所需的先进技术和能力，而在最后一年所设置的设计论文研究课程中，为学生提供了一个独特的机会，能够在日常的实践之外独立完成深度研究和探索性设计。设计论文不仅仅是一个简单的总结习作，它能够让学生全面展现他们的职业技能；它反映的是一个成长的过程，学生可以通过论文发展出自己独立的课题，从而对我们的学科领域构建有所贡献，并参与到批判式实践之中。

在香港大学景观设计教育走过20年后，我们在有关设计论文课程的价值方面积累了一定的思考。中国实践的快速发展使得

思考型和研究型实践难以生存。设计论文通常是毕业生在一种稳定、安全的环境下尝试理论和产出学问的最后机会。除了能够从独立完成项目中受益——最明显的是提升自律和项目管理能力，设计论文课程还有助于培养学生迈入实践领域的的能力，包括批判性自我反思能力、创新能力，以及对于建成环境的社会、经济和环境可持续性的坚定信念。在设计和研究的过程中，学生们发展设计工具、构建基本原理，以一种景观设计领域未来的领导者身份积极参与其中。

## 3 设计框架——研究过程

虽然我们制订了一门必修的“论文准备”课程来指导学生形成他们的设计论文的概念，其实学生们从进入香港大学校园的第一天起就已经开始接受这方面的训练。景观设计学硕士课程从挑战传统景观设计观念、扩展领域边界、质疑已广为流行的实践趋势和工具，以及培养好奇心入手。这个观点贯穿我们所有的教学过程，将研究和实验视为设计过程中不可或缺的一部分，并以对景观设计中的当代问题进行探讨的选修研讨课程作为补充。

在“论文准备”课程中，我们为学生们的探索模式制订出了结构。我们要求学生广泛地了解景观领域的当代论述，并引导他们从批判的角度出发设定一个论文主题。他们学着去为自己的原创性研究课题构建一个框架，探讨设计研究方法，完成对课题具有实际指导意义的案例研究和文献综述，并为各自的研究开启初步现场调研。该课程由主题定位，创造设计方法、推论和应用，以及对课题背景进行研究等部分构成。

