

NYU Paris CORE-UA 9722 Expressive Culture : Architecture in Paris Field Study

Instructor Information

- Gabriel Wick, PhD
- 12h30-13h30
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Course Information

- CORE-UA 9722
- Expressive Culture: Architecture in Paris Field Study
- The Architecture in Paris field study traces the history and examines the contemporary form of the city through readings and walks in different quarters and neighborhoods. We will examine how the city's urban form developed, and study celebrated works of architecture and urbanism, as well as the more typical workaday structures and settings which have defined daily life throughout the centuries. We will explore how innovations in building, landscape design and urbanism have sought to give the city a more livable, sustainable form, inspire and create a sense of shared purpose and identity. We will also, however, look at darker episodes of the city's history – at how architecture and urban forms have been used to suppress and control the city's restive population. In the final weeks of the course, we will consider pressing contemporary questions facing the city and the practices of architecture and urbanism: how can architecture understand and meet the needs of an ever-expanding global population? How can we build more equitable and integrated cities? How can the configuration of buildings and the city limit and attenuate the effects of climate change? The course meets twice a week, and consists of a 1.5-hour lecture and discussion period in the classroom, and a 2.5-hour visit to various landmarks and neighborhoods.
- Tuesdays, 11:00 AM - 12:30 PM, Paris Rm. 601. Thursdays, 11:00 AM - 1:30 PM, (for class meeting points and locations see syllabus below)

Course Overview and Goals

The most basic goal of the course is to give students a well-rounded introduction to the architectural and social history of Paris, and broaden their experience and appreciation of both the historic city and aspects of its contemporary culture and life. Looking beyond the student's

time in Paris, the course aims to instill an appreciation and knowledge of buildings and urbanism that can enhance their experience of any city where they might live in the future.

As part of the core curriculum, the course also strives to provide skills and perspectives that are equally applicable to the student's work in other fields and disciplines. These are:

- to enhance the student's understanding and appreciation of the varied and diverse ways that groups and individuals interact socially, communicate and express themselves
- to hone the student's ability to develop and articulate complex ideas and apply theories and concepts learned in class
- to expand the student's knowledge and appreciation of other cultures and their capacity for aesthetic appreciation and enjoyment
- to inform students on contemporary issues and questions facing cities and equip them to participate in efforts to make cities more equitable, environmentally responsible and sustainable

Upon Completion of this Course, students will be able to:

- Describe and analyze elements of the built environment and interpret them as evidence regarding the time and society that created them
- Evaluate the relative success of a work of architecture or environmental design in fulfilling its intended functions and meeting the needs of its users
- Comment and write in an informed manner on the history of Paris and French architecture and urbanism more generally as well as contemporary issues surrounding the sustainable and equitable development of cities

Course Requirements

Class Participation

Class participation is an essential part of how students will be evaluated in this class. Students must attend all lectures and site visits and are expected to prepare for and fully participate in discussions and regular writing assignments.

Assignment 1

The bi-weekly writing assignment consists of a two to three-page analysis and comparison of two of the buildings or urban spaces visited in the preceding two weeks (the length and complexity of these essays will increase over the course of the semester). The essays are an opportunity for the student to reflect in greater depth on material presented in class and integrate ideas from the assigned readings.

Assignment 2

The in-class oral presentation of an assigned building or site is an opportunity for the student to develop and recount the history of a given structure, lead their colleagues on a visual and formal analysis and guide and moderate a short discussion.

In-class building analysis assignments

During some classes, students will be expected to fill out a building analysis sheet, commenting on plans, sections and elevations. These should be scanned or photographed and uploaded to the NYU classes web-site and will be evaluated as part of the *class participation grade* (see below).

Tests & Quizzes

The course will entail a mid-term and final exam including building identifications, vocabulary, and short essay questions.

