Course name: Paris College: History, Culture, Architecture
Course number: FRST 3101 CIEE
Programs offering course: Online Summer
Language of instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Summer 2020

Course Description

This course is a multi-faceted approach to Paris’s development and evolution, with an emphasis on the impact of cultural, social, and political forces on the city’s built environment. The continuance of building, on both a large and a small scale, renders Paris – more so, perhaps, than other cities – a diverse and dynamic metropolis embodying the architectures of yesterday, today and doubtless, tomorrow as well. In this course we will analyze aesthetical and functional aspects of urban structures and how their surroundings establish the atmosphere and characterize every urban society - characteristics that vary from different geographical situations and climates, the size of the city, and from one period to another (thus talking about styles).

Beside theoretical lectures, the making of Paris is studied in the city itself, from the Gallo-Roman forum to contemporary urban designs. You will gain insight into the history of Paris major landmarks, but also learn how to perceive architectural and urban compositions in general (vocabulary, symbols, materials, functions, archaeology, etc.).

Prerequisites
None.

Learning Objectives

Students will gain:
● An in-depth understanding of the historical, political, and sociocultural 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.
● Experiences that sharpen skills of perception relating to urban composition in general.

Methods of Instruction

Excerpts from reference sources on each topic of the course will be available on Canvas. These will
provide students with an introduction to the lectures or complement them. Following each lecture, a quiz will allow students to assess how well they remember and understand the factual elements surveyed by the professor and covered in the readings.

The virtual visit of a Parisian building (monument, museum, etc) assigned by the professor will then be followed by a 400-word discussion post. In the post, students will be asked to explain how, in their view, the building both exemplifies and presents specificities with respect to the period and style introduced in the lecture.

The student presentation of a building related to the period and style the lecture focused on will conclude each session’s work. Selected in agreement with the professor, this presentation will give the student in charge the opportunity to introduce another Parisian building to his/her peers and discuss its relation to the period and style examined during the session. Other students will be asked to submit questions to the presenter and peer-review his/her presentation.

**Assessment and Final Grade**

- Participation work per session 20 %, including
  - quizzes on lectures and readings 5%
  - discussion posts on virtual visits 10%
  - questions submitted and peer-reviews of presentations 5%
- Weekly Research Reports (3) 25%
- Mid-term test 15%
- Presentations 20%
- Final test 20%

**Course Requirements**

**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 discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

In this online course, continued participation and engagement are assessed through
a) the quiz taken after each lecture, and which covers both the lecture and the readings (a score of 85% or over earns full credit);
b) the 400-word discussion post on the virtual visit assigned by the professor in each session;
c) the questions and peer-review submitted on another student’s presentation at the close of each session.
Students have 72h to complete participation work related to a given session.

Time on task hours per session: 2h30, or 30h for 12 sessions

**Weekly Research Reports**
Students will write three short papers summarizing personal observations and reflections. These can be about three different subjects or about one topic approached from three different perspectives, but all should be linked to the course content. Each paper will be 1,000 words long (+/-10%) and will be submitted on Canvas. The content should be publishable and understandable by non-specialists but also interesting to those with insights on the subject.

**Time on task hours: 30h**

**Mid-Term and Final Tests**
Both tests are cumulative. Building on both the quizzes and the discussion posts for each session, they consist of multiple-choice questions as well as short-essay questions and cover the material presented and discussed during lectures, virtual visits and student presentations.

**Time on task hours: 30h**

**Presentations**
During the course, all students present twice in the form of a 10mn personal video:

a) the first presentation features a building selected with the professor’s input and approval. It is due on the day when the period and style are covered;

b) the second presentation is comparative in approach and relates a building in the student’s home country to a Parisian building studied in class. It is due by the start of the week 4.

**Time on task hours: 10h**

**Additional Notes on Participation**
Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

**Technology Requirements**
Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

**Attendance Expectations:** In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.
Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director. CIEE instructors / staff will monitor student engagement on a weekly basis. The weekly schedule below outlines due dates for asynchronous learning activities for this course.

* N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

**Weekly Schedule**

**Prior to course start, please complete the following:**

1) **Your Paris** – select 3 pictures (your own, from the web, or ...) to illustrate your idea of Paris, prepare a few lines explaining your choices.

