



CIEE Global Institute – Paris

Course name:	Paris Collage: History, Culture, Architecture
Course number:	FRST 3101 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

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 the end of this course, students will have:

- An in-depth understanding of the historical, political, and socio-cultural factors at play in the construction of the city of Paris.
- The capacity to identify different architectural styles and their historical grounding throughout the city.
- Sharpened 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. 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

Drawings	10 %
Quiz 1	10 %
Three individual field reports 3x10%	30 %
Peer review of individual reports	10 %
Group presentation	10 %
Quiz 2	10%
Class Participation	20%

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

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 online 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.

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.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may result in *a lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.*

*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class



- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

An electronic reader for the Paris Collage course is available on Canvas, with each “chapter” corresponding to one lecture. The weekly schedule also indicates homework and additional readings.

Week 1

Session 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*.

Session 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

Session 3 / 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*.

Session 4 / 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

Session 5 / 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.

Session 6 / 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.

Session 7 / 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

Session 8 / 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.

Session 9 / 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.

Session 10 / Modern Movements

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

Field report 2: final submission online.

Week 5

Session 11 / 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.

Session 12 / 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.

Session 13 / Today's Paris II

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

Week 6



Session 14 / Paris Tomorrow

Lecture at CIEE and field study at Clichy-Batignolles.

Session 15

Your Paris Collage: group presentations.

Field report 3: submission on Canvas.

Session 16

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.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*



The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student’s permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student’s home institution of the infraction and subsequent penalty.