

Course program

1st semester 2024/2025

Licence 3

Semester 5 (3rd year)

Public administrative establishment of the
Ministry of Culture and Communication

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Teaching unit:

L517 – Project

Teachers:

NUSSAUME Yann

SAUBOT Antoine

LOPEZ Luis

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

JAPANESE FRIENDLY
communication language

ENGLISH FRIENDLY
communication language

SPANISH FRIENDLY
communication language

PROJECT

L517PA01 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

Following the acceleration of climate change, and in accordance with the objectives of the Grenelle Environment Forum that France has set for itself, it is becoming essential to strengthen long-term decisions in terms of the sustainable development of the territory. In order to constitute "quality" territorial fabrics, it seems necessary to think of architecture in relation to the landscapes that surround them and to reconsider, at various scales, the role of the substrates (geographical, historical, symbolic, social, etc.) on which they are implanted, without neglecting the apprehension and social practices of the groups that inhabit them.

Taking into account the poetic dimension of architecture, the objective of this project group will be to make the student reflect on the implementation of an "ecological" collective housing program, in a changing urban fabric.

At the end of the semester, the student should have strengthened his or her knowledge of this type of program, and developed knowledge on the transformation of this type of building and the notion of living (changes in uses and practices, importance of different cultures and lifestyles, influences of environments) confronted with environmental needs. He or she will also need to be able to identify the interdependence of the fields of landscape, architecture and urban planning.

Content:

The students will design their buildings by placing them in a logic of either densification or the establishment of an "eco-district" in an existing fabric chosen by the teachers. After an explanation of the issues at stake in the territory, they will begin by carrying out objective analyses and sensitive

readings. In view of the results of the latter, they will define the density, access, circulation and relationships to the existing urban landscape (constituted urban forms, green belt, etc.) of their project. The whole project will be carried out in a search for economy and optimal management of land and networks, by limiting the use of cars and promoting public transport. The design of collective housing will take into account different scales (block, neighbourhood). They will have to pay attention to the grading of the private and public spaces (sidewalks, playgrounds, car parks, roads, shared gardens, etc.) surrounding the building and be able to design them. Designing buildings that respect a sustainable development logic does not limit the reflection to simple regulatory (performance), technical (skins, ventilation, energy input) or typological logics. The student will have to question the sensitive dimension, the qualities of the spaces (light: functions, accessibility for all), the well-being of users, the orientations and shapes of the volumes as well as the diversity of the programs. It will also examine the very process of making the city and the building: participation of the inhabitants, multi-criteria analysis, methods of manufacture of the building (types of company, materials, etc.)

Work required:

Two types of complementary exercises will be requested during the semester:

- analytical work associated with research on the evolution of ways of living, in particular the emergence of participatory housing in urban areas (also known as self-promotion housing)

- the design of a collective housing project itself, in connection with a requalification of the existing urban landscape.

The analysis work will aim to provide students with fundamentals and culture on sustainable housing in different environments.

In pairs, they will have to study one or more blocks within a contemporary eco-district chosen in different countries. For each block or group of blocks, they will analyse: the social and cultural context the design process the relationship to the neighbourhood and the landscape (density, location, private and public spaces, access, etc.) typologies, assembly, "figure" the construction system (the structure, the envelope, etc.) the treatment of fluids and external energy inputs...

The design of the collective housing project and the redesign of the surrounding urban landscape will be carried out in two stages.

In groups, and in conjunction with the city's administrative services and local associations, taking into account the technical needs (decontamination, etc.), the needs of the district, the expectations and requests of the inhabitants, the students will reflect on a former industrial or military wasteland, the urban and landscape links, the programme, the division of plots, the location of buildings (programme, mix, access?). To do this, they will carry out objective analyses and sensitive readings.

Then, they will choose one of the buildings and design it, questioning the building's manufacturing process.

Course material:

Teaching unit:

L517 – Project

Teachers:

LE NORMENT Quentin

ELEFTERIOU Thomas

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA02 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

The objective pursued in this course is to enable students to be able to design a collective housing project in a constituted and complex urban fabric, while promoting the acquisition of design tools and the understanding of an architectural culture centred on the issues of the design of collective housing and its relationship to the city.

Content:

The classes are weekly and are organized in two parts: The beginning of the morning is devoted to classes, analysis work, presentations and visits, the rest of the day to corrections of exercises and follow-up of projects.

The morning sessions provide, via analysis work carried out by the students and courses given by the teachers, the tools and knowledge necessary for the development of a collective housing project. The main themes addressed are: the question of collective housing and its appearance, typologies, assemblages, distributive and constructive modes, housing components and their uses, transition spaces from public to private, external extensions to housing, orientations and views, building tectonics and openings, etc.

The afternoon is devoted to project work. Two to three exercises punctuate the semester and allow the issue of collective housing to be tackled gradually, in continuity with the second-year teaching.

The approach explores the question of housing as a means of inhabiting the city, and promotes work at all scales, from the project site (landscape, city, district, plot, etc.) to each room making up the housing. The project work is based on the simultaneity of volumetric work adapted and integrated into the

existing context and the implementation of a way of living (typologies, assemblies, interior qualities of the housing).

It is a question of becoming aware of the potentiality of a site, through its views, its limits, its topography, its orientation, and making the most of this specific urban situation, by exploring the typologies and scales possible with regard to this context. The idea is to work on the housing project as a constituent element of an urban sequence, to approach the project as the articulation and interaction of appropriate scales, and to aim for coherence between typology, distribution and construction mode.

This work is carried out with constant back-and-forth between different scales of representation (from 1/500th to 1/50th, or even 1/20th) and different tools (plans, models, drawings, perspectives).

These leaps in scale make it possible to work from the overall project to the interior of the home, without ever losing sight of the overall project and the relationship to the context.

The question of housing in the city today is being explored, in all its aspects, whether it is possible and acceptable density, urban quality, changes in lifestyles and environmental aspects.

Work required:

The organization of the semester will alternate group and individual work. The projects will be submitted according to the instructions given in class and will be finalized at the conventional scales of an architectural preliminary project (1/500 for the general project and 1/200, 1/100 details at 1/50 and + if necessary 3D representations and models, etc.).

A model of the site of the last exercise will be made in groups.

Course material:

Teaching unit:

L517 – Project

Teachers:

GAUDIN Bruno
QUANCARD Camille
D'ANDLAU Patrick

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA03 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

This course is supervised by Camille Quancard, Patrick D' Andlau and Bruno Gaudin.

After the exercise of the small building between terraces tackled in the second year, this semester's project is part of the perspective of a gradual learning of the complexity of the architecture of collective housing. It addresses the three scales of collective housing in an urban environment: Projecting an urban fragment, here through the creation of a system of three or four large plots, designing an apartment building, designing different types of housing. Each student will have to design a residential unit composed of different types of housing in a constituted and changing urban context. The number of housing units is not a programmatic data, it will be the result of the students' research to propose the largest number of housing without this number detracting their quality. It is based on an answer to the general questions of density and capacity of a city. In other words: in order to limit the harmful effects of urban sprawl - reduction in the surface area of agricultural land, waterproofing of the soil - how to densify the city while qualifying it.

This exercise is designed to acquire the solid foundations of housing design in an urban environment, an essential basis for approaching the learning of the project on an urban and territorial scale.

Content:

Knowing how to project an urban form on the scale of a large plot (about 2500 m²) 1/500:

- Context analysis, study of morphogenesis, recognition of tissue types and habitat typologies,... 1/2000 to 1/200

- formulate a project intention in a group: most often it is a group of 4 students.
- Taking a position in relation to the urban context and formulating intentions
- Composition of solids and voids and of the different scales of habitation ech 1/500: naming the voids, dimensioning the solids.....
- Creation of a 1:500 scale model summarizing the position taken in relation to the urban context
- Familiarize yourself with the concepts: block, plot, joint ownership, vis-à-vis, templates.....
- Distributive organization of the plot and its successive sequences.....

Architecture of collective housing from 1/200 to 1/100:

- Project the different types of housing within the plot, from individual to large building: courtyard house, stacked houses, dwellings intermediaries, collective buildings...
- Shaping the collective distribution
- Iterative design between the scales: urban, parcel and that of the building
- Typological composition within the building, vertical and horizontal assemblies...
- Identification of the singular points of the building, implementation of the theme of repetition and variations

The architecture of the housing scale 1/200 to 1/20

- Organization of the plan according to typological principles, identification and hierarchy of housing spaces, etc.
- Space sizing
- Implementation of the structural partition and load-bearing/carrying differentiation
- The exterior extensions of the housing, putting the inside/outside perspective...
- Neighbourly relations between dwellings: above/below opposite side by side...
- Introduction to the theme: The window, the façade, the construction

Work required:

The work and exercises are individual for the first classes. In a second step, we will ask the students to reflect on the urban scale in a group and on this basis each student will be able to deepen the individual work. The work will be posted weekly.