Assigned Readings

The course entails weekly reading assignments of between 30-40 pages, provided to the students in the form of a reader. Students should take notes as they are reading and come prepared to discuss them.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class participation	15%
In-class presentation of a building or space	10%
Bi-weekly writing assignments	25%
Final debate & talking points	10%
Reading & Vocabulary quizzes	10%
Mid-term	15%
Final	15%

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Description
A	16-20	Outstanding
A-	15	Excellent
B+	14	Very Good
B	13	Good
B-	12	Satisfactory
C+	11	Above Average
C	10	Average
C-	9	Below Average
D+	8	Unsatisfactory
D	7	Low Pass
D-	6	Low Pass
F	5	Fail

Course Schedule & Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
<u>Week I: 02/05 & 02/07</u>	<p>LECTURE & DISCUSSION: Intro: basic concepts of urban and architectural analysis</p> <p>VISIT: Survivals of the Gallo-Roman city</p>	<p>Didier Busson & Nicole Alix <i>Paris, A Roman City</i>, 36-46, 80-89, 106-119</p> <p>J-B Ward Perkins, <i>Roman Imperial Architecture</i>, 97-100</p> <p>Mary Beard, <i>Pompeii</i>, 241-250</p>	In-class drawing and analysis assignment
<u>Week II: 02/12 & 02/14</u>	<p>LECTURE & DISCUSSION: Forming a kingdom: Merovingian and Capetian Paris</p> <p>VISIT: Notre Dame and the Collège des Bernardins</p>	<p>Scott, <i>The Gothic Enterprise</i>, 11-13, 76-133, 147-170</p>	<p>Essay 1: (due 6pm 02/18) Write a brief (2-page) essay on the 'Cluny' baths: how did new building materials technologies allow Roman architecture to develop at a much greater scale, even here at the limits of the empire? Given what we learned in the Mary Beard reading, how and by whom was this structure used, and what role did it play in furthering or consolidating the 'Romanization' of Gaul? Your essay should include at least four direct references to the Busson & Alix, Beard or Perkins texts and should be properly footnoted.</p>
<u>Week III: 02/19 & 02/21</u>	<p>LECTURE & DISCUSSION: From crusading saints to urban raiders</p>	<p>Meredith Cohen, <i>The Sainte-Chapelle and the Construction of Sacral Memory</i>, (Cambridge,</p>	In-class building analysis

Week/Date	Topic	Reading	Assignment Due
	<p>VISIT: the Sainte-Chapelle (11h40), Tour de Jean sans Peur</p> <p>Meeting Point (tbc.): Conciergerie, 2. Bld. du Palais Palais de la Cité,</p>	<p>Cambridge University Press, 2014) 14-17, 65-79, 146-167.</p>	
<p><u>Week IV: 02/26 & 02/28</u></p>	<p>LECTURE & DISCUSSION: Remaking Rome: Paris in the Early Renaissance</p> <p>VISIT: Louvre cour carrée, Saint-Eustache, Fontaine des Innocents, Hôtel de Sully</p> <p>Meeting (tbc.): Louvre, interior of the cour carrée.</p>	<p>Sir John Summerson, <i>The Classical Language of Architecture</i>, (London, Penguin, 2011) 7-27, 40-48.</p> <p>Andrew Ayers, "Louvre – the Renaissance château of François I & Henri II" 33-34, "Saint-Eustache" in <i>Architecture of Pairs</i>, (Stuttgart: Axel Menges, 2004) 51-52.</p>	<p>In-class building analysis</p>
<p><u>Week V: 03/05 & 03/07</u></p>	<p>LECTURE & DISCUSSION: Ideal architecture and the centralization of the monarchy</p> <p>VISIT: Pont neuf, Place Dauphine, Place des Vosges, Hôpital Saint-Louis</p>	<p>Hilary Balon, <i>The Paris of Henri IV : architecture and urbanism</i> (Cambridge, Massachusetts : MIT Press, 1991). 129-141</p>	<p>Essay 2: (due 03/08) Write a brief (2 page) examining a building, structure or urban place built during the reign of Henri IV. How did architecture allow this monarch to materialize his authority, fulfill a strategic aim or address the needs of his subjects? Your essay should include at least four direct references to the DeJean and the Ayers texts and should be properly footnoted.</p>