2) **Take the Survey of previous academic experience on Canvas.**

**Time on task:** 1

**WEEK 1**
Session 1
Guidelines for Architectural and Urban Analysis.

Readings:
Horowitz, “Why is it so easy to fall in love with Paris over and over again?”
Rasmussen, Experiencing Architecture, p. 9-34.

Time on task: 3h

Session 2
Paris in the Antiquity.
Lecture and online visit of Lutetia, the Roman settlement and city from the first century AD.

Readings:
Busson, Paris, a Roman City, p. 11-16; 36-44; 58-61.
http://www.paris.culture.fr/en/

Time on task: 2h

Session 3
Lecture and online visit of the Notre-Dame cathedral.
Independent online visit/s of Sainte-Chapelle and/or Saint-Denis, followed by online discussion/s.

Readings:
Baumgaertner and Vankin, “The Science of Rebuilding Notre-Dame.”

Recommended Reading:

Time on task: 3h
WEEK 2

**Session 4**
Medieval Paris: a Fortified City.
Lecture and online visit of the castle of Vincennes.
Independent online visit of the Tour Jean sans Peur, followed by online discussion.

*Readings:*

*Time on task: 2h30*

**Session 5**
Renaissance Paris.
Lecture and field study at the Louvre.
Independent online visit of the Tuileries gardens and the Champs-Elysées, followed by online discussion.

*Readings:*


*Time on task: 3h*

**Session 6**
Lecture and online visit of the Hôtel des Invalides.
Independent online visit of the Luxembourg gardens, followed by an online discussion.

*Readings:*
Bussmann, *Paris and the Ile de France*, p. 30-64.

Time on task: 6h

Research Report #2 due.

**WEEK 3**

**Session 7**
Western Greater Paris: Maisons-Laffitte and Versailles.
Lecture and online visits of the Castle and the Gardens of Versailles.
Independent online visits of the Grand and the Petit Trianon, followed by online discussions.

*Readings:*
http://en.chateauversailles.fr/discover/history/great-characters/louis-xiv

Viewing:
Documentary film on the castle of Maisons in the ‘Architectures’ series.

Time on task: 3h30

Mid-Term Test.

**Session 8**
Lecture and online visit of the Panthéon.
Independent online visit of the Catacombs, followed by online discussion.

*Readings:*

Time on task: 4h30

**Session 9**
Paris in the French Revolution and the early 19th Century.
Lecture and online visit of the Palais Royal.
Independent online visit/s of a selection of covered passageways and/or the Père Lachaise cemetery, followed by online discussions.

Readings:
Marshall, *Building Paris*, p. 120, 125.
https://www.nationalgeographic.com/magazine/2011/02/paris-catacombs/

Viewing:

Time on task: 6h30

Research Report #3 due.

WEEK 4

Session 10
Towards a Modern Paris: Haussmann and Napoléon III redesign the city of lights.
Lecture and online visit of the Opéra Garnier.
Independent virtual visit/s of a railway station and/or the Park des Buttes-Chaumont, followed by online discussions.

Readings:

Viewing:
Documentary film on the Opéra Garnier in the ‘Architectures’ series.

Time on task: 4h30
**Recommended reading:**

Tézenas du Montcel, A Century of Palais Garnier.

**Session 11**

**Modern Movements.**

Lecture and online visits of modern houses in Paris.

Independent online visit of a Modern Movement structure in Paris, followed by online discussion.

**Readings:**

Cohen, Eleb and Martinelli, Paris, Architecture 1900-2000, p. 12; 40; 56; 64; 215.


**Viewing:**

Ravenscroft, “The Statue of Liberty: Engineering an Icon.”

**Time on task: 5h30**

**Session 12**

**Postwar Paris.**
Lecture and virtual visits on “Les Halles” and the Centre Pompidou.

Independent online visit of Front de Seine, followed by online discussion.

*Readings:*


“Life Begins at 40: has the Olympiades Development Reached Maturity?”

https://parisisinvisible.blogspot.com/2013/04/life-begins-at-40-has-olympiades.html

*Viewing:*

Documentary film on the Centre Pompidou in the ‘Architectures’ series.

*Time on task: 4h30*

*Final Test.*

*Course Materials*

*Print Texts*


Horowitz, A. “Why is it so easy to fall in love with Paris over and over again?” The Telegraph, 3 December 2016.

Hugo, V. The Hunchback of Notre-Dame. 1832.


https://www.nationalgeographic.com/magazine/2011/02/paris-catacombs/


**Audiovisual Texts**