Course material:

The teaching day is divided into two parts:

- In the morning, often but not systematically, around "lectures" given by Bruno Gaudin and articulated according to the progress of the project:

the courtyard house as an urban system, the dwelling in the medieval fabric of European cities, the distributive systems of the building, the window and the

façade, etc..... These courses are not chronological but rather thematic. They provide students with an architectural culture by crossing

historical forms and their modern reinterpretations Culture essential to open-mindedness to discern permanence and change of the question of housing.

- The afternoon is devoted to the correction of the students' work, either in groups or individually according to the stages of the design.

Teaching unit:

L517 – Project

Teachers:

GABBARDO Denis

CREMONINI Pietro

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

ENGLISH FRIENDLY
communication language

ITALIAN FRIENDLY
communication language

PROJECT

L517PA04 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

The objective pursued in this course is to enable students to be able to design a collective housing project in a constituted and complex urban fabric, while promoting the acquisition of design tools and the understanding of an architectural culture centred on the issues of the design of collective housing and its relationship to the city.

Content:

Classes are weekly and alternate between analysis, presentations and project follow-up.

The morning is devoted to collective corrections (with the two teachers), the afternoon in half groups (with one of the two teachers),

The semester begins with the study of a large corpus of reference projects. (some of these creations will be seen on the occasion of the trip at the end of November)

The analytical work carried out by the students and the clarifications provided by the teachers, provide the tools and knowledge necessary for the development of a collective housing project.

The main themes addressed are: the question of collective housing and its appearance, typologies, assemblages, distributive and constructive modes, housing components and their uses, spaces of transition from public to private, extensions outside the housing, orientations and views, building tectonics and openings, etc.

Exercises punctuate the semester and allow the issue of collective housing to be tackled gradually, in line with the second-year teaching.

The approach explores the question of housing as a means of inhabiting the city, and promotes work at all scales, from the project site (landscape, city, district, plot, etc.) to each room making up the housing. The project work is based on the simultaneity of volumetric work adapted and integrated into the existing context and the implementation of a way of living (typologies, assemblies, interior qualities of the housing).

It is a question of becoming aware of the potentiality of a site, through its views, its limits, its topography, its orientation, and making the most of this specific urban situation, by exploring the typologies and scales possible with regard to this context. The idea is to work on the housing project as a constituent element of an urban sequence, to approach the project as the articulation and interaction of appropriate scales, and to aim for coherence between typology, distribution and construction mode.

The land will be located in the inner suburbs, its complex topography will be the subject of particular attention

This work is carried out with constant back-and-forth between different scales of representation (from 1/500th to 1/50th, or even 1/20th) and different tools (plans, models, drawings, perspectives).

These leaps in scale make it possible to work from the overall project to the interior of the home, without ever losing sight of the overall project and the relationship to the context.

The question of housing in the city today is being explored, in all its aspects, whether it is possible and acceptable density, urban quality, changes in lifestyles and environmental aspects.

Work required:

The organization of the semester will alternate group and individual work.

The models of the site will be made in groups.

The analyses will first be individual and then in groups of two students in tutorials

The projects will be individual.

The projects will be submitted according to the instructions given in class and will be finalized at the conventional scales of an architectural preliminary project (1/500 for the general project and 1/200, 1/100 details to 1/50 and + if necessary three-dimensional representations and models, etc.).

Course material:

Teaching unit:

L517 – Project

Teachers:

FEVRIER Nicolas

BOTINEAU Marc

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA05 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

The objective of this project workshop is to continue and deepen the acquisition of the fundamentals of the design and representation of the architectural project begun in the first and second years. The teaching, provided through lectures, visits, analyses and the development of a project, will focus on the issue of collective housing in an urban environment.

Content:

Developed in a series of sequences like so many moments that question the dimensions of the project, the teaching proposes an exploratory approach. In continuity and complementarity with the teaching provided in the second year, it gives the opportunity through a series of short exercises and analyses, to develop a housing project in a constituted urban site.

Preliminary exercises, synthesis and representation

In order to approach the project in the best conditions, we propose a series of preliminary exercises on housing and its representation, exploring the typological question and its assemblages, the transition between the public and the private, the collective and the individual and the volumetric organization in an urban site.

These exercises make it possible to approach different keys to the project in a dissociated, sometimes decontextualized way, and then to carry out a synthesis work where the student rethinks, readapts the work done previously during the final development of the project. These short exercises are an opportunity to put yourself in a position of experimentation and to offer a moment of concentration for a short time on a single aspect of the project.

The final project will synthesize:

- The relationship to the site, urban landscape and territory and its transformation, the quality of the approach sequences and the paths, the transition between public and private space, etc. from the street to housing,
- The quality of the typologies which, depending on the inhabited stratum, make it possible to offer specificities of belonging (ground, street, courtyard, neighbourhood, large landscape), interweaving of housing, distribution devices, thresholds, interior spaces from the point of view of uses and natural light, private or shared outdoor spaces
- The relationship between structure, spatiality and light, geometry, scale, and the measurement of the devices built and the places proposed.

From the first sequence and throughout the semester, the question of architectural writing, the relationship between envelope, structure and materiality, will be addressed, which will be an opportunity to develop details and a precise and clear representation of the project.

Critical and shared culture

In addition, analytical work is proposed at the beginning of the semester and carried out at the same time as the short exercises. It focuses on references from the history of housing architecture that can then serve as a trigger for the project. The analysis here makes it possible to deconstruct a project in order to understand the intellectual path that may have given shape to an idea. This preparatory work allows the project to be approached by putting the design issues into perspective and to establish a critical distance. At each session, two or three pairs of students will present their analytical work. A regular viewing of conferences as well as the reading of theoretical writings on housing will complete the analysis work, aimed at the acquisition of a culture shared by the workshop.

Constructive thinking

Reflection on the constructive question will guide the design. How can the relationship between spatial structure and constructive structure concretize project intentions, express sensitivity or account for the sensitive, non-measurable dimension of a project? What are the links between structure, light and materiality? What relationship can a structure have with a natural or urban landscape?

Constructive thinking will allow us to explore the capacity of flexibility and adaptability of a building to typological diversity, to understand how the structure can become an element of permanence of the project over time and how the question of materiality, witness to the flexibility and durability of a building, then takes on its full meaning.

By considering the relationship between the structure and the envelope very early in the design process, students will discover how the façade takes on thickness and consistency, to address a near and distant environment through its variations and vibrations and adapts to its environment through the integration of specific devices (sun protection, shading, natural ventilation systems, rainwater harvesting mechanism that are an integral part of the way the building is designed and fenced).

Contemporary Issues

During this semester devoted to the design of housing, the proposed teaching will introduce reflections on current issues (social, economic, environmental,...) by questioning, for example, typological diversity, the evolution of lifestyles and the current diversity of ways of "living", flexibility and adaptability, the need to re-examine standards to allow experimentation and innovation, the economy of means, materiality, a high but "desirable" density (proximity without promiscuity), the pooling of spaces, shared uses and the relationship with nature.

Project site: Le Pré Saint Gervais

Work required:

Analysis / Short Exercises / Final Project

Attendance and weekly presentation (postering) mandatory.

Corrections are regular, the follow-up and evolution of each person is ensured within the framework of the collective in the form of presentations, shared corrections and individual corrections. The teaching combines workshop courses on the theoretical issues articulated in project work, and directed presentations by the students, as well as text comments and tutorial sessions on the techniques of formatting the exercises.

Particular attention is paid to the students' oral and written expression around their exercises and the research they are led to undertake to complete them.

The workshop is designed as a fertile environment and a place of freedom where individual speaking and collective debate will be encouraged.

Language of the course and communication: French

Course material:

Teaching unit:

L517 – Project

Teachers:

HAMDOUNI Nabil

CHEDEMOIS Angélique

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA06 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

Housing is currently cluttered with a plethora of energy regulations, standards and various prescriptions. These new, sometimes paradoxical, rules concern thicknesses, materials and products, calculations and formulas, but they rarely seem to be concerned with the quality of housing, its organization and its shape.

You have to be more and more technically efficient. Either!
But the space of the house, its use, its surface and its light do not seem to be at the heart of the debates. On the other hand, the result about its energy consumption is a real issue.

This culture of results begins early, for example at school: we learn prowess, success through speed and competition. All this is reflected in a certain vision of the world, a world now subject to rating agencies that award, as to the top of the class, solvency medals to companies as well as to nations, the latter then comparable to more or less prosperous firms.

