



## **CIEE Paris, France**

<b>Course title:</b>	Paris Collage. History, Culture, Architecture (in English)
<b>Course code:</b>	FRST 3101 PAFR (ENG)
<b>Programs offering course:</b>	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block, Summer in Paris
<b>Open Campus Track:</b>	Language, Literature, and Culture
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Spring Block I 2023

### **Course Description**

This course is a multi-faceted and multi-disciplinary approach to the evolution of the city of Paris, with an emphasis on the impact of cultural, social and political forces on the city's built environment. We will study how construction and urban planning activities on various scales negotiate demands for respecting and protecting the city's architectural heritage, on the one hand, and preserving Paris' role as a center of architectural/cultural innovation and avant-gardist experiments, on the other. We will analyze aesthetic and functional aspects of urban structures and individual buildings, learn about different architectural styles and urban planning approaches and how these have been shaped by given geographic and climatic factors as well as by contingent cultural movements and political ambition.

Beside theoretical lectures, the making of Paris is studied in the city itself through excursions that will take us to numerous places ranging from the Gallo-Roman forum to contemporary urban designs. These field trips will not only allow us to see Paris' major landmarks and gain insight into their history, but also to apply the architectural and urban planning vocabulary studied in class, and to recognize and classify different styles, symbols and materials. The course will involve a lot of walking: while comfortable and wear-resistant shoes will be most crucial, an umbrella or raincoat and a water bottle should likewise be part of your outfit.

### **Learning Objectives**

By completing this course, students will:

- Gain an in-depth understanding of the historical, political, and socio-cultural factors at play in the construction of the city of Paris.
- Have the capacity to identify different architectural styles and their historical grounding throughout the city.
- Sharpen their skills of perception relating to architecture and urban design in general.

### **Course Prerequisites**

None

### **Methods of Instruction**

This course is taught through lectures, discussion of the assigned readings, and the study of images as well as architectural and urban plans. An electronic reader available on Canvas will provide with an introduction to the Paris Collage lectures, with each "chapter" corresponding to one lecture. The weekly schedule also indicates homework and additional readings. You might not have time to read all these books, but it is highly recommended to skim through the main titles. Excursions will offer the opportunity to visit some of the most significant Parisian buildings, squares, and parks from various historical periods. Student responses to readings and sites contribute significantly to discussion.

Excursion dates and locations are in the updated weekly schedule on Canvas. These are required elements of the course.

### **Assessment and Final Grade**

1. Drawings	10%
2. Quizzes	20%
3. Individual Field Reports and Peer Reviews	30%
4. Group Presentation	10%
5. Peer review of individual reports	10%
6. Class Participation	20%
TOTAL	100%

## **Course Requirements**

### **Drawings**

The purpose of these assignments is to summarize and visualize specific terms necessary in the description and analysis of architecture.

### **Quizzes**

Quiz 1 covers vocabulary learnt during the first three weeks of class.

Quiz 2 involves identifying, dating and characterizing a number of selected sites and buildings visited during the field studies.

### **Individual Field Reports and Peer Reviews**

Students will choose three individual/independent field studies, or one every two weeks. For each of them, a 750-word written report will be submitted on Canvas.

For the second field report, a first version is submitted for peer review. The assigned reviewer will provide constructive criticism, based in part on areas mentioned by the writer as needing improvement (content, format...). The writer's final report will take this into account as much as possible and where relevant; the final report should be publishable on-line and understandable by non-specialists, but it should also be interesting to those with insights on the subject.

### **Group Presentation**

Students will be divided in groups. Each group will define a collective subject connected to the course and prepare a group presentation of 20 minutes (all students will participate in an active way during the preparations and the presentation). Presentations will take place in the classroom during our last session, with each group choosing an appropriate format adapted to the subject of their choice. Groups will be defined at the end of the second week of classes and each group's subject submitted before the end of the fourth week of classes.

### **Peer review of individual reports**

### **Class Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided

- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: 1.1 Guidelines for Architectural and Urban Analysis

Introductory lecture : "How to track 2000 years of history in today's Paris

#### **Recommended background reading:**

A. Ayers, The Architecture of Paris, p. 8-18.

A. Sutcliffe, Paris, An Architectural History, p. 1-7.

P. Simon, Paris Visite Guidée.

D. Busson, Paris, a Roman city, archaeological guides to France.

Class: 1.2 Medieval Religious Paris

Lecture at CIEE and field study at Notre-Dame cathedral.