Week/Date	Topic	Reading	Assignment Due
<u>Week VI: 03/12 & 03/14</u>	<p>LECTURE & DISCUSSION: Figuring the Absent King: Paris and Louis XIV</p> <p>VISIT: Institut de France, East Front of the Louvre, Place Vendôme, Invalides Meeting point: Institut de France, 23 Quai de Conti, 75005.</p>	<p>Robert W. Berger, <i>A Royal Passion: Louis XIV as Patron of Architecture</i> (Cambridge: Cambridge University Press, 1994). 142-159</p>	<p>In-class building analysis</p>
<u>Week VII: 03/19 & 03/21</u>	<p>LECTURE PERIOD: Mid-term test</p> <p>VISIT: The Odéon (exterior only) and the dome of the Pantheon (to be confirmed).</p> <p>Meeting point: Courtyard of the Musée des Archives nationales, 60 Rue des Francs Bourgeois, 75003 Paris</p>	<p>Joseph Rykwert, <i>The First Moderns: the architects of the eighteenth century</i> (Cambridge: MIT Press, [1980]) 160-182</p>	<p>The mid-term consists of basic identifications of the buildings, spaces and styles covered in class and tests your command of the course vocabulary.</p> <p>Visit period: In-class building analysis</p>
<u>Spring Break 03/23-03/31</u>			
<u>Week VIII: 04/02 & 04/04</u>	<p>LECTURE & DISCUSSION: City of Revolutions, 1780-1815</p> <p>VISIT: La Rotonde de la Villette – Place Stalingrad, Place de</p>	<p>Allan Braham, <i>The Architecture of the French Enlightenment</i> (London: Thames & Hudson, 1989). 183-195</p> <p>Andrew Ayers, <i>Architecture of Paris,</i></p>	<p>Essay 3: (due 04/05) Write a brief (three-page) essay considering how one of the seventeenth or eighteenth-century buildings we have seen in class manifests something</p>

Week/Date	Topic	Reading	Assignment Due
	<p>la Nation, Père Lachaise.</p> <p>Meeting point: 6-8 Place de la Bataille de Stalingrad, 75019 Paris</p>	<p>(Stuttgart: Axel Menges, 2004). 196-197</p>	<p>of the rationalist agenda of the French state in the Early Modern Period? Include four or more citations from at least two of our readings.</p>
<p><u>Week IX: 04/09 & 04/11</u></p>	<p>LECTURE & DISCUSSION: City of commerce, industry and unrest: Paris under Napoléon I and Louis-Philippe</p> <p>VISIT: Rue de Rivoli, Palais Royal, the Arcades, the Bibliothèque Nationale (Richelieu) the Bourse.</p> <p>Meeting: Place du Palais Royal</p>	<p>William J R Curtis, <i>Modern architecture since 1900</i> ([London]: Phaidon, [1996]). 198-203</p> <p>Andrew Ayers, <i>Architecture of Paris</i>, (Stuttgart: Axel Menges, 2004). 204-206</p> <p>Robin Middleton, "The Iron Structure of the Bibliothèque de Sainte-Geneviève as the Basis of a Civic Décor", <i>AA Files</i>, No. 40 (Winter 1999), pp. 33-52 238-257 (out of sequence)</p>	<p>In-class building analysis</p>
<p><u>Week X: 04/16 & 04/18</u></p>	<p>LECTURE & DISCUSSION: The Liberal Monarchy and the working class city</p> <p>VISIT:</p> <p>Gare du Nord, Marché Saint-Quentin, Avenue de l'Opéra, Palais Garnier (12h45)</p> <p>Meeting: Gare du Nord, Place Napoleon</p>	<p>Stephane Kirkland, <i>Paris Reborn: Napoléon III, Baron Haussmann, and the Quest to Build a Modern City</i> (New York: St. Martin's Press, 2014). 207-237</p> <p>Christopher Curtis Mead, <i>Making Modern Paris: Victor Balhard's Central Markets and the</i></p>	<p>Essay 4 (due 04/19):</p> <p>Write a brief (3-page) essay examining either Gare du Nord or the Marchée Saint-Quentin. How does this structure aim to meet the social, hygienic or political needs of the empire and its capital? Include at least 4 citations from Mead, Ayers or Kirkland.</p>