Housing is no exception to this culture of ratings. Evaluated according to performance criteria, obeying calculations and indices, it becomes a product within a market, and we forget that it is first and foremost a Project.

The different forms of housing have long constituted a very rich projectual field based on typological studies on the interior space, but also on outdoor spaces, which are called by default "the related spaces": courtyards, passageways, halls, common and shared spaces, stairs, roofs (the latter having the possibility of offering a new floor for all and not stupidly "a fifth façade").

The space of the dwelling is therefore also formed and extended by what unites it and separates it from its neighbours, a space in which one does not live but which one inhabits outside the limits of one's own home, without which there would be no distance, no openness to the other and to the world. The "external" places of the dwelling are empty but not empty spaces, shareable by all, built so that the city is present outside and inside.

The best housing projects, built or not, have always demonstrated that living is also an extension of living at home. Living in your apartment also means living in your neighborhood, sharing your place and your time instead of withdrawing into yourself, in front of your screen, far from the world.

Let us remember this conference in the summer of 1990 during which Jean Dubuisson presented the plans for the "Shape Village" project built in 1952 in Saint-Germain-en-Laye. Dubuisson had described his plans, shown transparencies and above all defended the idea of the 'extra room', a space open to the living room where 'madame could do her sewing'. A good half of the room booed him, probably in a feminist impulse that remained blind to the possibility that an ideal housing plan could offer: an "extra" space

Have we become uneducated not to remember that every project has the ordinary as its foundation and the mission of raising it to a higher dimension, "poeticizing" it? Have we lost the duty of thinking that a house is a palace and that it should be built for everyone?

Inscribed in our culture, housing and its projects are also inscribed in language: Several of them have names, which alone evoke programmatic richness: the US-onian houses where this 'US' meant both a minimum home for America, but also a home for 'US', 'Us'.

This is also the case with the "building-villas" project, a paradoxical statement par excellence, where two opposing typologies come together and rub shoulders above ground in a totally homogeneous and controlled whole, where housing and garden build a reciprocity.

It is not a question here of melancholy about fixed, old, obsolete diagrams stored in the boxes of these architects that some wish to mummify in order to mummify them. Far from any nostalgia, we prefer to continue to dig into these possibilities nestled in language and culture.

We favour this research rather than blindly submitting to designations such as "zero-energy district", "eco-village", "mixity", "density", phrases that belong to the language of elected officials and professionals who speak the language of the Market, the language we call "communication".

Beyond images and diktats, we have the task of defending housing and its space, of building it with ambition in order to continue to inscribe it in the culture of a "Living High".

Our L3 project group is based on the familiar typologies of housing: through, corner, mono-oriented, duplex, strip, courtyard, etc.

These and other typologies are studied to demonstrate that one cannot project without knowledge, manipulation and transformation of the type and its imaginative possibility to design and build the city.

And to transform, we must have recourse to the world and to culture: "All the work is to say the what via the how. " writes Christian DEVILLERS in his text on history and architectural analysis.

Because architectural analysis can be summed up in this: understanding to do, projecting to think.

We will formulate here the hypothesis that housing draws an interiority, a spatiality, but that it also has the ambition to draw its approach, its neighborhood, to project the city, to reveal its landscape and its horizon: it is necessary to lean back to project, to understand that a view is not a simple frame, but a selection on the horizon.

Each student positions himself on what he reveals but also on what he masks, on what he chooses, because the learning of the project is enriched by what we want to distinguish and not by what we have to show everything.

In the same way, the terms 'bar' or 'tour' seem to us to be worn-out and moribund terms that do not open up to possibilities that speak of form.

We prefer the linear form or the vertical series, not to change the words but to understand that they form pretexts for spatializing the housing and its assembly device.

Whether compact or dense, housing does not require that it be emaciated, amputated, deprived of continuity and transparency, of balconies and terraces, of places to do "nothing", that the city be forbidden to be its horizon.

We do not reject standards. But they are not enough to define what a Project is.

Standards are not pitfalls. They must, at the very least, become springboards for ideas so that students can make their way through the game of their choices.

We will quote this sentence from our dear Irish friends, the Grafton Architects:

"Architecture is not about invention, but about intention."

And the intention must come from oneself, from one's desire to live before being able to find a place to live.

Urban quality is a subject, housing is the Project.

Content:

Site: La Cité Descartes:

A centre of excellence for Greater Paris, it concentrates a quarter of French R&D devoted to sustainable cities. Created in 1983 in the municipalities of Champs-sur-Marne and Noisy-le-Grand, there are several grandes écoles such as the Ponts et Chaussées, the ESIEE, the School of Architecture of the City and Territories, the School of Urban Planning of Paris... and 350 companies. The urban project (840,000 m²) provides for the construction of housing, offices, shops, services and public facilities. The actors aim to create a district with a low carbon footprint. Eventually, lines 11, 15 and 16 will be interconnected to the RER A at Noisy-Champs station, which will become the most important interconnection station of the Grand Paris express.

Project:

Vertical building

Work required:

Plans

Cuts

Interior perspectives

Models

Course material:



Teachers:

MARIN Jerome
MAHE Stéphanie

Teaching unit:

L517 – Project

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA07 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

This course should lead the student to acquire the mastery of design tools and fundamental knowledge of the architectural project by including urban and environmental constraints. We will address the question of architecture as a discipline, specifying that the architectural project takes into account critical-ethical contributions on the one hand and aesthetic-technical contributions on the other. The student will finally be able to address the question of housing by proposing a contemporary architecture by privileging the quality of life of the inhabitants.

Content:

We offer students a design process and methodology to produce the qualitative architectural space. Through a critical approach, provided by the teachers, students will be able to design buildings by writing and reading the project while maintaining the sense of an "architectural idea". This course devoted to housing will offer students the opportunity to carry out two projects with urban sites given by the teachers.- A short project of about ten dwellings, initially, to acquire the various typologies of housing and their articulations in "space" as well as the insertion of architecture in an urban place. - A one-block long project to allow students to be able to concretize all the constraints and difficulties of urban density, social and programmatic diversity for this type of urban operation. We will integrate the contributions of sustainable development (environmental quality) with its technical and economic aspect into this island. We will insist on the working method, from the passage of the architectural idea (the meaning) to the sketches and sketches of the project. We will offer students the mastery of certain computer tools (Rhino) to produce a quality representation.

Work required: Based on architectural examples, we will try to grasp the evolutions of contemporary architectural design on the question of housing. A series of courses will be held on computer tools, formatting and representation of the project. The issue of "sustainable development and high environmental quality" will be the subject of a series of courses.

Course material:

Teaching unit:

L517 – Project

Teachers:

VEIT Elisabeth

AFANASSIEFF Damien

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA08 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

Objectives:

In the context of a complex urban site in the 13th arrondissement, consider the possibilities of densification that it offers in order to exercise the ability of each person to understand the qualities of what exists, use one's knowledge to detect what is possible, particularly in terms of housing, and develop a fragment of the project in order to understand the passage from the scale of the urban to that of the construction of a building. This is why the exercise will lead students to great precision

Content:

Content:

1- The work consists first of all of identifying and analysing the different typologies of residential buildings present on the site in order to consolidate one's knowledge of housing and to experiment with what it produces when they are located in a certain urban context. To tame the scale of the city, its topography, its history, the regulations applied to it, to understand how the organization of public space allows for urban quality and that of built entities (1:1000 and 1:500 site plan and model)

2- It is the hierarchy of these spaces that, from the most public to the most private, will be questioned: street, square, courtyard, alleyway, etc. designed by the building and its uses which will be relayed by the halls, shafts, passageways, landings... Thus, it is the different distributive systems characterizing each typology that will become the essential object of the work allowing the relay between city and housing. The project will propose a combination of various collective housing schemes essentially inspired by the

production of modern housing, the legitimacy of which on the site will be argued (1:200 scale drawings)

3- The housing and its reproductive capacity forming a system will then be set up. One of the planned buildings will be chosen to develop the housing according to their own qualities (their orientation, their position in relation to the public space, ground floor or floors, etc.) while seeking the founding unity of the project. This work will make it possible to specify the construction methods envisaged and to reflect in detail on both the spatial qualities of the housing and their urban expressions, which is the façade (drawings at 1:50 to 1:20)

The mode of representation will be central to examine the transition to these different scales and to reflect in a precise way on the sizing of each thing in order to strengthen the agility of handling elements already apprehended during the first 2 years.

Work required:

Course material:

Teaching unit:

L517 – Project

Teachers:

BY BIASE Alessia

FLORET Eugénie

BELIN LEPINAY Perrine

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA09 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

"Who are we building for? For which company?

Under what economic and land conditions?