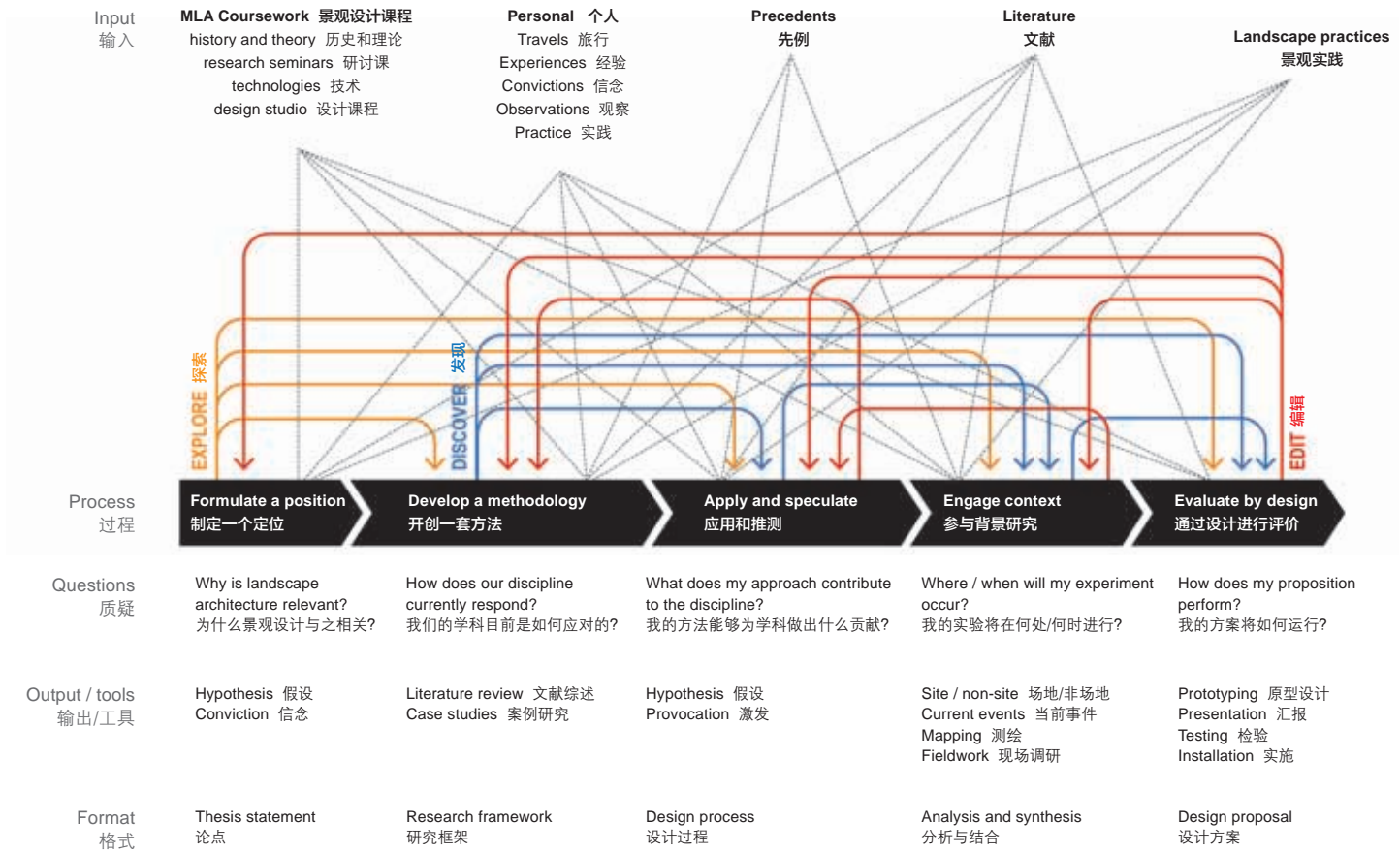
### 3.1 主题定位

对学科内基础阅读的涉猎和对当代社会时事的关注有助于学生在有关景观设计以及环境、文化、技术或都市主义的相关讨论中进行自我定位<sup>[3]</sup>。相关的当代思想和理论能够帮助学生在景观设计学科中定位所预想的研究，并形成论文框架<sup>[4]</sup>。这一过程使学生意识到在作品中需要严谨的知识，他们要根据领域中现有的知识证明自己的研究发现和设计方案，而不是仅靠臆测或个人观点。

### 3.2 设计方法

在设计中学生经常忽视研究的意义所在，“设计即研究”这一理念更是被抛之脑后<sup>[5]-[7]</sup>。我们引导学生们思考研究对设计学科产生的影响<sup>[8]</sup>、对社会产生的价值，并结合中国学术研究的资金投入与进展方面的相关背景问题，通过与欧美进行对比的方式，展开研究探讨。

论文课程的结构（图1）能够帮助学生建立自己的设计研究



1. 香港大学景观设计学硕士设计论文过程

1. HKU MLA design thesis process

As students shape their design-research process, they develop design tools and construct a rationale that enables them to participate actively, as leaders, in the future of the discipline.

### 3 Framing a Design — Research Process

While we have a mandatory “Thesis Preparation” course to guide the formulation of specific design thesis projects, the training of students to take on this challenge begins on the first day they set foot on the HKU campus. The MLA curriculum begins by challenging conventional notions of landscape architecture and expanding disciplinary boundaries, questioning accepted trends and tools of practice, and cultivating curiosity. This approach is prevalent in all the design studios where research and experimentation are integral components of the design process, and is supplemented by elective research seminars that acquaint students with contemporary issues in Landscape Architecture.

During the “Thesis Preparation” course, we give structure to these

modes of inquiry. We ask students to explore the broad sweep of contemporary discourse in Landscape Architecture, and guide them in developing a thesis proposal that adopts a critical position. They learn to frame their own original research question, explore design research methodologies, conduct meaningful case studies and literature reviews, and begin initial site research for their respective projects. The course is structured to formulate a position, create a methodology, speculate and apply, as well as to engage context.