Week/Date	Topic	Reading	Assignment Due
	III (intersection Blvd. de Denain).	<p><i>Practice of Modern Architecture</i> (University Park, Pennsylvania State University Press, 2012) 193-226.</p> <p>Optional:</p> <p>Andrew Ayers, <i>Architecture of Pairs</i>, (Stuttgart: Axel Menges, 2004): "Palais Garnier", 172-176.</p>	
<p><u>Week XI: 04/23 & 04/25</u></p>	<p>LECTURE & DISCUSSION: The Beaux Arts versus Art Nouveau</p> <p>VISIT: Pont Alexandre III, The Grand and Petit Palais, Castel Béranger, Hôtel Guimard</p> <p>Meeting: Mid-point, Pont Alexandre III.</p>	<p>Isabelle Gournay, "Beaux Arts", in <i>The Grove Encyclopedia of Decorative Arts</i>, Gordon Campbell (ed), Oxford, Oxford University Press, 2006 235-237 238-257 (out of sequence)</p> <p>William J R Curtis, <i>Modern architecture since 1900</i> ([London]: Phaidon, [1996]). 258-261</p> <p>Hector Guimard, The "Art nouveau" according to Hector Guimard, <i>Architectural Record</i>, vol. XII, n° 2, 1902. 262-264</p> <p>Andrew Ayers, "the Métro", <i>Architecture of Paris</i>, (Stuttgart: Axel Menges, 2004).</p>	<p>In-class building analysis</p>

Week/Date	Topic	Reading	Assignment Due
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<u>Week XII: 04/30 & 05/02</u>	<p>LECTURE & DISCUSSION: Utopianism in the inter-war period</p> <p>VISIT: Meeting: Maison Internationale, Place Rockefeller, Cité Universitaire.</p> <p>Itinerary: Swiss (11h30) and Brazilian pavilions (12h) of the Cité Universitaire and Le Corbusier's Salvation Army Refuge (13h)</p>	<p>William J R Curtis, <i>Modern Architecture Since 1900</i> (New York: Phaidon, 2000) 266-284</p>	<p>Essay 5 (due 05/03):</p> <p>In this essay/opinion paper you will evaluate the suitability of the Le Corbusien model of apartment living for your own life and times. Are Le Corbusier's relatively dense, mid-rise, urban and suburban apartment buildings a template for hygienic, egalitarian and environmentally-responsible living? Or are they an inhumane, top-down solution to meeting the housing needs of a modern city? This paper will include at least four citations from the readings.</p>
<u>Week XIII: 05/07 & 05/09</u>	<p>LECTURE & DISCUSSION: Post-war Reconstruction and Expansion</p> <p>VISIT: Meeting: Entrance, Memorial to the deportees, Ile de la Cité Memorial to the Deportees (11h) and UNESCO Headquarters (12h30)</p>	<p>Francis D.K. Ching, <i>Architecture: form, space, & order</i> (Hoboken, New Jersey : Wiley, 2015) 288-289</p> <p>Le Corbusier, "The Charter" in <i>The Athens Charter</i> (New York: Grossman, 1973). 290-315</p>	<p>This week, on your own time, visit the buildings at the center of week XIV's debate, La Samaritaine (Rue de Rivoli between Rue de l'Arbre sec and the rue du Pont neuf, 75002) and the Poste du Louvre (16 Rue Étienne Marcel, 75002).</p>

Week/Date	Topic	Reading	Assignment Due
		Andrew Ayers, "UNESCO", <i>Architecture of Paris</i> , (Stuttgart: Axel Menges, 2004). 316-317	
<u>Week XIV: 05/14 & 05/16</u>	<p>VISIT (05/14): The Pompidou Centre, the Quartier de l'Horloge, the Canopy of Les Halles Meeting: Parvis, Pompidou Center</p> <p>IN-CLASS DEBATE: The Case of La Samaritaine and the Central Sorting facility: innovation versus façadism at the heart of the Haussmannian city?</p>	<p>Norma Evenson, "The Assassination of Les Halles" <i>Journal of the Society of Architectural Historians</i>, Vol. 32, No. 4 (Dec., 1973), pp. 308-315, 318-325</p> <p>Peter Cook, "Amazing Archigram: A Supplement", <i>Perspecta</i>, Vol. 11 (1967), pp. 131+133+135+137+139-141+143-154</p>	Prepare and submit debate points.
<u>Exam week: 05/20-05/23</u>	Like the mid-term, the final exam will test your command of the course vocabulary. It also consists of basic identifications of the buildings, spaces and styles covered in class.		