What living environment, what quality of organized space do we offer to men?

What way of life are we offering them or inflicting on them through the intermediary of the volumes constructed?

What place does architecture give to relations of domination, what place does it give to fraternal relations, what place does it give to the joy of living?

What place does the "agora" have? And what place do "gadgets" have?

With what suggestive force does it inscribe in space the functions to be performed?

With what health, with what rigor, with what contempt for Mannerism does it use the resources of science and technology and with what frankness does it express it? »

Max Querrien, in Paris bâti, Editions Vincent, Fréal et Co, 1970

In the third year, the project work of semester 5 focuses on collective housing in constituted urban areas. It is a continuation of semester 3 of the bachelor's degree, which has already allowed a first approach to the residential building. This semester provides an opportunity to understand architectural space as an inhabited space endowed with meaning - concrete and material form, object of functions, uses, practices, meanings, symbolizations and expressions, issues of practical and symbolic orientations (private-public opposition, collective-private, shown-hidden, front-behind, etc.), "inhabited

geometry", constructed, dimensioned, localized geography, articulation, division and interaction of spatial scales.

Cities and territories are being shaken up by the liberalisation of urban transformation and development methods, the depletion of resources, and climate and health threats. In this context, thinking and conceiving architecture as what allows humans to establish themselves and as what is related to the concretization of a site requires first of all to consider the processes of evolution of human habitation. The project workshop intends above all to question the reasons and ways of building the architecture of collective housing.

To understand collective housing in a constituted urban environment presupposes the acceptance of a form of "dealing with it". Urban territories are complex fabrics for which the project contributes to writing a new history that will not be the last. To be aware of it, to be sensitive to what is already there, to be able to envisage it as a neighborhood with which to weave or as resources with which to compose, is already to commit.

Through the different modes of exploration that are observation, analysis and project, it is a question of:

To observe the fundamental interactions between the building and the city through the construction of the plot: its delimitation, its division, its distribution, the constitution of separative boundaries and joint ownership, the definition of collective and private spaces, its courtyards and gardens, its paths. It is a question of weaving neighbourhoods, of developing empathy with the place, which it already is.

To understand the urban rules and the built morphology with regard to a context (plot, public space, alignment, orientation, etc.), the different types of buildings, the correlation between the issues of solar and urban orientations, the nature of the distributive spaces of the building as a place of social interactions, the collective spaces (form, construction, status).

To understand the right size of the inhabited space, the interior quality of the housing, the sequences of spaces, the sequence of rooms, the main typologies of housing and their evolution according to the orientation and location in the building.

To question the coherence between typology, distribution and construction methods, for which it is necessary to evoke the geographical, historical, social and normative contexts, and the conditions of production and construction of housing today (evolution of construction methods tending towards a decarbonized architecture).

Content:

SEQUENCE 1 - CORPUS (Preparation of the trip to BRUSSELS)

4 semaines_travail in a group of 3

A first sequence consists of working on the analysis of references in order to explore on a large scale the relationships between housing (uses, perception) and construction. Through this analytical work, it is a question of studying collective housing buildings and identifying their conceptual springs in order to engage in the theoretical reflection that underlies the development of a thought that associates space and construction. This first sequence should also make it possible to consolidate knowledge of the possibilities of using materials, their different constructive functions and their expressive potential: carrying/crossing - isolating/filling - closing/dividing - dressing/covering

SEQUENCE 2 - BUILD

5 weeks (including 2 common weeks with sequence 1) _travail in groups of 3

In this sequence, the synthesis of the learnings from the first analysis sequence, a repertoire and a critical instrument, leads to the elaboration of an "extract", a "fragment" - which questions and modifies the characteristics of the fragment analysed during the first sequence: usage scenario, distributive and spatial principle, structural and tectonic principle, climatic principles. This fragment constitutes a hypothesis of interaction between resources and structure, use scenario and distributive typology.

SEQUENCE 3 - SITUER

3 semaines_travail in a group of 3

The third sequence consists of identifying on an urban site, possibly the large industrial plot of 42-48 rue de Picpus in the 12th arrondissement of Paris, situations that allow the implementation of the principles elaborated in the previous sequence. In these situations, it is a question of developing principles of transformation and design of collective housing operations based on urban explorations, programmatic explorations, typological explorations and constructive explorations.

SEQUENCE 4 – DEVELOP

6 weeks

This last sequence, during which each of the explorations of the previous sequences is summoned, is devoted to the development of a project. The various research necessary for its shaping is continued: by confronting different built typologies with the project site, in order to take the measure of the scale of the site and to test its potential for transformation by confronting the fragment with the built tests, in order to take the measure of the scale of the building, to nourish the constructive and spatial thinking of the latter by confronting the program (housing of various typologies,

shops/activities, common areas) to the built tests, in order to set up the distribution and distribution of the different spaces of the project by confronting the fragment with the program, in order to explore the potential for deformation of the construction principle and the detail of the project.

Work required:

Course material:

Teaching unit:

L517 – Project

Teachers:

MONGIN Lucas

GOLDSCHMIDT Thomas

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA10 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

The S5 project workshop aims to acquire the mastery of the tools necessary for the development of a medium-scale collective housing project in an urban environment. It is thus both a continuation of S3 - an introduction to collective housing - but also as a preamble to the Master's cycle and its various themes. It will therefore seek to address and question various scales and issues around the theme of collective housing.

The semester will open with a time of critical analysis of reference operations. Three interdependent stages (situating/building/developing) will then be articulated, thus questioning in turn the relationship between city and building, between uses and construction, between structure and typology.

Content:

Sequence 1 - Here and Elsewhere (corpus)

This first part of the semester aims to introduce the question of collective housing through the analysis of different operations from different periods and scales. The corpus of references will be filled with examples related to the study trip and the shared tutorial and will be completed by operations in the Paris region. The comparative analysis of these different operations will make it possible to approach the long process of the project through the necessary acquisition of a broader architectural culture, made up of remarkable references but also of more ordinary architectures. The analytical and critical study of these examples, particularly with regard to contemporary issues, will also be a time of acquisition, of consolidation of a constructive culture that will serve for the rest of the semester. The work around a

fragment of a building will allow us to question the relationship between use and construction.

Sequence 2 - Situating intentions, formulating scales

In this second sequence, the discovery of the project site through its historical, morphological and sensitive analysis will make it possible to consider one or more project hypotheses. The critical and sensitive reading of geography, the analysis of historical and geological maps, will aim to understand the fundamental landscape of the place and its close relationship to built forms. The analysis of the plot in its relationship to the territory will make it possible to understand the relationship between the building and the city. The project aims to question these aspects by formulating the first hypotheses of location, by questioning the voids in relation to the solids, private and public spaces, collective and individual, city thresholds, adjoining property... Questions of typologies, forms, scales and programmes will be addressed in connection with the urban context.

Sequence 3 - Construction as a narrative

Enriched by this sensitive reading of the site and the first hypotheses of implementation, the third sequence will allow us to take a position on constructive questions, to consider construction as a process of narration of a project. A dual approach (the city from the housing / the housing from the city) will make it possible to address the questions of atmospheres, piercing, envelope, materiality. It is a question of considering housing by investing in the question of comfort, outdoor spaces, uses, atmosphere and construction, with regard to the challenges of energy sobriety. The construction method envisaged will be thought out in close relation to its climate but also to local sectors and production methods, to geo-sourced and bio-sourced materials. The act of building as a transformation of an environment will be the result of a responsible posture. Here again, the work around a "fragment" of a projected building will make it possible to summon all of these notions.

Sequence 4 - Articulate, develop

The last part of the semester focuses on the development of the project by specifying the close relationship between structure, dimension, distribution and typology while summoning the work of the previous sequences which is here questioned by the work of development and articulation of the different typologies. Urban, typological and constructive explorations confront and interact with each other). The final rendering is envisaged as a synthesis of the documents and the different scales.

Work required:

The project workshop is considered a place conducive to debate and exchange. Attendance is mandatory. The mornings will be dedicated to collective criticism around specific documents, theoretical contributions from

teachers, visits to buildings that have been built or are under construction, presentations of texts by students, collective readings of texts... The afternoons will be dedicated to workshop work and more informal exchanges with teachers. At the end of the day, a common time will allow us to answer the questions asked collectively, and to specify the expectations of the following week.

Course material: Theoretical contributions in the form of mini-courses will feed the student's reflection and enrich the project in a critical, operational and practical way. The different themes will be addressed according to the sequences. These theoretical contributions will be commented on and debated collectively.