#### 3.1 Positioning

An extensive survey of seminal readings in the discipline and observations of current events in contemporary society helps students to situate themselves within the discourse of Landscape Architecture<sup>[3]</sup> and related concepts of environment, culture, technology, or urbanism. It introduces them to relevant contemporary ideas and theories which help them position their proposed research within the landscape architectural

过程，这一切基于有助于支持其立场的意识形态和方法论体系，而不是公式化地遵循某些特定的模式。传统研究方法中的观察、分析、解释、设计和结论，正是我们所强调的学术严谨性。更重要的是，学生学到如何为他们的论文研究建立一个坚实的理论框架，该框架能够体现整个研究过程。若没有这个严谨的基础，最终的论文方案只能算是空有的假设或推测。

### 3.3 假设推论

传统的设计研究通常假定设计只能在分析研究完成之后才开始进行（如分析地形条件和限制，然后应用传统方法解决已知的问题），我们不鼓励学生以这种过程作为出发点。我们将“推测”的概念教授给学生，即设计研究能够同时进行，并将有助于应用设计、检验和原型建模的推测性策略。<sup>[9]</sup>推测性设计建立了一个最初的定位，由此生成了一个设计生成和反馈的迭代过程，从而促进讨论和探究。

### 3.4 背景研究

景观设计论文的背景包括场地所有的环境和物质元素，以及其他的非物质属性，如社会、政治、经济、历史等。<sup>[10]</sup>虽然我们并不排斥“非场地”或“无场地”的项目，但大多数学生需要选择一个具体场地，通过生成分析方法（测绘、测量、模拟），来确认、筛选和检验场地的相关信息，场地的各种关系和复杂性、使用情况、周围环境和背景。<sup>[11]</sup>学生们需要建立对于场地细致入微的理解，分辨哪些信息有用，哪些信息无用，<sup>[12]</sup>以及这些信息将如何影响他们的设计方案。

## 4 发明设计过程

香港大学有限的招生数量使得我们的师生比非常小（1:3 1:4之间），因此学生和导师之间能够展开更有深度的讨论和更深入的互动。与常规的设计项目不同，设计论文实质上以学生为主导，学生们自己制定、执行并完成项目的工作计划。论文导师提出信息来源和研究方面的建议，并在学生开展工作后对项目进行认真而审慎的评价。在设计论文的过程中，老师和学生之间的关系发生转变，学生在这段时期变为了导师的年轻同事。这种关系的转变也使得学生更专注于发自我探索的设计研究项目，这对所有年轻景观设计师来说是一种必要的成年礼。

在这种教学过程中，学生们学会了如何“编辑”自己的工作，即在研究中对信息进行分类和提取，反复地、审慎地对设计进行评价和修改，以及对预期的项目结果进行检验。这些反复的过程有助于学生拓展思维，深化论文的观点和表达。学生们将在

表1 景观设计硕士论文主题统计（2009~2013年）  
Table 1 Summary of MLA thesis topics (2009 - 2013)

序号 No.	论文主题 Thesis Topics
1	乡村景观更新、生产性景观的生成、城市人口中的食品安全 Reactivating rural landscapes, generation of productive landscapes, and food security in urban populations
2	如何应对气候变迁对海岸、乡村和城市社区产生的威胁 Responding to the threat of climate change on coastal, rural and urban communities
3	绿色基础设施更新、景观/生态/绿色都市主义、生态城市 Retrofitting of green infrastructure, landscape / ecological / green urbanism, and the eco-city
4	受污染环境的修复（矿区、工业景观、河道污染修复） Remediating despoiled environments (recovering mining sites, industrial landscapes, polluted waterways)
5	实现环境保护的机制 Mechanisms for achieving environmental conservation
6	文化遗产、社区和经济之间的平衡 Balancing heritage, community and economics
7	基础设施网络（交通、能源、废弃物和雨洪管理系统）的景观设计与规划 Optimizing landscape response to infrastructure networks (transportation, energy, waste and storm water management systems)
8	高密度城市公共空间的生成和使用 Generation and occupation of public space in dense cities
9	临时性景观和激活未使用地块 Temporary landscapes and activating underutilized sites
10	城市更新和城市社区 Urban renewal and urban communities
11	为有特殊需求群体服务的景观 Landscapes for special needs groups