#### **Recommended background reading:**

A. Ayers, The Architecture of Paris, p. 19-27; 78-84; 103-104; 125-126; 288-292.

A. Sutcliffe, Paris, An Architectural History, p. 8-11.

#### **Week 2**

Class: 2.1 Medieval Paris, a Fortified City

Lecture at CIEE and field study at the Castle of Vincennes.

#### **Drawing 1 due: draw a Gothic structure in Paris.**

#### **Recommended background reading:**

A. Ayers, The Architecture of Paris, p. 56; 351-354 & 395.

M. Fleury, V. Kruta, The Castle of the Louvre.

Class: 2.2 Renaissance Paris

Lecture at CIEE and field study at the Louvre.

Drawing 2 due: draw a medieval fortification system.

**Recommended background reading:**

A. Ayers, *The Architecture of Paris*, p. 30-43.

J. Summerson, *The Classical Language of Architecture*.

A. Sutcliffe, *Paris, An Architectural History*, p. 12-47.

**Week 3**

Class: 3.1 Towards a modernization of Paris.

Lecture at CIEE and field study in the Marais.

**Drawing 3: draw the five orders.**

**Field report 1: submission on Canvas.**

Class: 3.2 17th -Century Paris

Lecture at CIEE and field study at the Hôtel des Invalides.

**Recommended background reading:**

A. Ayers, *The Architecture of Paris*, p. 44; 56; 112-115; 122-124; 143-146; 177-178; 201; 333-348; 368-373.

A. Sutcliffe, *Paris, An Architectural History*, p. 48-66.

Class: 3.3 The Panthéon

**Quiz 1**

Lecture at CIEE and field study at the Panthéon.

Review vocabulary learnt in class.

**Recommended background reading:**

A. Ayers, *The Architecture of Paris*, p. 64-72; 85-03; 99-102; 395-400.

**Week 4**

Class: 4.1 19th-Century bourgeois Paris

Lecture at CIEE and field study at the Opéra Garnier.

**Recommended background reading:**

A. Ayers, *The Architecture of Paris*, p. 319-321.

**Field report 2: published on Canvas for peer review**

Class: 4.2 19th-Century Working-Class Paris

Lecture at CIEE and field study in the parc des Buttes-Chaumont.

**Field report 2: peer review due on Canvas.**

Class: 4.3 Modern Movements

Lecture at CIEE and field study in the World Fair's area.

**Field report 2: final submission online.**

**Week 5**

Class: 5.1 Post-war Paris

Lecture at CIEE and field study at the Halles and the Centre Pompidou.

**Group presentation: submit a 1-page written proposal (subject and format).**

**Recommended background reading:**

A. Ayers, *The Architecture of Paris*, p. 50-55; 93-99.

A. Sutcliffe, *Paris, An Architectural History*, p. 105-83.

Class: 5.2 Today's Paris I

Lecture at CIEE and field study at La Défense.

**Recommended background reading:**

A. Ayers, *The Architecture of Paris*, p. 308-315.

A. Sutcliffe, *Paris, An Architectural History*, p. 184-206.

Class: 5.3 Today's Paris II

Lecture at CIEE and field study in the Bercy / Rive Gauche districts.

## **Week 6**

Class: 3.2 Group Presentations

Your Paris Collage: group presentations.

**Field report 3: submission on Canvas.**

Class: 6.1 Paris Tomorrow

Lecture at CIEE and field study at Clichy-Batignolles.

Class: 6.3 Quiz 2

## **Course Materials**

### **Readings**

- A. Ayers, *The Architecture of Paris*, London: Menges, 2004.
- A. Sutcliffe, *Paris, An Architectural History*, New Haven and London: Yale University Press, 1993.
- B. Bergdoll, *European Architecture 1750-1890*, Oxford History of Art, Oxford: Oxford University Press 2000.
- D. Busson, *Paris, a Roman city*, archaeological guides to France, Paris: Monum, 2003.
- J. Summerson, *The Classical Language of Architecture*, London: Thames and Hudson, World of Art, 1988.
- M. Fleury, V. Kruta, *The Castle of the Louvre*, Dijon: Faton.
- P. Simon, *Paris Visite Guidée*, Paris: Picard, Pavillon de l'Arsenal 2007.