Teaching unit:

L517 – Project

Teachers:

POMMIER Juliette

ROBIC Edouard

MACAIRE Elise

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA11 - Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

The objective of this course is to transmit to students an architectural culture and design tools on the theme of housing in an urban environment. The targeted skills are developed at several levels, from analysis to design:

- Analyze an urban environment and design an architectural ensemble that responds to it.
- Analyze a corpus of theoretical and constructed references, and reactivate it in the project.
- Design collective housing in urban situations, from distribution to interior layout.
- Build a coherent project approach at all levels.

Content:

The theme of collective housing unfolds the question of living in the city in the intimate. How do we live in a given culture and society? This question contains several questions. The question of uses and their place in the design process makes it possible to put its social vocation back at the heart of the profession: the architect builds for the inhabitants. The question of urbanity aims to question the articulation between city and architecture through lifestyles: at what scales and in what spaces does "living together" unfold? What is the relationship between intimacy and sociability? What urban forms and densities for which lifestyles? The constructive question is necessary to address the dimensions and principles of contemporary construction, and to evoke the relationships between spaces, structure and uses. Finally, the issue of sustainability and resilience affects housing both in its orientation or implementation and in its ability to adapt to new uses. The recent explosion of teleworking has clearly shown the need for versatility and quality of spaces.

To address these questions, the semester will be organized in three phases: urbanity, privacy, constructability. This gradual entry into the theme will make it possible to gradually articulate the questions and scales, from 1/500th to 1/50th. The challenge will be to build a coherent approach linking housing and the city, at all scales. In each of these phases, a variety of tools and notions will be mobilized, in particular: urban fabric and density, regulation and urban integration, architectural typology and the distributive system, housing layout, comfort and versatility. The ecological issue will cross each of these scales.

1/ The urbanity phase will address the analysis of the site and the relationship between the city and architecture. The challenge will be to understand the identity of the place, its problems and its qualities, in order to think about its transformation. It will be a question of understanding the nature and manufacture of the existing fabric, the different urban forms present in the surrounding context, the functions, the flows, the uses. But it will also be necessary to integrate the sensitive perception of the site: the atmospheres, the light, the visual sequences or the topography, in short, the elements that make up the urban landscape.

It will be a question of establishing a synthetic diagnosis of the state of the site, in order to be able to propose a transformation strategy and a hypothesis for implementation. The method will thus make it possible to reason from diagnosis to intervention strategy, and from strategy to concrete spatialization, in dialogue with the context.

We will also include in this phase an introduction to urban regulations in order to address the logics of location and size included in the PLU (Local Urban Plan).

2/ The intimacy phase will address the issue of housing through lifestyles. After the urbanity phase, which addressed housing from the city, it will be a question of thinking about housing from the inside and from the point of view of the inhabitant.

Students will carry out a survey of a real domestic group to analyze a way of life and its organization in space. The tool of the inhabited survey will make it possible to identify the modes of occupation of rooms, and to observe the articulation between uses and spaces. The survey will aim to establish a presentation of the domestic group, its way of life, its current housing, its criticisms and its desires. The housing project will make it possible to meet these desires with new, more qualitative spaces.

From this exploration of housing for a domestic group, it will then be necessary to decline the same qualities of uses and spaces in other types of housing, from T1 to T5, and then explore the question of assembly and the distributive system. We will focus in particular on the gradation from public to private, and on the sociability that can unfold in quality intermediate spaces.

3/ The constructability phase will begin from the transversal week thanks to the analysis of references: a trip will allow you to visit the references analysed beforehand and to observe in situ the architectural, urban and constructive qualities of the buildings, in relation to the tutorial of the construction course. The project will then be refined to the scale of 1/100th and then 1/50th, integrating the construction logic, the environmental issues and the expressiveness of the materials. The issue of the façade will be addressed in detail, from the inside and the outside.

At the same time, back and forth between the team's individual project and the urban project will allow us to reflect on the relationships between the buildings, within the plot and with the city, from the angle of architectural writing.

Site and program

This year, we will be working on a site on the border between Pantin and Bobigny: a small mutable island located between the Canal de l'Ourcq and Avenue Jean Lolive, opposite the Pont Hippolyte Boyer. We will start from the hypothesis of the mutability of the warehouses and office buildings located there, but we can consider the conservation and conversion of some of them within the housing operation.

Its context is marked by a strong heterogeneity of the urban fabric, a functional mix giving a large place to companies and large-scale retailers, a bundle of infrastructures combining roads, canals and railways, and a relatively flat topography along the canal. It is also the site of many urban projects underway, the limits and dialogue of which will be questioned, as the land is located on the border between the ZAC du port de Pantin and the ZAC Ecocité-Canal de l'Ourcq.

The programme will include between 150 and 200 housing units of various types, both in terms of the size of the housing units and their layout. This program will be processed by 3 or 4 students, and will be redivided into individual operations, coordinates on the block. The work will therefore include a challenge of collaboration within the teams.

Particular attention will be paid to the ecological approach of the project. It will not be a question of going into detail about the technical systems to be implemented, but of thinking logically ("farmer common sense") about simple systems to limit the energy consumption of housing ("the best energy is the one we don't consume") and to propose low-carbon constructions for quality housing. This approach will be transversal to the three phases mentioned above.

Pedagogy

The sessions will alternate between collective and individual work, visits and in situ analysis sessions, presentations, debates and project monitoring sessions. It will be a question of collectively building shared knowledge: the project group is designed as a place of sharing and mutual enrichment.

A place will be given to mutual criticism between students: Licence 3 is a pivotal year towards the master's degree, and the initiation to critical

autonomy can be initiated. Mutual criticism seems to us to be the best way to integrate the evaluation criteria of a project, by testing them on colleagues in a constructive way, and gradually learning to apply them in one's own self-criticism of the project.

Finally, it will be a question of accompanying students in a constructive and caring way, of transmitting methods and knowledge to them, and of sharing a certain requirement with them.

Transversality

In addition to the link with the course and the construction tutorial, a link will be established with sociology accompanied by Élise Macaire, through housing survey techniques and a series of interventions by the sociology teacher in a project studio.

Language: French

Work required:

The organization of the semester will alternate group and individual work.

The work will be formulated through drawings, plans, sections, sketches as well as models and presentations, etc.

The transition from hand drawing to 2D computer drawing will be required during the semester.

Language of the course and communication: French.

Course material:

Teaching unit:

L517 – Project

Teachers:

LAUZANNE Philippe

BOURLIS Stéphanie

ECTS credits: 12

Nbr of weeks : 15

Nbr of hours / semester : 105

Own work: 174.5

PROJECT

L517PA12 Architectural project

The Licence 3 project course must be accompanied by the "transversal pedagogy" course (L517.PT)

Objectives:

This semester, in the continuity of the fundamental learning in the Bachelor's degree, is dedicated to collective housing and aims to acquire the skills necessary for the design of housing in a constituted urban environment.

The teaching provided puts in the foreground a combinatorial approach where project processes, analytical reflection of data - referential, contextual, programmatic, regulatory, constructive - and understanding of design and representation tools interact, based on:

- the simultaneous exploration of a project site and pre-existing fields of investigation, referential knowledge and architectural culture,
- exercises based on the generic/specific articulation to make the design process intelligible by manipulating scales, spaces and their relationships, the whole and the parts,
- the development of work procedures where each step combines the manual and the computer: a test of the project's know-how by (re)taking control of its tools and rules.

Content:

Our time is experiencing phenomenal upheavals, between the climate crisis and the depletion of resources. To think about housing today is to think about human settlement under constrained conditions: to avoid urban sprawl, to intervene on what is already there, to build in the accuracy of a built continuum, on a soil that has already been artificialized, a fabric that has already been formed, embedded, with tenuous limits, and a complex topography.

Between the threat of hyper-contextualization and that of the prefabricated proposals of our technological world, the project - involving several apartment buildings - will endeavour to gradually integrate all the operational

knowledge essential to the act of transforming a fragment of a city where the quality of housing remains the major issue.

DEVELOPMENT OF REFLECTIVE AND FORWARD-LOOKING THINKING

Students are asked to carry out analyses of remarkable housing whose characteristics require a prospective diagnosis that requires:

- perception, reading and understanding of the spaces that make up the dwelling by a manual approach: 1/50th scale models representing the significant elements and whose implementation contributes to the development of a statement and a critical analysis,
- Definition of themes of inhabiting, as design tools: typologies, grouping, superimposition and interweaving devices, distributive systems, external extensions, etc.

At the same time, the students discover the project site located in the inner suburbs of Paris and explore its characteristics (measurements, orientations, topography, layout, density, uses and capacity):

- by drawings, note-taking/photos and by the manufacture of collective models at 1/1000th and 1/200th,
- by the constitution of shared collections of sections and plans: establishment of a collaborative work base using the computer drawing tool in the initiation of the project process.