Course Materials

Required Textbooks & Materials

- A reader containing extracts of relevant readings will be available from *Copyshop* before the first day of class. Research and presentation projects will entail reading from books held on reserve at the NYU – Paris library.

Optional Textbooks & Materials

For those who wish to delve further, the following books offer an excellent and in-depth overview of the history and historical evolution of Paris and its architecture. They can be found at many used bookshops in the city or via online bookdealers.

On Paris:

- Colin Jones, *Paris: Biography of a City* (London: Penguin Books, latest edition).

- Andrew Ayers, *The Architecture of Paris* (Stuttgart: Axel Menges, 2004).

On architecture generally:

- Nikolaus Pevsner, *A History of Building Types* (London: Thames & Hudson, 1978).

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

- Study abroad at Global Academic Centers is an academically intensive and immersive experience in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.
- Unexcused absences affect students' grades: unexcused absences will be penalized with a 2% deduction from the students' final course grade.
- Absences are excused only for illness, religious observance, and emergencies.

Illness: For a single absence, students may be required to provide a doctor's note, at the discretion of the Associate Director of Academics. In the case of two consecutive absences, students must provide a doctor's note. Exams, quizzes, and presentations will not be made up without a doctor's note.

Religious Observance: Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Associate Director, in coordination with the instructor, will reschedule them.

Please note: if you are unable to attend class, you are required to email your professors directly to notify them.

Late Assignment

Late submission or work will be accepted only with justifiable reasons of health or family emergency.

Academic Honesty/Plagiarism

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: *presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:*

- *a sequence of words incorporated without quotation marks*
- *an unacknowledged passage paraphrased from another's work*
- *the use of ideas, sound recordings, computer data or images created by others as though it were one's own*
- *submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member*
- *altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.*

For further information, students are encouraged to check www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Gabriel Wick was born in England and raised in New York and Philadelphia. He worked in urban design and campus planning in New York and Paris before shifting his focus to teaching and the study of urban and landscape history. His fascination for cities, their form, social geography and architecture was honed during his undergraduate studies at NYU's department of Fine Arts and the Gallatin School. He went on to train in landscape architecture at UC Berkeley and in landscape conservation at ÉNSA-Versailles. He completed his doctorate in history at the University of London - Queen Mary in 2017.

His historical research focuses on the role that urban public spaces played in the political life of Paris and the French monarchy in the decades before the Revolution. His publications and curatorial projects build on his skillsets as a researcher, designer and draughtsperson to reconstitute lost eighteenth-century landscapes – most notably the gardens of Méréville, La Roche-Guyon, Monceau, and the domain of the Noailles in Saint-Germain-en-Laye. In 2017 he curated *Hubert Robert et la fabrique des jardins* (Château of La Roche-Guyon, 09/09/17–11/26/17), the first monographic exhibition dedicated to the landscape gardens and ornamental ruins built by this enigmatic eighteenth-century painter and designer.

His publications include: *Un Paysage des Lumières: le jardin anglais du château de la Roche-Guyon* (Paris: Artlys, 2014), *Le Domaine de Méréville: renaissance d'un jardin* (Rouen: Éditions des falaises, 2018), *Hubert Robert et la fabrique des jardins* (co-edited with Sarah Catala) (Paris: RMN, 2017), and *Une maison de plaisance au XVIIIe siècle: L'hôtel de Noailles à Saint-Germain-en-Laye* (co-edited with Françoise Brissard) (Paris: Artlys, 2016).