正式的中期审查中展示自己的进度，评审专家包括受邀学者和景观设计执业人士，他们首先会对学生们已完成的研究工作和项目定位进行评价，随后对项目设计的开展进行审查。评审专家能够从旁观者的角度提出指导意见，就论文的内容、观点的一致性、工作与学科之间的相关性提出进一步的建议和评价。这些评论是非常重要的学习工具，能使学生获得来自导师和第三方的反馈，有助于学生完善和推敲观点的阐释。

这种自我反思式的设计论文开展方式的成果体现为一个旨在解决目前我们所面临的紧迫的社会、经济、环境问题的设计项目（表1）。这些项目涉及包括中国和东南亚的许多地方，连在艾哈迈达巴德、雅加达、乌兰巴托和湄公河都有学生进行了大胆探索。这些项目的范围和雄心反映出未来的景观设计师所关注和担忧的焦点。

开放式问题和探索研究方式使得论文项目将以过程和意识形态作为主导，而非以常见景观类型为向导。这类项目通常立足于现实，挑战实践标准，并能够在学科领域范围内为现实问题提供不同的解决方法。

由于这些项目通常都是基于个人的兴趣、信念、方法和经

discipline and to frame their thesis question<sup>[4]</sup>. This process alerts students to the need for intellectual rigor in their work and for them to be able to justify their research findings and design propositions with respect to existing knowledge in the field, rather than relying on assumption or personal opinion.

### 3.2 Methodology

The nature of research in design is often foreign to students, in particular the concept of “design as research”<sup>[5]-[7]</sup>. Students are introduced to the role of research in shaping and informing the design disciplines<sup>[8]</sup>, and its value to society, together with contextual issues relating to the funding and conduct of academic research in China, as compared to Europe and America.

The structure of the thesis courses (Fig. 1) facilitates students in creating their own process of design inquiry based on the ideological and methodological frameworks that underpin their position, rather than following a prescribed formula. Strong emphasis is placed on academic rigor through traditional methods of research: observation, analysis, interpretation, design and conclusion. More importantly students are taught to develop a sound theoretical framework for their thesis study that can inform this process. The final thesis proposal can be no more than supposition or conjecture without this essential foundation.

### 3.3 Speculation

We encourage students to look beyond traditional design approaches and methods which tend to assume design can commence only after research has been completed (for example, mapping opportunities and constraints and then applying traditional practices to resolve perceived problems). They are introduced to the concept of speculation, i.e. that design research can benefit from speculative strategies of applied design, testing and prototyping<sup>[9]</sup>. Speculative design establishes an initial provocative position from which an iterative process of design generation and reflection emerges in order to promote discussion and enquiry.

### 3.4 Contextualisation

The context of the landscape design thesis encompasses all the environmental and physical elements of site as well as the other non-physical attributes social, political, economic, historic, etc.<sup>[10]</sup> While

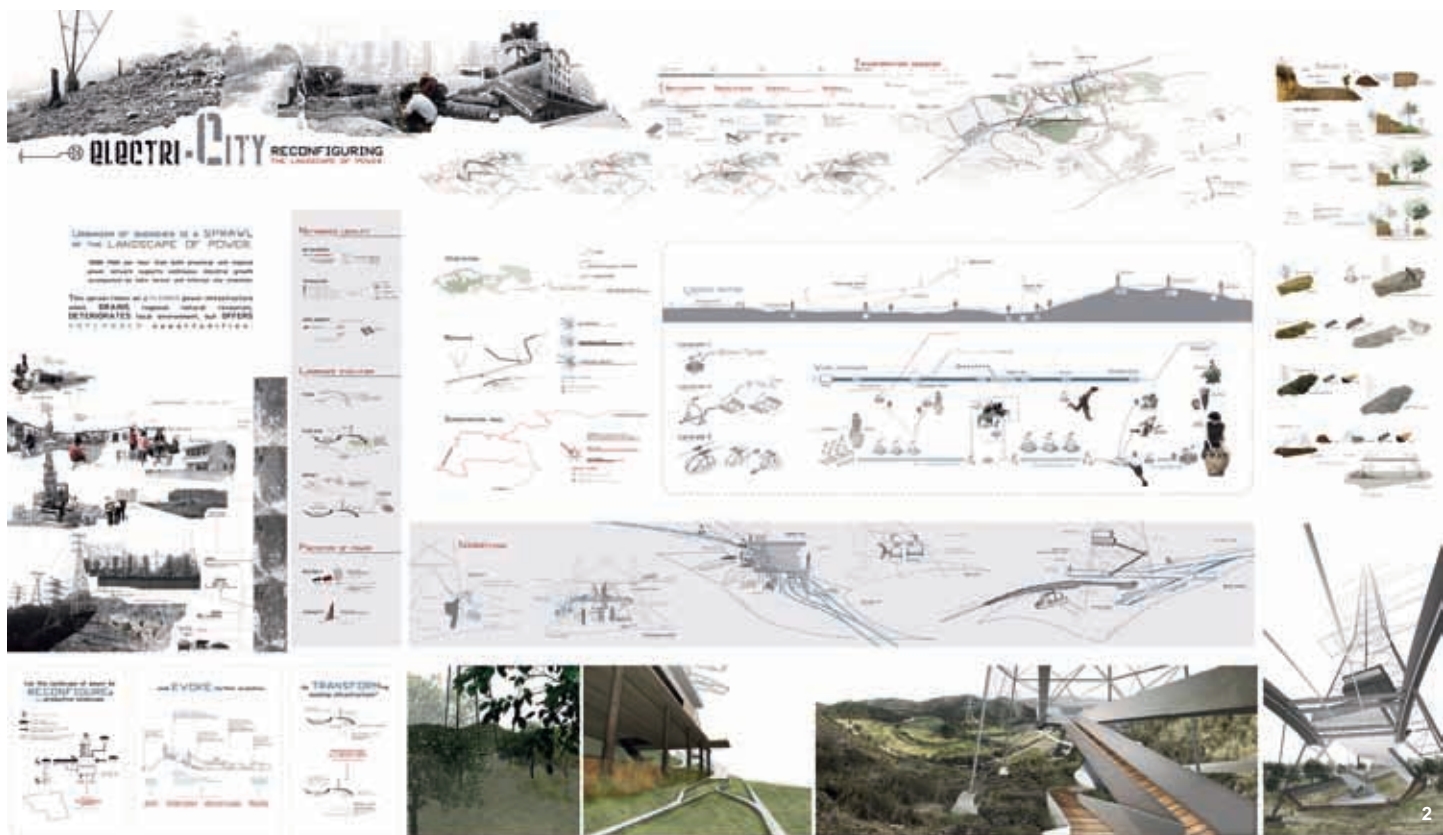
we do not discourage “non-site” or “site-less” projects, most students are required to select a site, and through generative analytical methods (mapping, surveying, modeling), identify, distill and test the relevant aspects of the site, its relationships and complexities, occupations, adjacencies and contexts<sup>[11]</sup>. They need to construct an intensely detailed understanding of their site and what makes it work or not work<sup>[12]</sup>, and how this might inform their design propositions.

## 4 Inventing a Design Process

The limited student intake at HKU enables us to keep the student-teacher ratio very small (between 1:3 and 1:4) which allows for far greater depth of discussion and more detailed interactions between students and their supervisors. Unlike regular design studio projects, thesis is essentially a student led process, in which they develop and execute their own work plan to realize their project. Thesis supervisors suggest information sources and study methods and critically review projects as they develop. During the design thesis process the relationship between teacher and student is transformed as students become our junior colleagues upon graduation. This shift in the relationship empowers students to proceed with an intensely focused design-research project that is personal and rooted deeply in self-discovery — a rite of passage that is necessary for all young landscape architects.

As part of this teaching process, students learn to edit their own work, i.e. sorting and distilling information derived from their research, repeatedly and critically evaluating and re-working their designs, and in testing their projects with respect to intended outcomes. These iterative processes help students to develop their thinking and strengthen their thesis arguments and presentations. Students present their work at formal interim reviews with panels of invited academics and professional practitioners, first to assess completed research work and project definition, and later, to review project design development. Reviewers provide critical external perspective and offer further advice and assessment of the thesis content, the coherency of arguments and relevance of the work to the discipline. The reviews are essential learning tools, with feedback from supervisors and third parties helping students to refine and rehearse the presentation of their arguments.

This self-reflective method of developing a design thesis has resulted in projects that address pressing social, economic, and environmental in our world (Table 1) with a broad geographic distribution across China



验，因此很难对每篇论文的形成“过程”进行统一总结。然而，我们希望以下5个案例能够帮助大家进一步了解香港大学设计论文工作的特点。

**柳凯莹（2012），电网城市：景观电力的重新配置（导师：彭文辉）**

在该论文研究中，柳凯莹对深圳的能源供应网络、基础设施的关系、经济状况、都市化过程，以及移民社区的边缘化和城市周边的乡村景观进行了探索。该设计论文利用现有的电力供应网络作为基础，构建额外的后勤运输系统，从而通过电力生产激活网络所影响的荒废杂乱的景观区域，并对居住社区和工作社区进行重新接合（图2）。

**蔡牧孜（2012），撤除设计：以预适应性拆除进行城市更新（导师：亚当·博贝特）**

蔡牧孜试图在城市更新过程（拆除、迁移、引入、建设）中创造具有价值的景观策略，让社区有机会参与拆除的过程。他的项目改变了一个建筑群的惯常拆除过程，从而使当地居民参与到这一更新过程之中。项目场地位于香港中心地带一个年代悠久

的居住社区内，他创造了一种生动的干预过程，既能够对更新过程的有效性提出审视，也能使当地社区的居民对此过程有所重视（图3，4）。

**夏乐伟（2013），望牛敦镇洲窝村：迈向新的田园主义（导师：亚当·博贝特）**

中国快速的工业化和都市化进程使得许多乡村地区出现了一种独特的“空心村”现象，该现象主要是由经济社会发展的双轨制导致的。中国正站在传统的自然资源生产模式和消费文化经济所产生的新景观审美的十字路口。这篇论文是景观结合政治的一个大胆的假设性实验，在遵循土地集体所有制、政治自制、经济自给自足的基本原则下，通过将2030年（中国预计的人口下降初期）“新田园主义”作为实践的课题，对充满活力的乡村景观的未来趋势进行了定义（图5，6）。

**韩钦（2013），为占领而设计：生命政治时代的公共空间（导师：樊艾文）**

公共空间既要能够承接重要的政治活动，也能够容纳日常生活。“为占领而设计”是一个开创性的论文项目，使用对立的概

and Southeast Asia with some venturing as far as Ahmedabad, Jakarta, Ulaan Bataar and the Mekong River. The scope and ambition of these projects reflect the concerns and anxieties of future landscape architects.

The use of approaches based on open-ended questions and discovery, has resulted in thesis projects that are process and ideologically driven rather than typologically oriented. The projects are grounded in contextual realities, challenge practice norms, and offer alternative methods to real issues in our field.

As these projects are often based on individual interests, convictions, approaches, and experience, it is difficult to neatly summarize the “process” through which each thesis is generated. However, we hope that the following five examples would provide some insight into the nature of the design thesis process works here at HKU.

**Hoiying Lau (2012), *Electri-city: reconfiguring the landscape of power* (Supervisor: Matthew Pryor)**

In her thesis study Lau explored the power supply network across greater Shenzhen, its infrastructural relationships, economics, and how it has influenced urbanization and impacted both marginalized migrant communities and peri-urban rural landscapes. The design thesis sought to leverage the physical components of the network to construct additional logistical transportation systems that would instigate a reactivation of affected landscapes areas for productive use, and re-engage both resident and working communities (Fig. 2).

**Muzi Cai (2012), *Design by removal: pre-adaptable demolition for urban renewal* (Supervisor: Adam Bobbette)**

Cai sought to generate valuable landscape interventions within the urban renewal process (demolition, removal, importation,

construction) and opportunities for community action in destruction. His project looked to capitalize on the demolition period and to change conventional demolition methods of a group of buildings in order to involve affected communities in the renewal process. Working on a site within a long standing resident community in Central, Hong Kong, he created a dramatic intervention that both questioned the validity of the renewal process and made it relevant to that community (Fig. 3, 4).

**Lewei Xia (2013), *Zhou Wo: towards a new ruralism* (Supervisor: Adam Bobbette)**

Rapid industrialization and urbanization in China has produced a unique phenomenon of “village-hollowing” in many rural areas, shaped by the dual-track structure of socio-economic development. China stands uneasily at the crossroads between traditional natural resource-based production and new economies with their culture of aesthetic landscape consumption. This thesis was an astonishing hypothetical experiment in landscape and politics, to define the future characteristics of living rural landscape as the practice of “new ruralism” in 2030 (the start of China’s predicted population decline), following the basic principles of: collective land ownership; politically autonomy; economic self-sufficiency (Fig. 5, 6).

**Qin Han (2013), *Design to occupy: public space in the age of biopolitics* (Supervisor: Ivan Valin)**

Physical public space has multiple ambitions and capabilities for accommodating consequential political activities and everyday the practice of life. “Design to Occupy ” was a revolutionary thesis project using the idea of antagonism as a type of programmatic generator, in making both space and public. Qin developed a rich and complex



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2. 柳凯莹论文汇报
3. 蔡牧孜的项目场地背景
4. 通过拆除推进场地开发的迭代模型
2. Thesis presentation by Hoiying Lau
3. Site context of Muzi Cai's project
4. Iterative model showing site development through demolition



5



6

念作为一种项目“生成器”，能够同时创造空间和公共生活。韩钦为公众开发了一套丰富且复杂的阐释与途径来利用空间，并帮助大家讨论各种关系，包括个人和大众、私人财产和公共财产、生命政治和生命权力的执行。他的设计意图不在于宣扬一种理想化的民主空间，而是要在香港促进一种独立运作的公共空间的形成，能够使公众在有关空间、权力和管理方面正式形成对话（图7）。

#### 张愚聪（2013），消耗都市：城市蜕变假想（导师：邓信惠）

张愚聪对内蒙古包头市一种两极化的情况进行了调查：这座城市一方面拥有大量的铁矿和稀土矿资源（为现代全球消费所需），另一方面却又遍布非常贫困的临时采矿社区（低收入、毒害污染、环境衰竭）。该论文对这种不计后果的资源消耗都市生活，以及如何在当地景观和社区中体现全球文化提出了质疑。她试图对这种非常规城市的运营机制进行再思考，从区域和当地尺度上对材料、移民、经济和政治的流动进行干预，以创造一个新型的资源开采型工业城市（图8，9）。

## 5 总结

目前中国的景观设计实践明确（也反复强调）需要有意义的研究来作为支撑。这种需求必须从景观专业的学生的教育着手，即为他们传授学科中正规的研究过程和方法，并鼓励他们去创新探索。只有通过探索，他们才能扩展学科领域，并为自己的实践提供基本原理和现实意义。

香港大学景观设计学硕士设计论文课程已经在过去的20年里成型，使得景观专业的学生有机会获得良好的研究技能，并促进

他们在景观设计行业中追求自己的兴趣。这门课程对景观界的贡献在于培养出一批终生掌握评判性思考、系统性研究和分析，善于表达自己简洁清晰的观点，一毕业就能胜任工作岗位的景观设计师新生力量。LAF

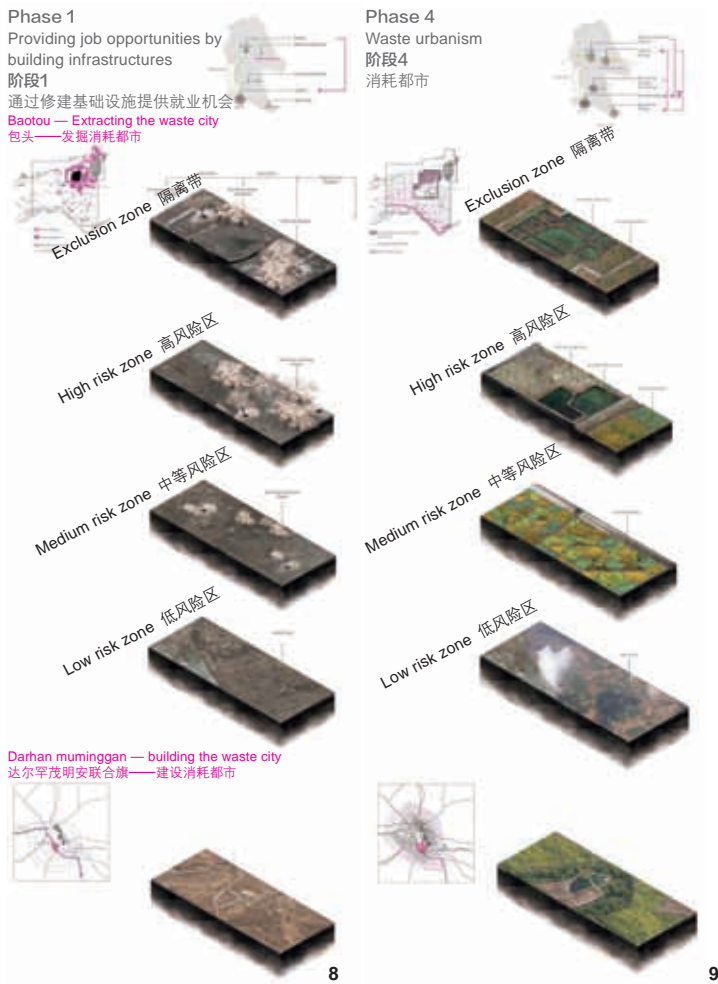
#### 致谢

本论文大量引用了香港大学园境建筑学部由阿什利·斯科特·凯利和樊艾文于2013~2014年开设ARCH7034：论文准备课程的课程大纲和教学材料。这门课于2012~2013年由邓信惠和彭文辉开设。ARCH7202：论文设计工作室课程2013~2014年由邓信惠协调，2012~2013年由彭文辉协调。论文指导教师目前包括彭文辉、邓信惠、陈弘志、麦咏诗、梅丽莎·凯特·克莱斯特、亚当·博贝特、樊艾文、斯科特·墨尔本、苏瓦娜·艾皮特和阿什利·斯科特·凯利。

5. 夏乐伟的论文方案展示图
6. 夏乐伟论文项目的场地分析图
7. 韩钦的论文汇报会
8. 张愚聪的《消耗都市》论文阶段1汇报分析图
9. 张愚聪的《消耗都市》论文阶段4汇报分析图
5. Composite image from Lewei Xia's thesis proposal
6. Site analysis from Lewei Xia's thesis report
7. Qin Han's thesis presentation
8. Diagram from thesis report, Phase 1 development in *Waste Urbanism* by Yucong Zhang.
9. Diagram from thesis report, Phase 4 development in *Waste Urbanism* by Yucong Zhang.



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manifesto and toolkit for the public to utilize place and to help them discuss the interrelationship between: individual and the commons; private property and public commodity; and the implementation of biopolitics and biopower. The intent of his design proposal was not to render an idealised democratic space, but to promote an independently operating public space in Hong Kong that formalized the public’s evolving dialogue on space, power and governance (Fig. 7).

**Yucong Zhang (2013), Waste urbanism: a questioning imaginary of urban metamorphosis (Supervisor: Dorothy Tang)**

ZHANG examined the dichotomy in the city of Baotou, Inner Mongolia between the rich iron and rare earth mineral resources (demanded by modern global consumerism) and the highly impoverished transient mining communities (low wages, toxic pollution, environmental depletion) that are employed to exploit them.

The thesis questioned this reckless waste urbanism, and how global culture reflects on local landscape and community. In her project she sought to rethink the operational mechanisms of such accidental cities, and to intervene in the flows of material, migration, economy and politics at regional and local scale to create an alternative resource-extract industry city (Fig. 8, 9).

**5 Summary**

There is a clear (and often stated) need for meaningful research to support the practice of landscape architecture in China. There is a corresponding need for landscape students to be taught the formal processes and methodologies of research within the discipline, and for them to be encouraged to explore. Only through their explorations will they be able to expand the field and give rationale and relevance to their own practice.

The MLA Design Thesis at the University of Hong Kong has been specifically shaped, over the last twenty years, to allow landscape students the opportunity to acquire robust research skills, and to encourage them to pursue their own interests in Landscape Architecture. The impact of the course on the profession is in the life long skills in critical thinking, systematic research and analysis, and the concise articulation of arguments, that graduates can bring to the workplace. **LAF**

**ACKNOWLEDGEMENTS**

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