HOUSING PROJECT: BETWEEN INVENTION AND NECESSITY

It will be a question of confronting the architect's desire and capacity for invention and his mastery of three-dimensional design, with the reality of external data.

In order to develop a project intelligence aimed at the quality of the spatial devices explored, the exercise of the credits – prior to contextualization – is launched on the basis of a 1/50th scale model and then declined by iterative questioning of cross-section and plan interweaving.

The "landing" is carried out through the gradual integration of data from the site, programmatic specifications, urban planning regulations, standards, linking structuring themes, reciprocity of intentions, etc.

This synthesis work is carried out on complementary registers:

- the quality of the housing produced: orientations, interweaving, articulation of interior spaces and relationship to private and residential outdoor spaces, distribution devices, relationship to the land, the street, the landscape, etc.
- the coherence of the whole: volumetrics, construction methods, envelope, openings, details as elements of the unit, of the overall project in its context.

Work required:

The weekly teaching day is punctuated by:

- Lectures, presentations and analyses: early morning
- the project: the rest of the day in collective corrections

The different moments of the semester are part of a process that always correlates the expected work with its most appropriate mode of representation: graphic renderings and models at 1/1000th and 1/500th scales for the site, 1/200th for the overall project, 1/50th for the housing, 1/20th for the construction details.

Course material:

Teaching unit:

[S5-L517 Urban Collective Housing Unit] Architectural Project/Architectural Theory

Teachers:

POMMIER Juliette

MARIN Jerome

NUSSAUME Yann

JAPANESE FRIENDLY
communication language

GOLDSCHMIDT Thomas

JOUEAU Marie-Jeanne

BELIN LEPINAY Perrine

GAUDIN Bruno

FAAS Guillaume

ROMARIC YARN

CREMONINI Pietro

ITALIAN FRIENDLY
communication language

ELEFTERIOU Thomas

CHEDEMOIS Angélique

BOURLIS Stéphanie

BOTINEAU Marc

ROUBY Yves

GAUBIN Franck

SPANISH FRIENDLY
communication language

ITALIAN FRIENDLY
communication language

VEIT Elisabeth

BARA Stéphane

ECTS credits: 1.5

No. of weeks : 1

Nbr of hours / semester : 35

Own work: 0

TRANSVERSAL PEDAGOGY OUTSIDE THE WALLS

Transversal pedagogy - L3 class trip

To take the "Transversal Pedagogy" course, you must take a Licence 3 project course

Objectives:

The cross-cutting week aims to resonate the lessons learned from the project and the construction. It is structured around a trip at the end of November and a series of reference analyses of housing operations.

- 2022: trip to Basel with the group of O. Chaslin and S.Bourlis

- 2023: planned trip to Milan with the E. Veit, S. Bourlis and J. Pommier

The challenge is on the one hand to create an articulation between analysis and project, and on the other hand, to consider architectural objects both as constructed objects, located in time and in urban space, and as spaces perceived and experienced.

Content:

A cross-disciplinary reference analysis exercise structures the preparation of the trip and the organization of the visits. The corpus of references corresponds

to a dozen collective housing operations, chosen in the territory of the trip. It is set collegially, before the start of the school year in October. It can cover the entire twentieth and twenty-first centuries in order to analyse in a comparative way the different relationships between city and architecture, construction methods, lifestyles and the layout of buildings and housing. It will be the subject of a twofold approach:

- An architectural and urban analysis, supervised in a project group,
- A constructive analysis, supervised in construction tutorials,

The transversality is organised in 3 stages:

- Before: documentary research then constructive and architectural analysis
- During: Travel during the week of November 21, visit to operations
- After: finalization of the analyses in td construction

Work required: Production of analyses and presentation of operations during the voyage

Bibliography:

Teaching unit:
L518AM - Ambiances

Teachers:
BELKADI Nazila Kahina

ECTS credits: 2
Nbr of weeks : 13
Nbr of hours / semester : 29.5
Own work: 17

AMBIANCES (TD)
L518AMCM01 Atmospheres

Objectives:

Content:

Work required:
Course materials:

Teaching unit:
L518AM - Ambiances

Teachers:
FAAS Guillaume

ECTS credits: 2
Nbr of weeks : 13
Nbr of hours / semester : 29.5
Own work: 17

AMBIANCES (TD)

L518AMCM02 Atmospheres

Objectives:

Content:

Work required:
Course materials:

Teaching unit:
L518AM - Ambiances

Teachers:
RANCK Louise
FAAS Guillaume

ECTS credits: 2
Nbr of weeks : 13
Nbr of hours / semester : 29.5
Own work: 17

ENGLISH FRIENDLY
communication language

AMBIANCES (TD)

L518AMTD Atmospheres

Objectives:

Content:

Work required:
Course materials:

Teaching unit:

L518SC – Structure/Construction

Teachers:

GAUBIN Franck

ECTS credits: 2

Nbr of weeks : 13

Nbr of hours / semester : 22.5

Own work: 24

ENGLISH FRIENDLY
communication language

SPANISH FRIENDLY
communication language

ITALIAN FRIENDLY
communication language

STRUCTURE / CONSTRUCTION (TD)

L518SCCM01 Structure/construction

Objectives:

Content:

Work required:

Course materials:

Teaching unit:

L518SC – Structure/Construction

Teachers:

FAAS Guillaume

ECTS credits: 2

Nbr of weeks : 13

Nbr of hours / semester : 22.5

Own work: 24

STRUCTURE / CONSTRUCTION (TD)

L518SCCM02 Structure/construction

Objectives:

The more general objective is to develop the technical culture of the students with a view to a real constructive mastery of the project. It must be a place of synthesis of the courses already taught in the discipline

Content:

The course will focus on presenting the most common construction typologies and their respective qualities in terms of production and implementation, performance. It will also be a question of providing the instruments for the sizing of the main structures.

Work required:

Course materials:

Teaching unit:
L518SC – Structure/Construction

Teachers:
ROUBY Yves
JOUVEAU Marie-Jeanne
FAAS Guillaume
GAUBIN Franck
BARA Stéphane

ECTS credits: 2
Nbr of weeks : 13
Nbr of hours / semester : 22.5
Own work: 24

ENGLISH FRIENDLY
communication language

SPANISH FRIENDLY
communication language

ITALIAN FRIENDLY
communication language

STRUCTURE / CONSTRUCTION (TD)

L518SCTD

Objectives:

Content:

Work required:
Course materials:

Teaching unit:

L519HA – History of Architecture

Teachers:

KOURNIATI Marilena

ECTS credits: 2

Nbr of weeks : 13

Nbr of hours / semester : 26

Own work: 20.5

HISTORY OF MODERN AND CONTEMPORARY ARCHITECTURE

L519HACMo1 History of Modern and Contemporary Architecture

Objectives:

EVERY TUESDAY from 9:45 a.m. to 11:45 a.m. amphi 11 from October 3 to January 9

The objective of history is to understand, not to judge

By adopting the approach of sociohistory, this teaching articulates the study of practices (projects, buildings, operations) and discourses (written, vocabulary) with the history of the actors, inscribed in their cultural and socio-economic contexts. It is a question of understanding the conditions of production of architecture, the emergence of currents and models and their circulation in time and space, as well as their transformation – material and symbolic – and finally its immediate and a posteriori impact.

The course invites you to:

- explore the links between architecture, technologies and policies (in the broad sense of the term) in successive historical moments and

- to become aware of the historicity of the works and the historical anchoring of the tools, concepts and notions in order to relativize the narrative, which is now dominant, built with "unprecedented" and "disruptive" narratives.

Beyond the acquisition of the necessary knowledge and the constitution of a referential baggage, it is a question here of questioning architecture both as an expression of a moment in history and culture, as an action on society and as a process of stratification in perpetual transformation.

Understanding the present through the study of what has built it

History is the reconstruction of the past without the intervention of personal judgments, produced from the present, based on sources that are often incomplete and partly already constructed (archiving). There is not one story but many stories.

History is therefore: -discontinuous -an intellectual construction - a selection - a reconstruction but also a use of the past.

This teaching advocates a critical and reflective history whose role is to:

- Understand, describe and enlighten, not being in hagiography, nor in empathy, nor in condemnation
- question periodizations and labels
- deconstruct doctrinal certainties.

By exploring the links between architecture, techniques and politics (in the broad sense of the term), throughout the "short twentieth century", this course aims to train students to adopt a critical mind and a reflective position vis-à-vis architectural practices and contemporary debates.

Content:

After a quick review of the policies of reconstruction and massive housing construction and the role of the welfare state in Europe, the course explores the diversity of architectural currents that aspire to redefine modernism and the status of the architect, mainly after the Second World War.

Based on projects and achievements, writings, theories and controversies, the main architectural trends are studied through:

- their conditions of production: the context/conjuncture that made their emergence possible, the questions they answer and what they oppose
- their transformations (reappropriations, adaptations, mutations) through their circulation and diffusion in space and time
- as well as the forms and modalities of re-actualization, revivals, in the current era.

The emphasis is on the gaps (similarities and differences) between the forms of questioning and practices of yesterday and those of today in order to avoid the anachronisms of a history made a posteriori. The critical redefinitions of modernity that appeared in the post-war period led to a fragmentation of references, the stakes, the potentialities, and the limits of which are developed in the course. With a focus on the making, transfer, and circulation of models on a temporal and geographical level, the course examines the various modernisms, as well as the renewed relationships between a supposed center and the peripheries (of which colonial architecture is the most radical example), identifying forms of appropriation and interactions.

Given the importance of architectural form in contemporary debates, the course emphasizes the search, throughout the twentieth century, for new "forms" (style, architectural language, envelope) and "types" (archetype, serial object, patterns, structures). The tensions and articulations between these new forms and types invite us to show that the question of form in architecture embodies and implies cultural and political representations and the state of technology.

By emphasizing the use of prefixes such as "new" (new brutalism, new empiricism), "post" (postmodernism) and "dé" (deconstructivism), the course questions the filiations, continuities and/or ruptures displayed between the various currents, the dialogue that an architectural work maintains with other works, other disciplines (philosophy, social sciences, cognitive sciences) and/or other fields of expression (art, literature,

cinema). And more generally, the relationship to time of architects and architectural trends, their vision of the past, the present, and the future. Finally, the course presents the historiographical constructions throughout the twentieth century of so-called modern, new or contemporary architecture as well as the historiographical revision of the post-war period from the 2000s onwards.

SESSION THEMES

1. Historiographical constructions

The historiography of new and/or modern architecture throughout the twentieth century

(Kaufmann/Pevsner/Giedion, Zevi/Benevolo, Tafuri/Frampton, Curtis/Cohen).

Screening (excerpt): The Pruitt-Igoe Explosion in Saint Louis, Koyaanisqatsi (Godfrey Reggio, 1983)

Introductory article: Marilena Kourniati, "Post-Wars: Revisions of History and Reappropriations of the modernisme", Criticat, n° 3, March 2009, pp. 62-87.

2. Urban context and policies: Reconstruction

The Testing of Architecture by the Second World War (Cohen, 2011).

Periodizations, ruptures and continuities (the pre- and post-war periods).

From the reconstruction of city centres to mass construction. The role of the State and the

metamorphosis of the profession during the 30 glorious years. The architecture of the welfare state

(Welfare state).

Modern reconstruction or identical reconstruction? The MRU style (Ministry of Agriculture)

reconstruction and urban planning, 1944-1955).

3. Working-class housing (from the end of the nineteenth to the end of the twentieth century)

Urban policies and social reform through popular housing and its challenges: ownership versus rental, individual versus collective, private versus public financing and typomorphological transformations.

Focus on large housing estates

What is a large complex? The policy of the Grands Ensembles (from the Plan Courant 1953

to the Guichard Law 1973).

Forms of intervention on the controversial heritage of the Grands Ensembles: reconversion,

residentialization, densification, patrimonialization, restructuring, demolition.

Projection (excerpt): Problems of Construction, broadcast/interview with Sudreau, Minister of Culture,

Construction, French Radio-Television 1958, INA

4. CIAM from pre-war to post-war (1928-1959)

New questions, new forms of organization and the making of generations.
An American branch at Harvard University (Gropius, Sert, Breuer, Tyrwhitt).
New monumentality. The heart of the city.
From home to housing: Doorn Manifesto, a retrospective manifesto.

5. Brutalism in architecture

Conditions of production of a movement (Le Corbusier, Smithson, Banham, Bakema),
1953-1966. New Brutalism versus New Empiricism (in search of Englishness) and
New Humanism (architecture of the Swedish welfare state). Upper Lown Pavilion (1959) and the
notion of "as found".
Relations between architecture, materiality and art (art brut).
Export and spread of brutalism in Europe, the United States, Brazil (Paulist school).
Revivals in the Current Era: SOS Brutalism: A Global Survey, 2018, Toward a Concrete Utopia
Architecture in Yugoslavia, 1948–1980, MOMA 2019.

6. Architecture, Modernity and Colonization

From the new European city and "indigenous" neighbourhoods to "housing for the
Muslims". The lesson of the Kasbah, the slums and the Berber habitat.
Case studies: Casablanca and Algiers (Prost, Labrade, Cadet, Candilis, Woods, Ecochard,
Pouillon, Simounet, Bossu, Miquel, Ravéreau etc).

7. Structuralism in architecture

From the architectural object (tower, bar) to spatial structures and mat(rice)-building.
Conditions of production of a movement (Dutch structuralism), relations to art
(Cobra, Lohse etc) and the social sciences.
By Aldo van Eyck, Fumihiko Maki, Piet Blom and Herman Hertzberger at SANNA/Sejima, OMA
(Nexus World Housing), via megastructures (Moshe Safdie, Atelier Montrouge, Renaudie
etc.).
Revivals in the current era: Structuralism Reloaded. Rule-Based Design in Architecture and
Urbanism, 2011.

Transversal week 20-25 November (=no classes on 21 November)

8. Radical architecture (1950-1970)

From Mobility Architectures to Architecture as Environment, Climate and Ambience:

Fuller, Archigram, Banham, Superstudio, Archizoom, Situationists, Friedman, Group

Utopia (Aubert, Baudrillard, Jungmann, Stinco, Tonka etc), Japanese Metabolism (Kenzo

Tange, Kiyonori Kikutake, Kisho Kurokawa).

The critique of the consumer society and the erasure of architecture in favor of

micro-scale of the design and macro-scale of the territory. Relationships between architecture,

design (de la Pietra, E. Sottsass, J. Colombo, V. Panton) and art (Vito Acconci, M. Rakowitz,

Atelier Van Lieshout, Lucy Orta).

Exhibition "Italy: the New Domestic Landscape", MOMA 1972

Projection (excerpt): In the end, the universe is flat. Utopia Group, Inflatables (2000)

9. Cross-disciplinary session on architectural education. From Fine Arts to ENSA

In May 1968, architecture left the Beaux-Arts and the Prix de Rome was abolished. The departure of the

Beaux-arts system to the UPA (Unité Pédagogiques de l'architecture), which take the name

of EA (School of Architecture) in 1986, then of ENSA in 2005, is accompanied by the

pedagogical controversies (workshop-group-project studio, interdisciplinarity) and

institutional reforms.

Emergence of the role of the committed intellectual architect, and of research in schools

of architecture.

Screening (excerpt): "Dealing with it. The controversial story of the creation of ENSAPVS"

10. Participation in architecture

From the negation of the author and the work to the participation of the "users".

The redefinition of the role of the architect. The rehabilitation of anonymous, non-Western architecture

and vernacular against learned architecture and as an antidote to the standardization and globalization of mass culture, Rudofsky L'Architecture sans

architects, MOMA 1964.

Relations between architecture and art (happenings, performances).

The different forms, theories and modalities of participation: self-management, participation

Spontaneous, institutional participation (advocacy planning), industrial action

(squatters), cooperatives. The Beavers, Hassan Fathy, Erskine, G. De Carlo, L. Kroll, Frei Otto

Bouchain, Kraftwerk. Supports by J/ Habraken, A Pattern Language by C. Alexander, Pessac

by P. Boudon.

The micro-architectures of current collectives and citizen participation.

Towards a

Architecture of third places?

11. From "critical regionalism" to place, memory, context and history)

Genius loci (Norberg-Schulz, Peter Zumthor), critical regionalism (Frampton Siza and the school

of Porto). La Tendenza 1960-1985 (G. Samonà, E. Rogers, A. Rossi, V. Gregotti, C. Aymonino).

Paper architecture.

Christmas holidays

12. 1. The Making of Post-Modernism and Urban Architecture

Postmodernism in Architecture. Exhibition "Presence of the Past", Venice Biennale

1980 - "La Strada Novissima" by Paolo Portoghesi with Robert Venturi, Oswald Matthias

Ungers, Ricardo Bofill, Rem Koolhaas, Frank Gehry, Hans Hollein, Arata Isozaki, Christian de

Portzamparc, Antoine Grumbach. Typomorphology as a tool and its import into France:

towards an urban architecture by Bernard Huet.

12.2. Brand Architecture or, architecture as a marketing tool

12.3. Current debates

Final written test 16 January 2024

Work required:

Course materials:

PP, audiovisual excerpts

Online files

Teaching unit:

L519HA – History of Architecture

Teachers:

LOPEZ SEGURA Manual

ECTS credits: 2

Nbr of weeks : 13

Nbr of hours / semester : 26

Own work: 20.5

HISTORY OF MODERN AND CONTEMPORARY ARCHITECTURE

L519HACM02 History of Modern and Contemporary Architecture

Objectives:

EVERY TUESDAY from 9:15 am to 11:15 am. Amphi 5. From October 1, 2024 to January 7, 2025.

Semester Prerequisites:

Having understood that architecture is inscribed in time and space (geographical and socio-cultural), it is both an expression of society and lifestyles and acts on it by contributing to its social and technological transformations.

Educational objectives:

Detailed analysis of the doctrinal currents and architectural production of the twentieth century, the redefinition of modern architecture after the Second World War and its questioning in particular by participatory, heritage and ecological currents.

Expectations/achievements of the semester:

Acquisition of in-depth knowledge on key contemporary themes, ability to adopt a multidisciplinary approach inherent to the analysis of the architectural and urban project, ability to demonstrate a critical and reflective mind.

Content:

By exploring the links between architecture, techniques and politics (in the broad sense of the term), throughout the "short twentieth century", and in particular during the highly stigmatized period of the post-Second World War, the aim is to understand the conditions of production of architecture, the emergence of currents and models, their circulation and transformation in time and space.

Beyond the acquisition of the necessary knowledge and the constitution of a referential background, it is a question of questioning architecture both as a socio-cultural expression and as an action on society and inviting students to adopt a critical mind and a reflective position vis-à-vis architectural practices and contemporary debates.

The course takes an eclectic approach capable of highlighting the multiple directions in which architectural production spread after 1945. The consolidation and blossoming of modern architecture in Europe and the Americas were the subject of the initial sessions. They highlight the contradictions inherent in the officialization of the avant-garde program, as well as the fertility of its absorption by non-Western cultural circles.

The first criticisms of the new modern tradition, coming from even the most committed circles, heralded the initial instances of a multifaceted revisionism spread out between the 1950s and 1970s and which were dealt with by the central sessions of the course (structuralism, New Brutalism, radicals, neo-rationalism, etc.). The polemics of the 1970s and 1980s, between exasperated rupture – postmodernisms – and formal recuperation – the neo-avant-garde – close the programme.

Although the course is structured chronologically, it hosts five "transversal sessions", straddling the first and second half of the century, which deal with issues such as historiography, colonial and postcolonial architecture, and the training of architects in France.

SESSION THEMES

1. Cross-sectional session 1. Introduction. Historiographical constructions
The historiography of new and/or modern architecture throughout the twentieth century (Kaufmann, Pevsner, Giedion, Zevi, Benevolo, Banham, Tafuri).

Problematization of the pre-post-war caesura. Architecture in the Second World War (Cohen, 2011).

2. The New Democracy, Client: Reconstruction and Architectures of the Welfare State

From the reconstruction of city centres to mass construction. The role of the State and the transformation of the profession. The architecture of the welfare state.

3. Modern architecture, from Europe to the Americas

Spanish and Germanic exiles in Latin America and the United States. Explosion of American modernity: corporate modernity, domestic modernity. Latin American diffractions.

4. Cross-cutting session 2. Architecture, modernity, colonization and decolonization

New Delhi Mussolini's Architectures in East Africa. From the new European city to industrialized "adapted housing". The lesson of the Kasbah, the slums and the Berber habitat. Architectures of Independence: African Examples.

5. Cross-cutting session 3. The vicissitudes of the CIAM and the contributions of the Dutch scene

CIAM 1928-1959. CIAM after the war: crisis and new questions, new forms of organization and the making of generations. New monumentality in the heart of the city. The street as a medium for sociability. From home to housing. The third generation in the Netherlands. Dutch structuralism.

6. British Debates, from Neo-Picturesque to Brutalism

The Architectures of the English Welfare State. The Architectural Review's campaigns: neo-picturesque, Townscape. The Brutalist Movement: New Brutalism versus New Nordic Empiricism. Relationships between architecture, materiality and art. The Smithsons' thought and work. Export and spread of the brutalist movement.

Transversal week from 11/11/24 to 16/11/24, so no classes on 12/11/24.

7. Radical architecture (1950-1970)

From mobility architectures to architecture as environment, climate and atmosphere. The counterculture and neo-utopian communities in the United States. Japanese metabolism. Proliferation of megastructures. The continuity of techno-utopia in high-tech. The critique of the consumer society and the erasure of architecture in favor of the micro-scale of design and the macro-scale of the territory. Relationships between architecture, design and art.

8. Cross-cutting session 4. From the "Fine Arts" system to the ENSA

Session on the evolution of architectural education.

May 68, dissolution of the Beaux-Arts, creation of the UPA (Pedagogical Units of Architecture), EA (School of Architecture) and then ENSA. Pedagogical controversies (workshop-group-project studio, interdisciplinarity) and institutional reforms.

9. Participation in architecture

The redefinition of the role of the architect. The rehabilitation of anonymous, non-Western and vernacular architecture. The different forms, theories and modalities of participation: self-management, spontaneous participation, institutional participation, industrial action (squatters), cooperatives. Architecture in developing countries. Update: Current forms of citizen participation. Third places?

10. Cross-cutting session 5. Regionalism in the twentieth century

Modern fascination with vernacular architecture. Regionalism in the United States. Phenomenology in architecture (Norberg-Schulz, Frampton, Pallasmaa). "Critical regionalism" and its political dimension. The enlargement towards tectonic values. Architectures rooted in the Global South.

11. In Search of Architectural Rationality

Italian revisionism at the sources of neo-rationalism. The IUAV and research on the morphology of urban fabrics. The works of Rossi and Grassi. The transformation of the morpho-typological school into La Tendenza. Typomorphology as a tool and its import into France. The IBA in Berlin and the transformation of Barcelona during the 1980s.

12. From Postmodernism to Neo-Avant-Garde

The postmodern condition. Architecture as a communication system. Historicist revivals and eclecticism. The role of exhibitions and magazines. Le New Urbanism. Interior and industrial design. The new conceptual and formal abstraction. Major works.

Final written test on January 14, 2025.

Work required:

- Attendance at class sessions, note-taking in notebook.
- Readings of the corpus of texts, including mandatory:
Jean-Louis Cohen, *L'architecture au futur depuis 1889*, London, Phaidon, 2012, chapters 22 to 34.
- Reading of the source texts (writings of architects studied in class) deposited after each session on Taiga.

Course materials:

Slideshows, audiovisual excerpts.

Online files.

Teaching unit:

L519LV – Modern Language

Teachers:

HUET Françoise

ECTS credits: 1

Nbr of weeks : 13

Nbr of hours / semester : 19.5

Own work: 4

MODERN LANGUAGE - FRENCH

Three groups are offered according to the levels of French.

ENGLISH FRIENDLY
communication language

GERMAN FRIENDLY
communication language

SPANISH FRIENDLY
communication language

PORTUGUÊS FRIENDLY
communication language

Teaching unit:

L520DP – Plastic Approach

Teachers:

DEBOMBOURG Baptiste
DENNEULIN Chimène
BERNARD-BRUNEL Léandre
DESSARDO Marco
GAUTEL Jakob
JULIEN Jacques
REIP Hughes
RESTREPO RESTREPO Estéban
PATARRONI Muriel
PINATEL Flavie
REINERT Marie
SA Alexandra
VACHON Pauline

ECTS credits: 2

Nbr of weeks : 7

Nbr of hours / semester : 49

Personal work:

PLASTIC APPROACH - APV

S5-L520 Urban Collective Housing

Objectives:

The

course is devoted to the plastic approach: students reflect and carry out an artistic work by observing specific stages: research, choice of subject, design, production. Nourished by theoretical, conceptual and technical contributions, students make their way through an individual and singular path in order to apprehend the artistic discipline through the experience of creation.

An approach through photography and publishing throughout the semester allows us to build a sensitive and autonomous view of the city.

Content:

ARCHITECTURAL PHOTOGRAPHY: The photographer, an essential tool of architectural communication and also a tool of reflective representation. How have certain photographers acted on the forms and issues of architecture, urban planning and landscape?
Exercise: a photographic series
Getting to grips with the DSLR camera in manual mode
Exposure, composition, framing, chroma, retouching

EDITING / LAYOUT: Layout is art: aesthetics of typography and

page/image/text balances, composition, color... But it is also architecture: construction, structure, uses, layouts and volumes! How can the layout enhance and accompany the text/image content? Final exercise: Realization of a single or multiple edition. Articulation of text and images on a free subject, developed throughout the semester

Work required:

Course material: