
INTERNATIONAL MASTER IN URBAN PLANNING AND STUDIES

(MASTER 2 URBANISME ET EXPERTISE INTERNATIONALE)

Track/Option **European Cities**

2021-2022

MENTION URBANISME ET AMÉNAGEMENT

**École d'architecture
de la ville & des territoires
Paris-Est**



école nationale
supérieure
d'architecture
de **paris-belleville**



UNIVERSITÉ
PARIS-EST CRÉTEIL
VAL DE MARNE



WELCOME

Welcome to the EUP!

It is with great pleasure that we welcome you to your school, one of the main urban planning schools in France and Europe. This booklet will provide you with lots of information about the Paris School of Urban Planning (EUP) and its environment: An exceptionally rich one to study urban issues. Part of two universities — both Gustave Eiffel University and Paris-East Créteil University —, the EUP belongs to the Descartes Campus. A cluster to which also belong numerous of our partners in teaching and research, such as the École d'architecture de la ville & des territoires Paris-Est, several schools of engineering, academic departments, and many research units and laboratories, with which we share our areas of inquiry.

Within this environment, the EUP offers a rich and varied curriculum covering many different fields that you will progressively discover, and which you will ultimately spend all or part of your future professional life working in. You will be assisted and accompanied in your studies with us by over a hundred professors, associate professors and urban-planning professionals from very highly diverse backgrounds and horizons in terms of their disciplines and areas of application. As nationally and internationally recognized specialists in their fields, we urge you to make the most of the academic diversity and resource that they represent. You will also benefit from the support of the EUP's administrative staff, made up of about 15 members, who will be happy to assist you throughout your time here.

This year will be a peculiar one, considering the health crisis that we have all been through, and that has had most of the planet under lockdown, forcing us to find new ways to inhabit the territories of our lives. This crisis has emphasised the transformations in the urban worlds, which forces us to rethink the way we design and contribute to organise them.

This is an unprecedented occasion to make this year a learning period, but also a time to think and act to begin a rich and stimulating professional path. In order to do so, we encourage you to take advantage of every opportunity that the EUP has to offer. We also ask you to adopt the attitude of future professionals, in a spirit of respect for both the EUP as an institution and the people at its heart that make the institution what it is. Our teaching and administrative staffs, together with our students, stand at the core of the collective dynamic that the EUP seeks to foster with a view to understanding, analysing and creating our future urban spaces.

We wish you all the best for the academic year ahead!

Jérôme Monnet and Marcus Zepf
Co-directors of the École d'Urbanisme de Paris

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THE ÉCOLE D'URBANISME DE PARIS

In September 2015, the IUP (Institut d'Urbanisme de Paris – Paris Institute of Urban Planning, part of Université Paris-Est Créteil) and the IFU (Institut Français d'Urbanisme – French Institute of Urban Planning, part of Université Paris-Est Marne-la-Vallée) joined forces to form the EUP — École d'Urbanisme de Paris, or Paris School of Urban Planning — and offer a new curriculum in urban planning and development, in new premises located in the Bienvenüe Building on the Cité Descartes campus in Marne-la-Vallée.

Our 3 main ambitions:

- **Developing and internationalizing all of its training courses and complete them with others**, especially in terms of continuous training. We also put the emphasis on an innovating learning approach based on real-life professional situations and individual follow-up of knowledge and know-how acquisition.
- **Playing an essential liaison role between the training and the research programmes** by developing and deepening the relations between the research laboratories about urbanism and the Labex Futurs Urbains.
- **Becoming a leading place for public debates** about the great urban challenges and the urban fabric in Ile de France, France, Europe and throughout the world.

The Paris School of Urban Planning (École d'Urbanisme de Paris – EUP) is the first school of its kind in France and one of the most important ones in Europe. It is primarily a training centre offering a unique master's training programme called 'Urban Planning and Development' with an intake capacity of nearly 400 students in their first and second year of master's degree.

With over 50 teachers-researchers, in a rich environment with many institutions and schools interested in the city and territories established in Cité Descartes (École des Ponts ParisTech, Architecture school, IFSTTAR, Efficacity, etc.), the EUP has many assets to pursue its ambitions and thus become an international reference school on city and the urban fabric.



Induction Days, 2019 ©EUP.

MASTER
IN URBAN PLANNING
AND DEVELOPMENT
École d'Urbanisme de Paris

2021-2022

EUP Master's programme coordinators:

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PRESENTATION OF THE MASTER IN URBAN PLANNING AND DEVELOPMENT

Our master's program in urban planning is based on **complementary and cross-disciplinary approaches**, combined with **training in both the skills and knowledge required today** in the professional fields of urban planning, urban development and the management of territorial dynamics, as well as for research in these areas.

This highly interdisciplinary master's program is accessible to **students from a wide range of academic backgrounds** (anthropology, architecture, economics, engineering sciences, geography, history, law, political science, public administration, sociology, urban development, etc.). It offers a variety of teaching and learning methods (lectures, workshops, dissertations, internships, fieldwork, individual and group work, etc.) and **demand a high level of commitment** from students to their education and training, with the aim of fostering a professional commitment to and involvement in the field of urban planning.

This curriculum gives students — whether they are new to urban planning or continuing previous studies — the means to respond in relevant and innovative ways of changing urban issues, today and in the future.

A common core of skills and knowledge in urban planning and development is provided in Year 1, while different tracks for **in-depth professional training**, along with a research path, are offered in Year 2.



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1.1 TRACKS OVERVIEW



The different tracks of the second year aim to provide comprehensive coverage of the various dimensions of urban planning and development (Master 2). At the same time, they also allow students who have already completed the first year of a master's programme in this field to extend their learning. It is in this respect that our master's degree aims to be a reference qualification in the field of urban planning.

While the different tracks correspond broadly to professional applications, the way they are defined and labelled should not obscure the fact that many skills in urban planning and development are cross-disciplinary. Furthermore, each track draws from university research, and is linked to the areas of expertise of the teams of research lecturers in charge of the different modules.

Within each track, a range of teaching methods are employed, with the aim of alternating foundational skills and applied knowledge, practical work and tutorials, individually and in groups, along with teaching exercises: problematized personal reflection (final thesis), producing a response to a professional project, scenario simulations (controversial situations, collaborative approaches, responses to calls for tender, etc.), and training in research methodology.

TRACK AUDE-EP

URBAN ALTERNATIVES AND EXPERIMENTAL APPROACHES – PUBLIC SPACES

This track focuses on alternatives and experiments, in terms both of the themes addressed (analysis of experimental processes and case studies) and the teaching approaches adopted, based on collaborative work and experimentation in small groups. The overall aim of this track is to train students in professions relating to urban planning, and more specifically the planning of public space, with particular emphasis placed on the conditions that enable society to reclaim its own spaces.

Coordinators: Franck DORSO - Anne JARRIGEON

TRACK DETER

DEVELOPMENT AND TERRITORIES: RESOURCES, POLICIES AND STRATEGIES

This track seeks to provide a conceptual framework and operational skills for the coordinated implementation of public and/or private action in, and in conjunction with, territories. These territories are affected by increasingly complex and interdependent social, economic and environmental dynamics that are subject to internal tensions and external pressures that are often paradoxical in a context of great uncertainty (globalization and financialization, growing inequalities, environmental concerns, reconfiguration of major global economic balances). Taking as its starting point the understanding and analysis of territories' social, economic and environmental dynamics, this track provides and structures the knowledge and techniques necessary to develop territorialized responses to these issues by adapting them to the different dimensions present in a given case (economic, social, cultural, tourism-related, etc.). This, in turn, makes it possible to analyse how stakeholders use and organize the resources available to them in their areas: land resources, associated infrastructure and services, and innovation and new forms of territorial value creation on different scales.

Coordinators: Emre KORSU - Christian LEFÈVRE

TRACK DUI (APPRENTICESHIP)

INTEGRATED URBAN DEVELOPMENT: STRATEGIES AND PROJECTS

This track trains future professionals in the field of integrated urban development, a new dimension of public and private urban action that presents new challenges. How should the regeneration of urban spaces be coordinated in a context of austerity in public finances, transformations in the issues and challenges facing cities, and changes in the relationships between spaces and societies? This objective calls upon professionals' ability to analyse and understand territorial transitions and spatial changes, decompartmentalize different areas of public action, foster new collaborations, and reflect upon problems and solutions at the junction of multiple domains. The aim is to train professionals who are able to adapt to these new action contexts and adopt interface roles. This requires new and revised knowledge, approaches and skills. Accordingly, this track takes the form of a sandwich course (study + work-based training), based on a teaching philosophy that combines university-level knowledge and research approaches with practice-related issues and professional experience. It places students in a proactive and reflective position with regard to their own learning and their ability to develop new solutions.

Coordinators: Nadia ARAB - Yoan MIOT

TRACK URBAN ENVIRONMENTS

This track offers comprehensive training in different urban-planning roles, and more especially those associated with the environmental challenges of intervening in urban spaces and urbanized territories. The key aim is to enable students to develop critical expertise with regard to environmental planning and development challenges so that they are able to identify and understand the ecological issues linked to the way territories function, as well as the theoretical foundations of these issues and their impact in legislative, regulatory, operational and other terms. Students will discover how such issues are integrated into urban-planning decision-making processes on different scales, and become familiar — through the use of workshops in particular — with the tools of environmental development and how they are applied.

Coordinators: Stéphane MERCIER - Ana Cristina TORRES

TRACK HRU (APPRENTICESHIP)

HOUSING AND URBAN RENEWAL

The aim of this track is to produce young urban-planning professionals specialized in the design and implementation of public policies relating to housing and urban renewal. The diversity of positions and professional contexts represented by the internships on offer within companies and local authorities, combined with university-level teaching, enables students to develop a shared culture of the field of housing — the most basic building blocks for the production and management of our cities. This track is offered as an apprenticeship option only.

Coordinators: Jean-Claude DRIANT - Françoise NAVARRE

TRACK PROMU

PLANNING, PROJECTS AND URBAN MANAGEMENT

This track trains students in activities relating to the production of the city (from planning and scheduling to the implementation of projects) in preparation for the public- and/or private-sector careers that are likely to include posts involving the definition and coordination of urban projects. This track functions on the basis of strong ties with urban-development stakeholders and professionals, via its teaching staff, the themes it addresses, and its professional simulation workshops corresponding to real urban projects.

Coordinators: Félix ADISSON - Emmanuel REDOUTEY

TRACK TM (MUTUALISED TRACK — EUP & ÉCOLE DES PONTS PARISTECH)

TRANSPORT AND MOBILITY

This track is the fruit of a collaboration between the EUP and the École des Ponts ParisTech engineering school, and reflects the specializations of each institution: urban planning and development for the former, and transport, mobility and networks for the latter. It seeks to provide students with the essential multidisciplinary knowledge required in the fields of transport, urban development and mobility (of people and goods), on different territorial scales, taking into consideration French, European and international contexts. Its ambition is to train professionals and researchers who are able to adapt to new forms of issues relating to the sustainable development of territories and associated questions of mobility, and the way these are handled so as to reconcile their various political, economic, social, organizational and technical dimensions. This track is open to students in their fifth year of study (i.e. students who have completed the first year of a master's degree, or engineering students who have completed the equivalent of two years

of classes préparatoires and two years of a French engineering school) whose previous studies have adequately prepared them for the fields of urban planning, development and transport. It is a track where the engineering sciences and the human sciences are closely linked.

Coordinators (EUP): Arnaud PASSALACQUA - Philippe POINSOT

Coordinator (École des Ponts ParisTech): Emeric FORTIN

TRACK INTERNATIONAL MASTER IN URBAN PLANNING AND STUDIES

This track provides training in international urban planning: it seeks to prepare students who wish to work abroad or in international organizations and structures. More specifically, it provides an opportunity to acquire expertise in urban issues either in Europe or in countries of the Global South/emerging countries. Students on this track come from all over the world, which enriches the exchanges that take place over the course of the year. This track — much of which is taught in English — functions on the basis of close relationships with foreign universities and international bodies and agencies. Its objectives are to make students aware of the changes and challenges resulting from metropolization and globalization, and to provide them with the skills necessary to analyse and compare globalized cities. Students will acquire essential professional skills and knowledge in the field of urban planning, with a particular focus on international structures, policies and projects. This track actively encourages students to spend time abroad — in the form of either an internship or a semester at a foreign university — and **offers two teaching options:**

- ‘European Cities’ previously known as ‘Urban Regeneration and City Planning in Europe’ (taught in English).

Coordinators: Francesca ARTIOLI (until January 2022), Christine LELÉVRIER (starting February 2022)

- ‘Urbanisme et Villes des Suds’ (‘Cities of the Global South’, taught in French).

Coordinator: Sylvie JAGLIN

TRACK URBA XP

URBAN PLANNING

A demand-oriented training program: teaching method centered on practical workshops and all other types of concrete productions from the students, defining the teachers’ interventions program (fundamentals) or experts’ interventions depending on the needs that may arise throughout the activities. A track organised around a project group consisting of some 15 students supervised by 5 to 6 teachers throughout the year with special attention to acquisition and progressive evaluation by the skilled students in professional situations. The track trains you to the new professional skills expected in terms of creation, implementation and management of urban transformations.

Coordinators: Anne PÉTILLOT - Martin VANIER

1.2 PROFESSIONAL APPLICATIONS AND OPPORTUNITIES

The EUP trains students in the various professions associated with the planning, management and implementation of urban and territorial projects undertaken by local authorities and their public and private partners. The training we provide gives access to four broad categories of professional opportunities.

URBAN STUDIES

These professions involve assisting and facilitating decision-making in both the public and private sectors. Urban planners trained in this particular field generally work either in private or association-based structures (e.g. engineering and design offices; urban planning agencies; chambers of commerce and industry; economic development agencies), or in public or quasi-public structures (e.g. local authorities; government services and departments, in particular those responsible for territorial development; environment and energy agencies; national housing bodies; other public bodies).

URBAN PLANNING

These professions help plan and develop urban policies and their implementation over time. The skills required for this focus on the ability to act as an effective interface between political decision-makers (elected officials, government representatives, etc.) on the one hand, and project-management teams (planning, coordination, implementation) on the other.

URBAN DESIGN

These professions call for familiarity with the different stages of defining and implementing urban projects. Particular skills required in this domain are the ability to develop and bring to fruition an urban project, and the ability to comprehend and conceptualize different forms of spatial organization (planning, urban configuration, urban design, etc.) based on collaborative approaches.

URBAN MANAGEMENT

These professions are based on the various activities associated with managing and organizing the city and its different components (housing, and social housing in particular; networks, especially transport; public space; environment; landscapes). Local authorities, intermunicipal authorities, public bodies, social-housing organizations, and public-transport authorities and operators are the main sources of jobs of this kind, with professionals in these domains typically working in the technical, urban-planning, land-management, housing, and central-services departments (among others) of local authorities.

These broad categories of skills and knowledge cannot be reduced to specific fields of action (public spaces, housing, transport, environment, etc.), even if such fields form distinct domains from an academic perspective. Indeed, just as urban planners are frequently required to make connections between these fields, which public action often tends to compartmentalize, they will also be required, at various times in their careers, to call upon and combine the different types of activities and methodologies presented above.

1.3 2021-2022 CALENDAR

Sept. 2021		Oct. 2021		Nov. 2021		Dec. 2021		Jan. 2022		Feb. 2022		
W 1		F 1	CAW1	M 1	Holiday	W 1		S 1		W 1		
T 2		S 2		T 2		T 2		S 2		T 2	Forum des Métiers*	
F 3		S 3		W 3		F 3		M 3	W13M2	F 3	Forum des Métiers*	
S 4		M 4	W2M2	T 4		S 4		T 4		S 4		
S 5		T 5		F 5		S 5		W 5		S 5		
M 6	M2 DUI – Start Date	W 6		S 6		M 6	W11M2	T 6		W 6		
T 7		T 7		S 7		T 7		F 7		M 7	W3M2	
W 8		F 8		M 8	W7M2	W 8		S 8		T 8		
T 9		S 9		T 9		T 9		S 9		W 9		
F 10		S 10		W 10		F 10		M 10	W14M2	T 10		
S 11		M 11	W3M2	T 11	Holiday	S 11		T 11	Planning Studio Final Week	F 11		
S 12		T 12		F 12		S 12		W 12		S 12	S 12	
M 13	M2URBAXP– Start Date	W 13		S 13		M 13	W12M2	T 13		M 13	S 13	
T 14		T 14		S 14		T 14		F 14		M 14	W4M2	
W 15		F 15		M 15	W8M2	W 15		S 15		T 15		
T 16		S 16		T 16		T 16		S 16		W 16		
F 17		S 17		W 17		F 17	MOPU's Lecture	M 17		T 17		
S 18		M 18	W4M2	T 18		S 18		T 18		F 18		
S 19		T 19		F 19		S 19		W 19		S 19		
M 20	M2 HRU – Start Date	W 20		S 20		M 20		T 20		S 20		
T 21		T 21		S 21		T 21	Holidays	F 21	Common Activities2	M 21	W5M2	
W 22	M1 - Welcome Days	F 22		M 22	W9M2	W 22			S 22		T 22	
T 23	M2 - Welcome Days	S 23		T 23		T 23			S 23		W 23	
F 24	M1+M2- Welcome Days	S 24		W 24		F 24			M 24	Semester 4 Week 1 M2	T 24	
S 25		M 25	W5M2	T 25		S 25			T 25		F 25	
S 26		T 26		F 26		S 26			W 26		S 26	
M 27	Semester 3 Week 1 M2	W 27		S 27		M 27			T 27		S 27	
T 28	Common Activities	T 28		S 28		T 28			F 28	Common Activities2	M 28	W6M2
W 29	Week1(CAW1)	F 29		M 29	W10M2	W 29			S 29			
T 30		S 30		T 30		T 30			S 30			
		S 31				F 31		M 31	W2M2			

*The given date(s) might evolve.

March 2022		Apr. 2022		May 2022		June 2022		July 2022		Aug. 2022	
T 1		F 1		S 1	Holidays	W 1		F 1		M 1	
W 2		S 2		M 2		T 2		S 2		T 2	
T 3		S 3		T 3		F 3		S 3		W 3	
F 4		M 4	Internship	W 4		S 4		M 4		T 4	
S 5		T 5		T 5		S 5		T 5		F 5	
S 6		W 6		F 6		M 6	Holiday	W 6		S 6	
M 7	W7M2	T 7		S 7		T 7		T 7		S 7	
T 8		F 8		S 8		W 8		F 8		M 8	
W 9		S 9		M 9		T 9		S 9		T 9	
T 10		S 10		T 10		F 10		S 10		W 10	
F 11		M 11		W 11	S 11		M 11		T 11		
S 12		T 12		T 12	S 12		T 12		F 12		
S 13		W 13		F 13	M 13		W 13		S 13		
M 14	W8M2	T 14		S 14	T 14		T 14		S 14		
T 15		F 15		S 15	W 15		F 15		M 15		
W 16		S 16		M 16	T 16		S 16		T 16		
T 17		S 17		T 17	F 17		S 17		W 17		
F 18		M 18	Holiday	W 18	S 18		M 18		T 18		
S 19		T 19		T 19	S 19		T 19		F 19		
S 20		W 20		F 20	M 20		W 20		S 20		
M 21	W9M2	T 21		S 21	T 21		T 21		S 21		
T 22		F 22		S 22	W 22		F 22		M 22		
W 23		S 23		M 23	T 23		S 23		T 23		
T 24		S 24		T 24	F 24		S 24		W 24		
F 25		M 25		W 25	S 25		M 25		T 25		
S 26		T 26		T 26	Holiday	S 26		T 26	F 26		
S 27		W 27		F 27	M 27		W 27		S 27		
M 28	W10M2	T 28	Holidays	S 28	T 28		T 28		S 28		
T 29		F 29		S 29	W 29		F 29		M 29		
W 30		S 30		M 30	T 30		S 30		T 30		
T 31				T 31			S 31		W 31		

1.4 STRUCTURE OF THE YEAR

The admissions procedure for the master's program includes enrolment for a particular track.

As the more general aspects of urban planning will have already been covered previously, the specialization tracks will represent the bulk of students' activities, both in the first semester (and up to early April) and in the course of the internship and the second-year/final dissertation, which will also be defended within the framework of the student's chosen track.

However, several cross-disciplinary activities are attended by all second-year "initial training" students, and indeed potentially by all students on the master's program: the first week; common activities in the first and second semesters; and the Journée Grand Paris ('Greater Paris Day') in January.

Students following the research path (*Voie Recherche*) are also enrolled in a particular track, and they will participate in most of the group activities associated with this track. Enrolment takes place either at the start of the year or in the second semester, the bulk of which will be dedicated to the writing of a dissertation.

Students wishing to request PhD funding are requested to enroll for the research path as early as possible.

Tracks offered as an apprenticeship option (both DUI & HRU) have a different calendar, as they involve a particularly busy schedule and a heavy workload.

Generally speaking, dedication and commitment on the part of students is a prerequisite.

1.5 VALIDATION OF THE YEAR

The first semester is validated by successfully completing each module and confirmed by a panel. A separate judging panel at the end of the year decides on whether to validate the second semester and thus the master's degree.

If the average mark obtained for a module (unité d'enseignement, or UE) is less than 7 (out of 20), the student must resit the module. For marks between 7 and 10, students may opt to resit, but this is not compulsory. Whatever they decide, students must inform the administration of their choice, so that the teaching staff concerned can organize examinations.

The Planning Studio for each track, the Common Activities and the final dissertation (whether a research dissertation or a professional dissertation) cannot be repeated or compensated for by additional credit.

1.6 COMMON ACTIVITIES

PRESENTATION

The EUP's ambition is to actively participate in the transformation of the urban-planning professions by offering initial and continuing training focused on contemporary issues and the ability to meet the challenges presented by cities, territories and the transformation of spaces. This means contributing to the debates and activities of these fields by mobilizing the skills of EUP members in the context of collective expert assessments, and organizing meetings or partnerships developed with stakeholders in this field of action, in both the public and private sectors.

With this in mind, the common activities we offer have educational objectives such as enabling students to acquire professional skills that go beyond the field of urban planning

1.7 PROGRAM OF THE COMMON ACTIVITIES WEEK 2021 - FROM SEPTEMBER 27TH TO OCTOBER 1ST, 2021

CA 1: ATELIER D'ÉCRITURE - L'ÉCRITURE DES LIEUX

Referent: Elsa VIVANT

Après une séance de présentation de la démarche, les étudiant·es réaliseront plusieurs exercices d'écriture de lieux, en salle et en extérieur, selon des protocoles proposés par l'OuLiPo comme par exemple : <http://ouliipo.net/fr/contraintes/a-supposer> (et d'autres). Par l'écriture, les étudiant·es sont amené·es à repenser leurs pratiques d'observation, à se décentrer, et à déployer leur capacité à se projeter dans un futur imaginaire.

Dans un second temps, les étudiant·es élaboreront ensemble un dispositif de restitution de leurs textes.

Si les conditions sanitaires le permettent, cette activité sera réalisée en résidence à l'Espace Culturel André Malraux au Kremlin-Bicêtre.

GOALS: Cette activité contribue à l'acquisition de compétences en matière d'observation, d'écriture et de restitution.

CA 2: URBAX - INTERNATIONAL VERSION

Referents: Sonia GUELTON and Juan Carlos CUEVAS

Activity in English only, with priority given to international students.

Activité se déroulant en anglais uniquement, la priorité étant accordée aux étudiant·es du parcours international.

“Urbax” is a pedagogical interactive simulation of urban planning and development, involving the main urban actors: Local authority, public and private developers, entrepreneurs, landowners (three days).

Urbax is a computer assisted interactive role-playing game that enables participants to take on different functions in the fields of urban development and planning: Land ownership, public regulation, development and other economic activities, etc.

The goal is to interact with all the players in order to create a coordinated action for different urban environments. The simulation is essentially done by the participants and a game leader, who controls the software program.

Through Urbax, students will simulate private land development projects in a territorial strategy implemented by selected public tools. They will play different actors with different strategies: A city council, a public housing agency, private developers and industrialists, directors, according to a computer-monitored process regulated by the coordinators.

Students will have to design an original presentation to be performed in front of the EUP students at the end of the week.

GOALS:

- To understand urban planning and development systems: Interactions, control and regulations.
- To understand actors' strategies.
- To choose tools: Land use, planning, financing, contracts.
- To manage cooperation, human relationships and conflicts.

CA 3: ATELIER URBOX - VERSION BOURG STRUCTURANT

Referents: Philippe POINSOT and Éric CITERNE

Urbox (simulation interactive) : logiques d'acteurs, stratégies et outils de l'aménagement urbain.

Urbox : simulation d'un processus de mobilisation foncière pour la mise en œuvre d'une stratégie de développement d'une petite ville.

L'atelier s'appuie sur une mise en situation fictive et orchestrée par des spécialistes du foncier et de l'aménagement. Les étudiant-es interagissent sur le territoire fictif proposé et analysent les résultats de leurs décisions.

Une séance introductive pose les principales références à mobiliser dans le « jeu urbain », les étudiant-es préparent leur « rôle » autour de deux éléments clefs : les acteurs et les outils.

La simulation se déroule ensuite en continu sur une période de deux jours et demi.

À l'issue du jeu, un point d'évaluation avec les étudiant-es permet de croiser les apports, de produire une restitution collective et un rapport analytique.

GOALS:

- Comprendre les logiques et les stratégies des acteurs de l'aménagement urbain.
- Comprendre le système de l'aménagement urbain et ses interactions sur les plans foncier, financier et juridique.
- Savoir choisir et utiliser les outils et méthodes applicables pour l'aménagement d'un « quartier durable ».
- Résolution de problèmes et de défis de prise de décisions en situation complexe.

CA 4: CORPS URBAINS : ÉCHELLE DU CORPS / ÉCHELLE DE LA VILLE

Referents: Grégoire MOULIN-MORABITO and Véronica COHEN

In French but open to anglophone students.

À travers l'exploration de deux lieux post-modernistes (Arènes de Picasso et Espace d'Abraxas), l'activité commune propose une rencontre autour de la ville dans une dialectique corps/ville et ses potentiels artistiques.

Cette activité intensive se base sur une perception de la relation entre deux perceptions et deux échelles :

- Celle d'un espace urbain monumental conçu à une période donnée.
- Celle du corps traversant, occupant et dialoguant avec ces architectures et paysages.

Les étudiant-es seront invité-es à explorer les potentielles créations que peuvent générer une telle relation. Cette activité cherchera à générer des productions artistiques au prisme de la dialectique corps/mouvement/ville.

Les supports et medium pourront être variés et si le corps est un sujet, il n'est pas imposé comme outil direct (il ne s'agit pas ici de réaliser obligatoirement des performances dansées ou corporelles). Ainsi les travaux pourront se réaliser sous forme de travaux graphiques, photographiques, filmiques, installations ou encore performances.

À partir d'une orientation thématique, du choix d'un propos, le déroulement de ce workshop sur un temps court se construira dans la formalisation d'une intention (échelle du corps, paysage, mouvement, multiplicité ou unité des corps, intériorité des espaces, etc.).

La ville, en tant que territoire donné, le corps comme outil d'exploration ou de narration sont ainsi les deux matières du processus artistique individuel ou collectif engagé.

La restitution de cette activité se concevra comme le regroupement des différents travaux à travers une présentation/exposition: la salle de cour deviendra lieu de scénographie où la mise en commun de l'ensemble des créations.

GOALS:

- Considérer la relation corps/territoire comme exploration artistique.
- Développer une capacité efficace de rassemblement d'informations sur un territoire donné.
- Développer une approche analytique et physique des espaces urbains.
- Confronter différentes échelles.
- Élaborer un travail artistique traduisant un propos sensible, critique.
- Conceptualiser en groupe la mise en espace des matériaux artistiques et en dégager une sensation commune.
- Appréhender la scénographie comme dispositif d'un récit collectif.

CA 5: MÉMOIRE(S) CONTROVERSÉE(S) – LE BOIS DE VINCENNES

Referent: Florine BALLIF

GOALS: cette activité a pour objectif d'apprendre à analyser un site et comprendre les enjeux de mémoire coloniale à Paris. Le cas d'étude sera le jardin d'agronomie tropicale du bois de Vincennes et le Palais de la Porte Dorée

Elle s'appuiera sur la visite et analyse de sites, recherche de documentation et valorisation des résultats dans une restitution écrite et visuelle (PowerPoint ou panneaux, au choix).

PROCESS: après le lancement de l'activité lundi, visite de sites le mardi et mercredi. Puis travail en salle, retour sur le site en fonction des besoins.

CA 6: LE TOUR DU GRAND PARIS

URBANISME COMPARÉ EN RÉGION PARISIENNE

Referent: Laurent COUDROY DE LILLE



Organisation d'un parcours de découverte/terrain en région Île-de-France.

GOALS: L'apprentissage porte sur la connaissance de la région parisienne et de son urbanisme, et le montage d'une journée et demie de visite.

CA 7: LE SON, UN OUTIL PLURIEL POUR RACONTER LA VILLE

Referent: Samuel BUTEAU

In French but open to anglophone students.

Après une première partie de l'activité consacrée à la découverte du micro-enregistreur et du montage sonore (comment choisir les extraits, l'utilisation d'un logiciel de montage, etc.) l'objectif de l'activité est de découvrir comment mobiliser ces compétences pour raconter un territoire.

Ainsi, après avoir préparé vos prises de son (recherche sur le quartier, observations, entretiens informels), vous serez amené-e à récolter une pluralité de sons (micro-trottoir, sons d'ambiance, descriptions, etc.) afin de retranscrire un quartier du sud du 19^e arrondissement de Paris, son histoire passée et actuelle.

Suite à vos prises de son, un travail de montage sonore sera à réaliser afin de présenter des capsules sonores lors de la restitution collective devant les autres étudiant-es.

Dans le cadre de ses activités, l'association Des cris des villes réalise actuellement une balade sonore dans les quartiers Place des Fêtes et Danube (Paris 19e). Si les étudiant-es le souhaitent, leurs productions pourront être intégrées à ce projet.

PLACES INVOLVED: EUP, 19e arrondissement (quartiers Place des fêtes et Danube).

À noter : aucun prérequis en son (technique, montage, etc.) ni aucune connaissance sur les quartiers en question ne sont nécessaires pour participer à l'activité.

GOALS:

- Découvrir et s'appropriier le son comme un outil d'expression et de partage.
- S'exprimer et retranscrire ce que l'on observe via le son.
- Mettre en lumière la richesse et l'histoire d'un quartier via le média sonore.
- Participer à la création d'une balade sonore.

CA 8: RETROFITTED TERRITORIES AND THE IMAGINARY OF TECHNICS!

Referent: Arnaud PASSALACQUA

In French but open to anglophone students.

Based on the definition of low-tech as based on local and territorial resources, the reinvention of old solutions and the participation of the largest number of people in the technical choices, imagine a scenario of adaptation of a low-tech territory in a medium-sized city. It will be based on the idea of **retrofitting infrastructures**, i.e. reusing already existing objects by adapting them from simpler, more local and more user-friendly technical solutions. This implies a transformation of the social relationships on the territory around the construction of another technical way, essential in view of the energy, climatic and biodiversity constraints and those concerning the materials.

In this context, how can we move from the status of open source invention to that of innovation? What elements of context (territorial, social) are crucial? What types of structures should be put in place to support these innovations and which communities should be mobilized?

Some examples: The Regenbox project, the Philips bicycle in the 1930s, Jean-Luc Perrier's solar-powered hydrogen car in the 1970s, Witkar, the forerunner of car-sharing in the 1970s, the pooling of energy or water production resources by local authorities, etc.

GOALS:

- Apprehension of the place of techniques in territorial configurations.
- Systematic apprehension of the stakes of adaptation to energy and climate constraints.
- Adoption of an alternative framework of thought to solutions based on an increasing dependence on technology.
- Search for coherence between technical solutions, territorial resources and social configurations.

CA 9: VISIONS URBAINES

LE POINT DE VUE COMME ENJEUX DE REPRÉSENTATIONS SPATIALES

Referent: Lucinda GROUEFF

Entre documentaire et fiction, l'objectif de cette activité est de questionner nos modes de représentations urbaines à travers la prise de vue et la réalisation de séries photographiques sonores et/ou de documents vidéographiques. Des créations expérimentales au profit d'un bouleversement perceptif et interprétatif qui interroge nos repères et les échelles communes.

GOALS:

- De l'observation à la diffusion, se saisir des outils audio-visuels pour renouveler les regards sur des espaces urbains.
- Exprimer une temporalité, un imaginaire, des ressentis par l'image, le mouvement, le son. Donner du sens au cadre, au mouvement et par le montage.
- Appréhender les bases de la réalisation d'un film à travers toutes ses étapes (production, postproduction et diffusion).

CA 10: INTRODUCTION À LA RYTHMANALYSE D'UN ESPACE PUBLIC

LE BALLET DE LA PLACE DE LA NATION

Referent: Emmanuel MUNCH

In French but open to anglophone students.

L'activité se construit autour de plusieurs périodes d'observations, place de la Nation. Pour rendre compte des temporalités des pratiques déployées, nous effectuerons des relevés acoustiques et visuels à intervalle de temps régulier. La combinaison des relevés sonores et photographiques nous donnera accès à la rythmique du lieu.

Le lundi, en amont du terrain, nous verrons comment les cadres conceptuels de la musicologie peuvent s'avérer efficaces pour refléter la forme temporelle de la vie urbaine.

À l'issue du terrain, nous travaillerons sur ordinateur pour exploiter les relevés. En nous rapprochant du travail du « rythmanalyste », l'objectif final sera de décrypter la chorégraphie observée, pour ensuite donner à voir et à entendre « le ballet » quotidien de la place de la Nation.

À partir de présentations visuelles et sonores, le rendu mettra l'accent sur la mise en musique du lieu et de sa dynamique.

GOALS:

- Investiguer la dimension temporelle et rythmique des usages pour diagnostiquer un territoire.
- Mobiliser diverses techniques d'observations sensibles en s'essayant notamment à l'analyse sonore d'un espace urbain.
- Introduction à la rythmanalyse et au chrono-urbanisme.

CA 11: DESSINE-MOI DES « RUES AUX ÉCOLES »

Referent: Léa ZACHARIOU

Pour deux rues aux écoles, l'une sur Paris et l'autre à Montreuil :

1. Observation de terrain et échange avec les parents et peut-être avec les enfants, si c'est envisageable (à caler avec les écoles).

2. Recherche de solutions inspirantes à l'étranger, et analyse de la documentation existante (CEREMA, Rue de l'Avenir, kit interne*).
3. Production de visuels d'aménagement possible devant les écoles (plan, dessin, illustration), et message de communication associé. Cibles : élu-es, grand public, parents et enfants.
4. Analyse et retour critique sur un *kit d'urbanisme produit en interne pour les parents, contenant des propositions de solutions.
5. Retour critique et méthodologique sur les éléments recueillis auprès des parents, et éventuellement des enfants.

Facultatif : participation à l'évaluation des rues aux écoles mises en œuvre par la Mairie de Paris dans le cadre de la création d'un baromètre/observatoire de la mobilité active.

CA 12: LA GESTION DE L'EAU EN VILLE

Referents: Corinne LARRUE, Juliette CHAUVEAU

L'atelier vise à sensibiliser les futur-es professionnel-les de l'urbanisme sur la place de l'eau dans le projet urbain. Il est ainsi proposé de considérer l'eau comme un vecteur incontournable du projet urbain, de la planification à la gestion en passant par la programmation et la mise en œuvre. L'atelier alternera jeux de rôle, études de cas, visite et co-construction d'un projet urbain avec restitution le vendredi.

- Journée 1 : Comment intégrer l'eau dans son projet de ville : De quelle eau parlons-nous ?
- Journée 2 : Au-delà du réglementaire, l'eau, une opportunité pour une planification du territoire.
- Journée 3 : Intégrer l'eau dans toutes les phases d'un projet urbain.
- Journée 4 : Intégrer l'eau dans toutes les phases d'un projet : Un savoir-faire à partager et à valoriser.
- Journée 5 : Restitution.

CA 13: LA VILLE CYCLO-FERRÉE

Referent: Vaclav STRANSKY

In French but open to anglophone students.

Contexte : les énergies fossiles sont épuisées et les réservoirs des véhicules routiers sont à sec ; mais le mode ferré continue à fonctionner grâce aux centrales nucléaires.

L'objet de cette activité est d'imaginer une agglomération dont les transports reposeraient uniquement sur l'association du fer et de la bicyclette.

Il s'agira de : cerner les enjeux et les implications en termes d'aménagement ; formaliser correctement un problème ; identifier les contradictions ; se poser les bonnes questions ; faire preuve de créativité pour proposer des éléments de réponses en mobilisant une bibliographie *ad hoc*, éventuellement complétée par des retours de visites sur le terrain.

Après un rapide état des lieux sur cette association modale (possibilités, contraintes, retours d'expériences dans d'autres pays), qui permettra d'alimenter une réflexion sur le champ des possibles (réponses par des dispositifs techniques et par l'aménagement des gares et de leurs zones de chalandise), les étudiant-es décideront collectivement d'un terrain d'étude et d'une approche.

Ces choix orienteront le déroulement de l'activité : par exemple, réflexion prospective commune sur plans et documents s'il s'agit d'esquisser un scénario global à l'échelle d'une agglomération ; organisation par groupes travail s'il s'agit de focaliser, plus localement, sur

quelques sujets ciblés, possiblement en lien avec un ou plusieurs terrains d'étude choisis (ce qui peut justifier un travail *in situ*), etc.

CA 14: DE L'APPROCHE DU GENRE À L'APPROCHE DES GENRES

Référentes : Alicia LUGAN, avec l'intervention de Julia GOULA-MEJON

Activité en français et possible en espagnol. Étudiant·es hispanophes bienvenu·es.

« Si la ville avait un genre, elle serait sans conteste d'ordre masculin. »

À la différence du sexe qui se réfère aux différences biologiques entre les hommes et les femmes, le genre désigne une construction sociale de la différence entre les sexes. Sans que cela ait de fondement biologique explicatif, cette construction sociale attribue, des rôles, des tâches, et des attributs différenciés à chaque sexe qui varient selon les époques et les cultures. Cette catégorisation s'accompagne également d'une hiérarchisation de ces caractéristiques qui s'est largement faite au dépend de celles attribuées aux femmes.

Ces différences et inégalités entre les hommes et les femmes conduisent à des pratiques et expériences différentes de l'espace entre hommes et femmes. Et, à y regarder de plus près, les pratiques et expériences des femmes restent largement peu ou pas prises en compte.

Mais plus largement, les populations qui peuvent souffrir de formes de mise à l'écart dans la ville d'aujourd'hui sont nombreuses, tant la fabrique urbaine est le reflet « des genres » entendus, comme la construction sociale de publics types auquel on attribue également des rôles, des tâches et des attributs différenciés. À partir de la prise en compte du genre, nous proposons d'élargir la réflexion à la meilleure prise en compte d'autres publics tels que les enfants, les personnes âgées, les personnes en situation de handicap.

L'approche genre propose ainsi de mieux révéler la diversité des pratiques et expériences de l'espace afin de mieux les prendre en compte. Ainsi, prendre en compte le genre dans l'aménagement ce n'est pas seulement penser l'espace « pour les femmes », c'est surtout prendre en compte des besoins et usages restés longtemps impensés, au profit de tous.

À travers une approche à la fois théorique et pratique, cet atelier propose aux étudiant·es de se former à l'approche genre. L'objet de l'atelier portera sur l'élaboration, avec l'approche genre, d'un diagnostic participatif d'un ou plusieurs espaces publics, puis de la formulation de préconisation sur cet espace. Dans ce cadre, les étudiant·es seront initié·es à la méthode des marches exploratoires et seront invité·es à explorer différentes méthodes participatives. La restitution de diagnostic et de projet pourra se faire sous une forme classique (plan, croquis, photos de référence, etc.) mais pourra être aussi l'occasion d'explorer de rendu. Cela sera défini collectivement avec les étudiant·es.

1.8 JOURNÉE GRAND PARIS / GREATER PARIS DAY

JANUARY 2022 – 11TH EDITION

Coordinator: Daniel BEHAR

Praised by the specialists on the topic, the Greater Paris Day provides each year an opportunity to check the state of the art of changes in the organization and development of the Greater Paris. It mobilizes elected officials, technicians, researchers and experts with their own different points of view and analyzes. Bringing together several hundred participants, it gets along with a non negligible production of papers and syntheses.



Left to right: Daniel Behar, Journée Grand Paris 2018. Lecture 3, Journée Grand Paris 2018. © École d'Urbanisme de Paris.

1.9 THE CHAIR 'DEVELOPING THE GREATER PARIS'

Launched in 2017, the Chair 'Developing the Greater Paris' is an observatory and a resource centre focused on changes in planning practices, in relation to the transformations of the Greater Paris, and more generally in metropolitan contexts.

IT HAS FOUR MAIN MISSIONS:

- Research and prospective through scientific monitoring of special planning transformation (stakeholders, planning instruments, scales) within the context of the city region.
- Training and professional sensitization in order to create a common culture on the Grand Paris' special planning, for students and professional actors.
- Capitalization on foreign metropolitan cities' experiences, in particular, led by discussions with experts.
- Dissemination to the society through different kinds of public events.

IT CARRIES OUT THESE MISSIONS TOGETHER WITH:

- Academics and researchers of the three associated laboratories of École d'Urbanisme de Paris — Lab'Urba, LATTs (Laboratoire Techniques, Territoires et Sociétés) and LVMT (Laboratoire Ville Mobilité Transport).
- The 350 students of École d'Urbanisme de Paris.
- A dozen of major public and private agencies of the Greater Paris:
 - Five founding members of the Chair: La Banque des Territoires, Établissement Public Foncier d'Île-de-France (EPFIF), Grand Paris Aménagement, CDC Habitat and Société du Grand Paris.

- About ten of associated partners: Altarea Cogedim, Eiffage Aménagement, la Francaise, Kaufman & Broad, Linkcity, la SEMAPA, SNCF Immobilier, la SPL AIR 217, la Sadev94, etc.

- A committee of experts: L'Institut Paris Région (former institut d'Aménagement et d'Urbanisme d'Île-de-France), Atelier Parisien d'Urbanisme de Paris and the Direction Régionale et interdépartementale de l'Équipement et de l'Aménagement.

Find all the news and events of the Chair on its website:

- Its website: <https://chaire-grandparis.fr/>

- Its LinkedIn Page: <https://www.linkedin.com/company/chaire-amenager-le-grand-paris>

The certification 'Greater Paris Training' Delivered by the Chair 'Developing the Greater Paris'



WHAT IS THE CERTIFICATION 'GREATER PARIS TRAINING' ?

The certification 'Greater Paris Training' is awarded to students who have taken part in several activities and who have produced significant work linked to urban construction in the Greater Paris.

This certification aims at indicating to structures targeted for an internship or a job that the students have good first knowledge in the field of planning in metropolitan areas and are familiar with urban construction in the Greater Paris. It can be stated on the student's curriculum vitae and a certificate will be issued by École d'Urbanisme de Paris.

How to obtain it?

To get this certification the student must:

1. Follow at least three kinds of activities among the following:

- A course labelled by Greater Paris Training.
- A workshop labelled by Greater Paris Training.
- A common activity labelled by Greater Paris Training.
- An internship related to the topics of the Chair 'Developing the Greater Paris metropolitan areas'.
- An activity especially organized by the Chair 'Developing the Greater Paris metropolitan areas' (open debate, exhibition, etc.).

Courses and activities labelled with the Greater Paris Training are indicated in this handbook by the Chair's logo.



2. Produce at least one document among the following:

- A dissertation related to the topics of the Chair 'Developing the Greater Paris' and a 4-page summary.
- A free document related to the topics and activities of the Chair 'Developing the Greater Paris' (activities overview, conference report, etc.).

WHEN TO OBTAIN THE CERTIFICATION 'GREATER PARIS TRAINING'?

The student can carry out his/her Greater Paris training on one or two years (first and/or second year of Master's degree) depending on his/her activities and works choices.

It is awarded by the Chair 'Developing the Greater Paris metropolitan areas' after assessing the training of the student at the end of each academic year.

1.10 INTERNSHIP AND PROFESSIONAL DISSERTATION

Between April and September*, EUP students must complete a **three-month internship**. The Professional Integration Office (Bureau d'Aide à l'Insertion Professionnelle – BAIP) provides internships offers, mainly between December and March.

Each student is assigned to an internship supervisor within the organization, and an academic supervisor within the teaching team of the Master.

The professional dissertation includes a detailed internship report and the study of a theoretical problematic.

*Dates may slightly vary based on the chosen track.

In September, the dissertation is presented before a jury of teachers and professionals which analyses:

1. The accomplishment of the mission carried out, its restitution in the dissertation, the presentation of the organization.
2. A theoretical problematic identified from the internship (readings problematization, the critical perspective acquired in relation to the work carried out).
3. The student's training itinerary, at the end of studies (university itinerary, choice of internships, other activities, skills).
4. The formal quality of the dissertation.
5. The oral presentation to the jury.

For students in the research track, it is possible to complete an internship, if it is compatible and coherent with the research dissertation. The internship can be carried out in a research laboratory.

More information concerning the elaboration and the form of the dissertations and the calendar will be detailed during the first semester.

The thesis is a personal work. Consequently, plagiarism, which is a fraud, is formally prohibited, sanctioned by exclusion from the training cycle. When citations are repeated — which is natural in academic work (sometimes to be criticized or put into perspective) — these must be transparent in their origin and their understanding.

1.11 RESEARCH TRACK (VR)

The Research path (*Voie Recherche* – VR) is meant for Master 2 students, excluding apprenticeship options. **The Research Path is taught in French.** The admission procedure of the students who wish to complete their Master 2 course is carried out within the Tracks, under their own responsibility.

In the third and fourth semesters, the VR students are gathered on a weekly half-day time slot to take courses and seminars. These teachings replace one of the courses in the track template in semester 3 (S3) and semester 4 (S4).

These teachings include many colleagues from the teaching team of the EUP in various forms (one-off interventions, dissertation supervision, seminar, conference, course...). They

are also completely open to other students, following modalities defined by the track supervisors.

INTERNSHIP:

The VR student is invited to carry out an internship within a laboratory or in certain cases an internship within a professional structure about a subject in direct connection with their dissertation project and, if applicable, thesis. This can be a short (2 to 3 months for students who wish to defend their dissertation in June) or longer (4 to 6 months) internship for those who will defend it in September. The internship agreement includes the clearing of (a few) time slots allowing the student to take part in seminars at the end of S3.

THE RESEARCH TRACK IS ORGANISED AROUND SIX TYPES OF CONTENT:

SEMESTER 3 (S3):

- **LIRE-ÉCRIRE** (Reading-Writing): a research reading and writing workshop (in French and in English). The goal is to assist the writing process in scientific research. During the first sequence that begins in S3, texts shall be read and submitted to the common discussion. In the S4 second sequence, the students shall present a discussion of several texts connected to their research project.
- **MÉTHODO** (Social sciences research methodology): a teaching based on the presentation of select concrete choices: field choices, source choices, data processing tools choices, etc.
- **RIA** (Research, Innovation and Action): a type of content meant to clarify the options available to the students (CIFRE, collaboration contracts) and the various modalities or articulation between research and action in urban planning (Research Action, Research in support of public policies). This module is articulated with research program presentations.

SEMESTER 4 (S4):

- **SEM** (Collective seminar): a collective type of seminar with a minimum of two teachers to share interdisciplinary information and review the acquisition of information, knowledge and practices. It can sometimes take the form of a “confessional” to debrief a student.
- **EPIST** (Epistemology of research in social sciences): a lecture-type teaching to pass on theoretical fundamentals.
- **OUTILS** (Tools): quantitative and qualitative data processing, environments and behaviors’ observations devices, participatory research, visualization, from drawing to cartography, photo, video.

CONTACTS

Coordinators:

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Gwendal SIMON (gwendal.simon@univ-eiffel.fr)

Administration: Magali DE OLIVEIRA (magali.de-oliveira@u-pec.fr)

RESEARCH TRACK (VR) PROGRAMME - 2021-2022

Sept. 2021		Oct. 2021		Nov. 2021		Dec. 2021		Jan. 2022	
		40	VR (1) Welcome Days	44	VR (5)	48	VR (9)	1	VR (13)
		41	VR (2)	45	VR (6)	49	VR (10)	2	VR (1)
38	Start Week	42	VR (3)	46	VR (7)	50	VR (11)	3	
39	Common Activities Week	43	VR (4)	47	VR (8)	51	VR (12)	4	VR (2) Defence of the Dissertation project

Fév. 2022		Mars 2022		Avr. 2022		Mai 2022		Juin 2022	
5	VR (3)	9	VR (6)	13 14		18	VR (10)	22	
6	VR (4)	10	VR (7)	15		19	VR (11) Dissertation viva	23	
7	VR (5)	11	VR (8)	16		20	VR (12) Dissertation viva	24	
8		12 13	VR (9)	17		21		25	Doctoral School applications

Please note: The present calendar may change during the year.



MASTER 2

International Master in Urban Planning and Studies Track 'European Cities'

2021-2022

Master in Urban Planning and Development

Track coordinators:

▪ **European Cities:**

Francesca ARTIOLI (francesca.artioli@u-pec.fr) – *until January 2022*

Christine LELÉVRIER (lelevrier@u-pec.fr) – *starting February 2022*

▪ **Urbanisme et villes des Suds (Global South):**

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2.1 PRESENTATION OF THE 'EUROPEAN CITIES' TRACK

PRESENTATION:

Urban and metropolitan areas in Europe are facing similar challenges, including increasing inequalities, unemployment, housing shortages, fast pacing technological change, pollution and climate crisis and the inclusion of migrants and refugees (Dijkstra and Maseland 2016; European Commission 2018). Today, it is both difficult and necessary to find common and shared solutions to meet these major challenges, and this requires collective action and cooperation at all levels. If planning is strongly embedded into national institutional frameworks (Getimis 2012; Newman and Thornley 1996), it is also a key field for elaborating and testing of innovative approaches.

On this ground, the **International Master in Urban Planning and Studies – European cities** prepares graduate students for work on urban planning and other urban policy issues in the European area, through collaboration between leading European universities in planning. As future professionals, students will be trained to develop shared planning innovations to tackle European cities' challenges.

This European track is organised within the **Urban Futures laboratory of excellence** of the Université Paris-Est ('Labex Futurs Urbains' in French), a federation of research units founded with the aim of fostering cooperation and developing innovative research and teaching relating to cities. The course is organised by the École d'Urbanisme de Paris in cooperation with National Schools of Architecture of Paris-Belleville and Marne-la-Vallée, and the Department of Urban Engineering at Gustave-Eiffel University. In addition, four European partners are involved in this Master's program: Hafencity in Hamburg, Politecnico di Milano in Milan, Urban Studies in Malmö and the Faculty of Architecture and Urban Planning in Ljubljana. Every year, the program also welcomes incoming students from the four partner universities.

The skills, knowledge and competencies on urban planning in Europe are developed **through a range of pedagogical and training experiences:**

- The taught lectures and seminars.
- The Planning Studio, a planning project developed during the first semester with a "real-world" partner.
- The International Week, a week-long planning workshop abroad, that gathers students and faculty from the partner European universities to work on a common urban challenge.
- And the final internship and master thesis.

APPLICATION AND ADMISSION PROCEDURES:

Admission is conditional upon the number of places available for each program and on the candidate's suitability in terms of the program's objectives and prerequisites. The International Master program in Urban Planning and Studies track 'European Cities' offers 20 places.

Admission to the track 'European Cities' has the following English proficiency requirement:

- TOEFL: 80 and above.
- IELTS: 6,5 and above.
- TOEIC: 800 and above.
- Cambridge Certificate: C1 and above.
- Or one year of coursework in English from an English-speaking university, where the candidate has produced significant written work in English and obtained relevant certification.

For students who cannot provide a relevant certificate, an English language test is organized during the admission procedure.

No minimal French proficiency is expected, but basic notions are useful for everyday student's life, and optional French language courses are offered during the year.

KEY DATES OF THE 2021–2022 YEAR:

Induction Days: September 23th & 24th, 2021 (attendance is compulsory).
 Semester 3 (Autumn Semester): September 27th, 2021 – January 14th, 2022.
 Christmas holidays: December 18th, 2021 – January 2nd, 2022.
 Planning studio final week: January 10th – 14th 2022.
 Semester 4 (Spring Semester): January 24th – March 31st, 2022.
 Internship & Dissertation: April 1st – September 29th 2022.
 International Week: February 14th – 18th, 2022 (dates to be confirmed).
 Dissertation viva: End of September 2022.

2.2 ORGANISATION OF THE YEAR

AUTUMN SEMESTER (S3) – 30 ECTS

UE	Title	Hours	ECTS
UE 1	Urban theories in a Globalized World	60	6
EC 1.1	Cities: Emerging issues and challenges	30	3
EC 1.2	Planning the large metropolis: Theories and models	30	3
UE 2	Planning studio	100	11
UE 3	European planning and studies 1	96	10
EC 3.1	Segregation, minorities and urban regeneration	24	2.5
EC 3.2	Plans and projects in Europe	24	2.5
EC 3.3	Applied Urban Analysis	24	2.5
EC 3.4	Metropolitan governance	24	2.5
UE 4	Common activities or French courses	30	3

UE: unité d'enseignement / teaching unit.
 EC: enseignement complémentaire / module.
 ECTS: European Credit Transfer and Accumulation System.

Monday and Tuesday: Planning studio at Paris-Belleville school of architecture.
 ENSA Paris-Belleville – National School of Architecture, Paris-Belleville
 60 boulevard de la Villette 75019 Paris
 Metro stations: Colonel Fabien (line 2) or Belleville (lines 2 & 11).
 ensa-pb@paris-belleville.archi.fr | www.paris-belleville.archi.fr

Wednesday to Friday: Classes at the EUP.
 École d'Urbanisme de Paris – Paris School of Urban Planning (EUP)
 Bâtiment Bienvenüe, Plot A, Cité Descartes Champs-sur-Marne
 77454 Marne-la-Vallée cedex 2 - RER station: Noisy-Champs (line A).

Monday	Tuesday	Wednesday	Thursday	Friday
9.30am- 12.30pm	9.30am- 12.30pm	9.30am- 12.30pm	9.30am- 12.30pm	9.30am- 12.30pm
Planning studio F. Artioli, C. Jaquand, G. Hubert	Planning studio F. Artioli, C. Jaquand, G. Hubert	Segregation, minorities and urban regeneration C. Lelévrier	Planning the large metropolis S. Didier	Applied Urban Analysis S. Guelton, C. Lelévrier
2.00pm- 5.00pm	2.00pm- 5.00pm	1.30pm- 4.30pm	2.00pm- 5.00pm	2.00pm- 5.00pm
Planning studio F. Artioli, C. Jaquand, G. Hubert	Planning studio F. Artioli, C. Jaquand, G. Hubert	Metropolitan Governance C. Lefèvre	Cities: Emerging issues and challenges M. Drozd, J. Rutherford	City Plans and Projects M. Eskenazi
			<i>Séminaire Voie Recherche (for Research Students only)</i>	
5.00pm- 7.00pm			5.00pm- 7.00pm	
<i>French Language Classes (tbc)</i>			<i>French Language Classes (tbc)</i>	

Please note: Each professor will provide the updated calendar for his/her course at the beginning of the semester.

SPRING SEMESTER (S4) – 30 ECTS

UE	Title	Hours	ECTS
UE 5	Urban Planning in a Globalized World	58	5
EC 5.1	Mega-event planning Workshop	29	2.5
EC 5.2	Workshop Metropolitan practices	29	2.5
UE 6	European planning and studies 2	84	8
EC 6.1	European International Week	21	2
EC 6.2	Sustainable cities	21	2
EC 6.3	Smart cities	21	2
EC 6.4	European policies	21	2
UE 7	Cartography and Communication (One elective)	21	2
EC 7.1	One elective method and language course, between: a. Writing and Speaking in English for an International Audience b. Cartography & Spatial data c. Cartography & Design	21	2
UE 8	Internship and Dissertation		14
EC 8.1	Internship and dissertation methodology	21	3
EC 8.2	Internship and dissertation (April – Sept. 2022)		11
UE 9	Common activities 2	10	1
UE VR	UE "VOIE RECHERCHE" (replaces UE 8 Internship and Dissertation)		14
	Théories et pratiques de la recherche en urbanisme	30	3
	Mémoire de recherche		11

The compulsory internship runs from April to the end of September (3 months minimum), and it has an international scope, either abroad or in France on international projects/tasks. Students doing an internship in European countries can apply to the Erasmus mobility grants.

The second semester also includes three workshop weeks, full-time:

- The International Week.
- Mega-event planning Workshop.
- Workshop Metropolitan practices: Living, visiting, consuming.

Monday	Tuesday	Wednesday	Thursday	Friday
<i>(Workshops)</i>	9.30am- 12.30pm	<i>(Workshops)</i>	9.30am- 12.30pm	9.30am- 12.30pm
	Methods & Language (3 options)		Sustainable cities C. Larrue	European policies R. Barbato, S. Lazar
	2.00pm- 5.00pm		2.00pm- 5.00pm	2.00pm- 5.00pm
	Smart Cities E. Vivant		Internship methodology V. Arnoulet	European policies R. Barbato, S. Lazar

Please note: Each professor will provide the updated calendar for his/her course at the beginning of the semester.

To be noted: At the time of printing, the calendar of **workshops** to occur during the second semester was still to be scheduled. The definitive calendar for the second semester is first to be published during the first semester. **This implies that the calendar given above is a mere theoretical one.**

2.3 SECOND SEMESTER

During the second semester students can:

- **Continue their curriculum at the EUP**, which includes the International week and classes (January to April) followed by a compulsory internship from April to September 30th. During the internship, students also write the final dissertation.
- **Or go to one of the four partner universities for a study mobility:** HafenCity in Hamburg, Politecnico di Milano in Milan, Urban Studies in Malmö and the Faculty of Architecture in Ljubljana. This mobility is organised under the Erasmus+ scheme and is supported by a grant delivered by the Labex Futurs Urbains, additional to the EU funding. For students leaving to mobility, the internship and the final dissertation are not compulsory.

Given the organisation of the academic year, it is difficult to do both the academic mobility and the 3 months internship. Students must choose between the two options.

2.4 INTERNATIONAL MOBILITY

Students can spend the spring semester abroad, in one of the four universities: Malmö in Sweden, Hamburg in Germany, Milan in Italy, or Ljubljana in Slovenia. Students will have some choice in the destination, but places are limited. Selection may be made on the basis of their covering letter and language ability.

CONTACTS:

International relations coordinator:

Nacima Baron (nacima.baron@enpc.fr)

Urban Futures Labex (mobility scholarship):

Nathalie Gambiny (nathalie.gambiny@u-pem.fr)

ORGANISATION OF THE SEMESTER IN HAMBURG, MILAN, MALMÖ OR LJUBLJANA:

From January to July, students attend courses in the chosen European university. Students must select teaching modules and a planning studio (Erasmus learning agreement) in October, in consultation with the coordinators for student mobility and the coordinator of the master's program.

The semester counts 30 ECTS. During the mobility, students attend courses for 25 ECTS in the hosting University (Hamburg, Milan, Malmö, Ljubljana) and also attend the International Week (5 ECTS). Students can opt for a research thesis, which would be co-supervised by a professor from EUP and one from the hosting University. This has to be discussed and approved before the mobility by the master's coordinator.

SPRING SEMESTER CALENDAR:

- **Hamburg:** April 1st, 2022 – 30th September 2022 (German language courses start at the beginning of March and are strongly recommended).
- **Milan:** February 21st, 2022 – June 4th, 2022.
- **Malmö:** January 17th, 2022 – June 5th, 2022.
- **Ljubljana:** Middle of February 2022 – end of May 2022.

INFORMATION ABOUT THE PARTNER UNIVERSITIES:

HAMBURG, HAFENCITY

University Students going to Hamburg attend:

- One project workshop in English, open to all Erasmus students in the urban planning master's program: **10 ECTS**.
- One 'Q-Studies' module (an interdisciplinary program on cities): **5 ECTS**.
- Two modules to be chosen from the options on offer for the Resource Efficiency in Architecture and Planning (REAP), Urban Planning, Urban Design or Architecture master's programs (with the agreement of both sides in the learning agreement): **10 ECTS**.

Students should arrive in Hamburg in early March to attend a special program for incoming students. This includes 15 days of intensive German-language courses and workshops.

CONTACTS:

Ingrid Breckner, Andreas Obersteg & Christiane Brück, Head of the International Office (christiane.brueck@hcu-hamburg.de).

University's website: <https://www.hcu-hamburg.de/>

MILAN, POLITECNICO

Students going to Milan will choose:

- One workshop/practical activity: **10 ECTS**.
- 4 to 6 modules from among the different English-language masters' options (Urban Planning and Policy Design; Architecture).

CONTACTS:

Isabella Bontempi (erasmus@polimi.it) & Professor Valeria Fedeli (valeria.fedeli@polimi.it)

University's website: <https://www.polimi.it/>

MALMÖ, URBAN STUDIES

Students going to Malmö will attend two teaching modules:

- Catching Urbanity.
- Making Urbanity.

They will have the opportunity to develop a specific planning/design proposal as part of these modules.

CONTACTS:

International coordinators: Karin Grundström & Åsa Ulemark (asa.ulemark@mau.se)

University's website: <http://edu.mah.se/saurs>

LJUBLJANA, FACULTY OF ARCHITECTURE

Students going to Ljubljana will attend the master's program in urban planning (planning studio and classes).

CONTACTS:

Matevz Juvancic (matevz.juvancic@fa.uni-lj.si)

University's website: <http://www.fa.uni-lj.si/>


2.5 MODULES DESCRIPTION


UE 1	URBAN THEORIES IN A GLOBALISED WORLD
EC 1.1	Cities: Emerging issues and challenges
Professors in charge	Martine Drozdz, Jonathan Rutherford
<p>TEACHING OBJECTIVES: Historically, the city has been a marginal object of study in social science, an anecdotal fact in the study of the organization of societies. Widespread urbanization in the 20th century profoundly changed this situation and led to the emergence of a specific interdisciplinary field of study, urban studies, which explores the contemporary forms and challenges of urbanization. A prolific, protean and globalized field, it now brings together dozens of institutions and thousands of researchers who debate contemporary urban developments.</p> <p>This course aims to explore both what urban scholars think and what they do. The course is designed as an exploration of the scientific and theoretical debates that animate the globalized world of urban studies, through the concrete study of publications, professional networks, communities of researchers and experts, research practices and rhetorical styles.</p> <p>The objectives of the course are threefold:</p> <ol style="list-style-type: none"> 1. To equip students to describe and evaluate the main patterns and dynamics associated with cities and urban change in the 20th and early 21st centuries. 2. To show the thematic, disciplinary and methodological diversity of urban studies. 3. To empower students in their navigation of this fast-moving field. <p>At the end of the course, students should be able to locate scientific texts within theoretical debates and urban knowledge production, to critically analyse methodological frameworks and their effectiveness, and to map the controversies, arguments, and actors that constantly drive the various domains of urban studies.</p>	
<p>MODULE OUTLINE: This course will be taught in ten 3-hour slots. Each session will be organised around a thematic focus with case studies from different contexts. In addition to lectures, teaching will be enhanced by various in-class activities, such as discussion of selected texts, documentaries and movies. Particular attention will be paid to establishing links between the course themes and contemporary examples.</p>	
<p>BIBLIOGRAPHY: A reader will be provided at the beginning of the semester.</p> <p>Students can start exploring by reading:</p> <ul style="list-style-type: none"> ▪ BRIDGE, Gary and WATSON, Sophie (eds.), 2013, <i>The New Blackwell Companion to the City</i> (London: Wiley Blackwell). 	
<p>EXAMINATION: Group presentation with examples organised around a theme, and participation in class discussion.</p>	


UE 1	URBAN THEORIES IN A GLOBALISED WORLD
EC 1.2	Planning the large metropolis: theories and models
Professor in charge	Sophie Didier
<p>TEACHING OBJECTIVES: This course aims at giving future planners a better understanding of the specific issues raised by planning for large metropolitan areas, but also to help students critically appraise planning solutions not only with regard their practical dimensions (planning tools and models, etc) but also when it comes to the ethical considerations at the core of planning design. This year's focus will be on 'Planning against inequalities', a topic which has recently risen to global concern status both at international and national levels, in developed countries as well as in the Global South. One the interrogations at the core of this global concern lies with the potential efficiency of planning to tackle such a complex notion, as well as with that of a strictly sectorial declination of the notion (inequalities and transportation, inequalities and access to housing, etc). A somewhat recent concern for planning, this global issue of the reduction of inequalities through planning works as an interesting entry point into:</p> <ol style="list-style-type: none"> 1. The general dynamics of planning philosophies. 2. The evolution of planning tools and models. 3. The difficulties to implement planning strategies in major metropolitan areas. 	
<p>MODULE OUTLINE: The course will deliberately be built as a paper seminar where active participation of the students will be required. A specific theme will be addressed during each session, and a general discussion will emerge around the confrontation of several texts as well as of additional case studies brought by facilitators and students alike. A reader will be provided at the beginning of the semester and students will be encouraged to explore additional material (videos, press articles, etc.).</p>	
<p>BIBLIOGRAPHY: While the reader provided will cover the basic bibliography required, students are strongly encouraged to brush up beforehand their knowledge of global urban dynamics, for instance with : World Urbanization Prospects https://esa.un.org/unpd/wup/Publications/Files/WUP2014-Highlights.pdf (Last visited on June 6th, 2021).</p>	
<p>EXAMINATION: Students will be asked to present a text from the reader to introduce the discussion. The comments made after each presentation will also be incorporated in a paper trace of the presentation, to be handed at the end of the semester.</p>	


UE 2	PLANNING STUDIO
Professors in charge	Francesca Artioli, Gilles Hubert, Corinne Jaquand
<p>TEACHING OBJECTIVES: The module is a planning project with a "real world" sponsor (e.g. local government, agency, etc.). Students will work on a real word planning problem, produce an informed analysis, and develop a coherent proposal. To do so, students will combine fieldwork research with international comparisons. Urban projects are collective endeavours that combine knowledge, technical skills and multidisciplinary approaches. This workshop is conceived as a laboratory with the aim of generating ideas and creative thinking, as a preliminary and crucial stage of the urban production process. The topic changes every year according to the partner and focuses on a regeneration project in the Paris metropolitan area.</p>	
<p>MODULE OUTLINE: This workshop will be held on Monday and Tuesday of each week, with supervised tutorials (presentation of the sponsors' demand, drafting specifications, diagnosis, guidance, and support sessions), autonomous sessions, fieldwork, and a five-day period during which students will complete, present and defend their work in front of the sponsors and of a board of examiners. Students work in groups.</p>	
<p>EXAMINATION: Presentation and final report.</p>	


UE 3	EUROPEAN PLANNING AND STUDIES (1)
EC 3.1	Segregation, Minorities and Urban Regeneration
Professor in charge	Christine Lelévrier (with invited participants)
<p>TEACHING OBJECTIVES: Change such as deindustrialisation, globalisation and mobility have increased social and ethnic polarization and social division in European cities. Since the 1980s and 1990s, many Western European countries have implemented integrated area-based urban regeneration policies, focused on “poor and disadvantaged neighbourhoods” and aimed at enhancing social mixing. This course aims at giving students some theoretical backgrounds on segregation, improve their knowledge of urban regeneration policies in Europe and make them aware of social issues and public debates.</p>	
<p>MODULE OUTLINE:</p> <p>The course will be divided in three parts:</p> <ul style="list-style-type: none"> ▪ It will first introduce concepts, issues and theoretical approaches of segregation, minorities, diversity and ethnicity in cities (neighbourhood effects, social and spatial justice theories). ▪ Then, it will compare the various and new patterns of urban spatial segregation and migrations in different European countries. ▪ The third part will focus on housing and urban policies dealing with segregation and minorities in European cities (regeneration, social development, mobility, social mixing, planning for diversity, migrants’ welcoming, etc.): policy discourses, different types of implementation and governance, economic and social impact, etc. 	
<p>BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> ▪ BOLT, Gideon, PHILLIPS, Deborah and VAN KEMPEN, Ronald, 2010, “Housing policy, desegregation and social mixing: an international perspective”, in <i>Housing Studies</i>, vol. 25, no. 2, pp. 129–135. ▪ DROSTE, Christiane, LELÉVRIER, Christine and WASSENBERG, Franck, 2014, “Urban regeneration in Dutch, French and German social housing areas”, in SCANLON, Kathleen, WHITEHEAD, Christine and FERNANDEZ ARRIGOITIA, Melissa (eds.), <i>Social Housing in Europe</i> (London: Wiley Blackwell), pp. 368–388. ▪ ESCAFRE-DUBLET Angéline, LELÉVRIER, Christine, 2019, “Governing Diversity without naming it: an analysis of Neighbourhood policies in Paris”, in <i>European urban and Regional Studies</i>, 26(3), pp. 283-296. ▪ FINCHER, Ruth, IVESON, Kurt, 2008, <i>Planning and Diversity in the City: Redistribution, Recognition and encounter</i> (Basingstoke: Palgrave Macmillan). ▪ IRELAND, Patrick, 2008, “Comparing Responses to Ethnic Segregation in Urban Europe”, in <i>Urban studies</i> 45(7), pp. 1333-1358. ▪ HESS, Daniel B., TAMMARU, Tiit, VAN HAM, Maarten, 2018, <i>Housing estates in Europe, Poverty, ethnic Segregation and Policy</i> (Berlin: Springer). ▪ MILTENBURG, Emily M., VAN DE WERFHORST, Herman G., MUSTERD, Sako & TIESKENS, Koen, 2018, “Consequences of Forced Residential Relocation: early impacts of Urban Renewal Strategies on Forced Relocateses’ housing Opportunities and Socioeconomic outcomes”, in <i>Housing Policy Debate</i>, DOI:10.1080/10511482.2018.1424722. 	
<p>EXAMINATION: Students will work in small groups on a comparative synthesis between two European cities (segregation and urban regeneration). Oral presentations and a short paper.</p>	


UE 3	EUROPEAN PLANNING AND STUDIES (1)	
EC 3.2	Plans and Projects in European Cities	
Professors in charge	Manon Eskenazi, Kei Tanikawa Obregon, José Ignacio Vila Vázquez	
<p>TEACHING OBJECTIVES: This module seeks to provide a comparative understanding of projects and planning in European cities and metropolis. On the one hand, the planning systems of several European countries are examined comparatively. Drawing from case studies in European cities, the module explores national and local variations in the practices of urban and metropolitan planning that reflect differences in political and social history, economic conditions, and traditions of law and governance. On the other hand, plans and projects are analysed in terms of their relations with the transformation of urban economies and societies in Europe. This module analyses urban transformations from the standpoint of their complex interactions with the emergence, implementation and outcomes of project-led development.</p> <p>This year, the module will explore three key issues in the planning of European cities:</p> <ul style="list-style-type: none"> ▪ Smart cities. ▪ Soft-mobilities. ▪ Large-scale flagship projects. 		
<p>MODULE OUTLINE: This module is built around case studies from metropolitan areas in France and in Europe. It combines lectures with fieldtrips in the Parisian metropolitan area.</p>		
<p>BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module.</p> <p>Key works include:</p> <ul style="list-style-type: none"> ▪ CARMONA, Marisa, BURGESS, Rod and BADENHORST, M. S. (eds.), 2009, <i>Planning through Projects: Moving from Master Planning to Strategic Planning—30 Cities</i> (Amsterdam: Techne Press). ▪ MARCUSE, Peter and VAN KEMPEN, Ronald, 2000, <i>Globalizing Cities: a New Spatial Order?</i> (Oxford: Blackwell). ▪ NEWMAN, Peter and THORNLEY, Andy, 2002, <i>Urban Planning in Europe: International Competition, National Systems and Planning Projects</i> (London: Routledge; 2nd edition). ▪ SALET, Willen, and GUALINI, Enrico (eds.), 2006, <i>Framing Strategic Urban Projects: Learning from Current Experiences in European Urban Regions</i> (London: Routledge). 		
<p>EXAMINATION: Students' participation and final written exam.</p>		

UE 3	EUROPEAN PLANNING AND STUDIES (1)	
EC 3.3	Applied Urban Analysis	
Professors in charge	Sonia Guelton and Christine Lelévrier	
<p>TEACHING OBJECTIVES: This module aims at providing the students with knowledge and methods to analyse the economic, social and urban characteristics and dynamics of a neighbourhood, a city, in order to draw up adapted urban regeneration strategies. It supports the planning studio process and methodology to analyse, conceive and represent a project.</p> <p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Collect, select and present data from different data sources and bases (Sirene, Census, national and local surveys, mental maps, interviews...). ▪ Implement a methodology in order to identify territorial sources and flows of income and other values, and decisive levers for creating wealth and local competitiveness in a European context. ▪ Propose an operational scheme which meets strategic objectives and financial constraints. ▪ Articulate social analysis and local development strategies. 		
<p>MODULE OUTLINE:</p> <p>This module will be divided in three parts:</p> <ul style="list-style-type: none"> ▪ The first part will be an introduction to a territorial diagnosis: The relevant questions to address, the different steps to understand the characteristics and dynamics of a local urban space, the existing databases, the choice of adapted quantitative and qualitative methods, the ways to go from a collect of data to a diagnosis. Christine Lelévrier will emphasize more on social and demographic issues and data while Sonia Guelton will focus more on economic and financial data. ▪ The second part will provide keys and tools to map spatial information and to visually represent elements of a project understanding. ▪ The third part will focus on the ways to articulate diagnosis and strategies and will make links between the key-figures and diagram of actors and resources, economic and financial planning and set-up of the operations. 		
<p>BIBLIOGRAPHY: Documents will be provided during the course.</p>		
<p>EXAMINATION: Ongoing examination.</p>		

UE 3	EUROPEAN PLANNING AND STUDIES (1)	
EC 3.4	Metropolitan Governance	
Professor in charge	Christian Lefèvre	
<p>TEACHING OBJECTIVES: To present the various theories regarding the governance of cities and compare them with empirical case studies of cities in Europe and North America.</p> <p>The governance of cities has become a key element in their development. This module aims to give students the knowledge base necessary to consider this question, as well as a critical perspective through the comparison of theories and empirical cases.</p>		
<p>MODULE OUTLINE:</p> <ul style="list-style-type: none"> ▪ Globalisation and metropolization processes. ▪ Theories of global cities (Saskia Sassen, Neil Brenner, Peter Taylor, etc.). Political theories of governance. ▪ Governing cities with institutions. ▪ The role of states in the governance of cities. ▪ Public–private relations in the governance of cities. ▪ Civil society and the governance of cities. 		
<p>BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module.</p> <p>Key works include:</p> <ul style="list-style-type: none"> ▪ LEFÈVRE, Christian and PINSON, Gilles, 2020, <i>Pouvoirs urbains : Ville, Politique et Globalisation</i> (Paris: Armand Colin). ▪ LORRAIN, Dominique (ed.), 2010, <i>Métropoles XXL en pays émergents</i> (Paris: Presses de Sciences Po). ▪ NEWMAN, Peter and THORNLEY, Andy, 2011, <i>Planning World Cities: Globalization and Urban Politics</i> (Basingstoke: Palgrave Macmillan). ▪ PINSON, Gilles and MOREL JOURNEL, Christel, 2017, <i>Debating the neo-liberal city</i> (London: Routledge). 		
<p>EXAMINATION: Report and written examination.</p>		

UE 5	URBAN THEORIES IN A GLOBALISED WORLD	
EC 5.1	Mega-event planning Workshop	
Professor in charge	Roberta Pistoni	
<p>TEACHING OBJECTIVES: This 4-days long intensive workshop aims at giving future planners a better understanding of the specific issues raised by large metropolitan areas worldwide through of creating a mega-event project (such as: Olympics Games, FIFA World Cup, International Exhibitions, inter alia). At the end of the workshop students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Critically understand the aims and scopes of mega-event planning. 2. Understand the advantages and limitations of mega-event planning models. 3. Contextualize finely mega-event planning exercises. 4. Understand the formal dimension and constraints of mega-event planning proposals. 5. Efficiently communicate their vision in a written proposal and presentation thereof. <p>The final product, expected at the end of the week, will add up to the school's growing library of mega-event projects developed by students (so far: Summer Olympiads in Abidjan, Johannesburg, Buenos Aires, Tehran, Lima, Dakar, Istanbul, Guadalajara, etc.).</p>		
<p>MODULE OUTLINE: 4-days long intensive workshop.</p>		
<p>BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module.</p> <p>Key works include:</p> <ul style="list-style-type: none"> ▪ HAFERBURG, Christoph, STEINBRINK, Malte, 2017, "Mega-Events in Emerging Nations and the Festivalization of the Urban Backstage: The Cases of Brazil and South Africa", in <i>The SAGE Handbook of New Urban Studies</i>, pp. 267-290. ▪ LEBEAU, Boris, "Les Jeux olympiques de 2024 : une chance pour le Grand Paris ? ", in <i>EchoGéo</i>, [Online] 'Sur le Vif', published on February 12th, 2018. <p>[URL : http://journals.openedition.org/echogeo/15202 - Last visited on June 6th, 2021.]</p>		
<p>EXAMINATION: Group work - Written Olympics project + defence of the project.</p>		

UE 5	URBAN THEORIES IN A GLOBALISED WORLD	
EC 5.2	Workshop Metropolitan practices: Living, visiting, consuming	
Professors in charge	Rita Chedid, Sophie Didier, Roberta Pistoni	
<p>TEACHING OBJECTIVES: Strolling in a condo, shopping in a mall, travelling abroad and participating to a walking tour in a preserved district or consuming in their own city on the occasion of a sportive or cultural event are common urban experiences shared by developed metropolitan societies and emerging middle classes of the global South.</p> <p>The workshop explores the characteristics of such practices and questions the way they transform people, communities, urban societies, but also representations of the self and other, as well as the built environment, in a multiscalar way. Inter alia, the themes of local and global mobilities, tourism flows and practices, and place commodification will be developed, paying a specific attention to individual and collective social practices.</p>		
<p>MODULE OUTLINE: 4-days long intensive workshop.</p> <p>The workshop will consist in theoretical approaches, methodological developments (with a special interest in ethnographic surveys, mapping strategies, ambiance approaches) and case studies presentations, including text, video and audio elements.</p>		
<p>BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module.</p> <p>Key works include:</p> <ul style="list-style-type: none"> ▪ BEAVERSTOCK, Jonathan V., HAY, Iain (eds.), 2016, <i>Handbook on Wealth and The Super-Rich</i> (Cheltenham: Edward Elgar Publishing). ▪ BROWN, Frances, HALL, Derek, 2008, "Tourism and development in the Global South: The issues", in <i>Third World Quarterly</i>. ▪ JAYNE, Mark, 2006, <i>Cities and Consumption</i> (London: Routledge). ▪ MBEMBÉ, Achille, NUTTALL, Sarah (eds.), 2008, <i>Johannesburg: The Elusive Metropolis</i> (Durham : Duke University Press). ▪ ZUKIN, Sharon, 1996, <i>The Cultures of Cities</i> (Hoboken: Wiley). 		
<p>EXAMINATION: Group work.</p>		

UE 6	EUROPEAN PLANNING AND STUDIES (2)	
EC 6.1	European International Week	
Professors in charge	Florine Ballif, Christine Lelévrier, Roberta Pistoni	
<p>TEACHING OBJECTIVES: This international workshop offers an opportunity to compare issues and urban planning and urban regeneration practices in Europe. European cities are facing the same kinds of economic, social and urban change. There are new challenges for urban design and planning, leading to what is called “urban renewal”, “urban restructuring” and/or “urban regeneration” projects and policies, aiming at increasing density in the city centres, dealing with old industrial sites, improving housing, and rebuilding the city on its own ground. Brownfield sites, unfit housing, large social housing estates, and waterfront areas (docklands) are being redeveloped in many cities.</p> <p>Examples from our European partners will highlight several challenges surrounding urban renewal projects, such as public–private conflicts, preservation and innovation, and internal and external social benefits.</p>		
<p>MODULE OUTLINE: The International Week is a common event bringing together researchers and students from the four universities involved in the European track (Hamburg, Ljubljana, Milan and Paris) and will be organised on a specific topic in one of the four cities each year.</p>		
<p>EXAMINATION: Students will be divided into working groups and shall prepare the workshop throughout the semester, together with a written report to summarise the presentations and debates at the end of the week.</p>		

UE 6	EUROPEAN PLANNING AND STUDIES (2)
EC 6.2	Sustainable Cities
Professor in charge	Corinne Larrue (with invited professionals)
<p>TEACHING OBJECTIVES: The objective is to present and analyse local and metropolitan policies in the field of environment and more generally orientated toward sustainable development, with a focus on European cities.</p>	
<p>MODULE OUTLINE:</p> <p>The module will be organized around several main topics:</p> <ul style="list-style-type: none"> ▪ Environment and sustainability as growing public issues for managing European cities. ▪ Strategic environmental assessment: a tool for integrating environmental concerns into urban policies. ▪ New concerns about energy in cities: Autonomy, saving, efficiency, etc. ▪ Nature and urban areas: New concerns about integrating nature within cities. ▪ Pollutions in urban areas: Focus on air pollution. ▪ Flood risk management across European cities. ▪ Case studies analysis. 	
<p>BIBLIOGRAPHY: A specific bibliography will be given at the beginning of the module.</p>	
<p>EXAMINATION: A comparative case-study to be developed during the last session.</p>	

UE 6	EUROPEAN PLANNING AND STUDIES (2)
EC 6.3	Smart Cities
Professor in charge	Elsa Vivant
<p>TEACHING OBJECTIVES: The global rise of the smart city concept as a technological solution to all urban problems is at the core of this course. The module will take a critical stance, and cover a variety of topics and examples of the interplay between digital technologies and urban planning (smart city policies, open data, platform urbanism, digital participation, etc.).</p>	
<p>MODULE OUTLINE:</p> <p>The module will be based on both international and French case studies and controversies on the following themes:</p> <ul style="list-style-type: none"> ▪ Digital economy and the city. ▪ Platform urbanism. ▪ Environmental impact of data. ▪ Smart city or the new panopticon. ▪ Digital Designing. ▪ Smart government. <p>A field trip will be organised in the north-east of Paris, lasting one day.</p>	
<p>BIBLIOGRAPHY: To be announced.</p>	
<p>EXAMINATION: Case study; Oral presentation + Final examination.</p>	

UE 6	EUROPEAN PLANNING AND STUDIES (2)
EC 6.4	European Policies
Professors in charge	Raffaele Barbato, Simina Lazar
<p>TEACHING OBJECTIVES: The course will give an overview of the way European Policies are formulated and implemented in various Member States, with a focus on Urban policies.</p> <p>The course will begin with an overview of European Institutions and their way of operating, their impact on Member states policies. The course will then focus on the urban dimension of European policies. Despite the lack of explicit competences, the European Union (EU) has become a key actor for sustainable development of European cities. Its contribution is financial but also methodological. By promoting a participative and integrated approach, the EU has contributed to the definition of new techniques and tools for the design of local policies. These will be introduced during the course and used by students on a virtual case study for an exercise of project formulation. During the last session students will present the outcome of the exercise.</p>	
<p>MODULE OUTLINE: The module will be based on literature and case studies.</p>	
<p>BIBLIOGRAPHY: Bibliographic references will be provided during the lectures.</p>	
<p>EXAMINATION: The evaluation will be based on the formulation of a project funding demand based upon on a “virtual” case study.</p>	

UE 7	CARTOGRAPHY AND COMMUNICATION (ONE ELECTIVE)
EC 7.1	One elective method and language course, between:
Option A	Writing and speaking in English for an international audience.
Professor	Benjamin Templier
<p>TEACHING OBJECTIVES: This course will aim at providing you with necessary training and activities to make sure professional and personal communication language skills are undoubtedly assets and no obstacles when joining international teams. Writing, speaking, interacting, mingling, convincing, acting and being as well-rounded an urban planner as possible. This course will use a pragmatic in-context approach dealing with students international profile through several of hands-on activities dealing with urban planning in general with a slight focus on: Pedestrianization, Regeneration, Mixed-use and density, Sustainability and the Environment.</p>	
<p>USEFUL LINKS:</p> <ul style="list-style-type: none"> ▪ https://www.theguardian.com/cities/series/the-story-of-cities ▪ https://www.bloomberg.com/citylab ▪ http://ec.europa.eu/regional_policy/en/policy/themes/urban-development/ ▪ https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development_en ▪ http://www.timbre-project.eu/timbre-project.html ▪ https://www.englisch-hilfen.de/en/ 	
EXAMINATION: Integrated Performance Assessment - projects and activities.	
Option B	Cartography and Spatial Data (GIS)
Professors	Matthieu Delage, Florent Le Néchet
<p>TEACHING OBJECTIVES: This course will teach how to use GIS software qGIS in order to proceed to basic operations with spatial data: data acquisition, spatial operations (aggregation, buffer zones and so on), cartographic representation. These techniques will be taught from the perspective of urban and territorial planning, and will be organized mainly around a workshop on crowdsourced data in various geographic contexts. Due to the special nature of crowdsourced data, the course will focus on data quality and data representativity, and will imply comparison methods.</p>	
EXAMINATION: Group projects.	
Option C	Cartography and Design (Illustrator).
Professor	Roberta Pistoni
<p>TEACHING OBJECTIVES: This course aims to introduce basic cartographic principles and computer-assisted drawing technics. Students will learn how:</p> <ul style="list-style-type: none"> ▪ To read and analyze a map. ▪ To make thematic and synthetic sketch maps based on tools and methods of graphics semiology. ▪ To layout a map and to apply fundamental aesthetic rules of cartography. ▪ To handle Illustrator, a software commonly used for designing vector maps. <p>During each teaching sessions, students will be trained on Illustrator thanks to several application exercises. An active participation of the students will be required.</p>	
<p>BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> ▪ BÉGUIN, Michèle, PUMAIN, Denise, 2017, <i>La représentation des données géographiques</i> (Paris: Armand Colin, 4th edition). ▪ LAMBERT, Nicolas, ZANIN, Christine, 2016, <i>Manuel de cartographie. Principes, méthodes, applications</i> (Paris: Armand Colin, Coursus : Géographie). ▪ LAMBERT, Nicolas, ZANIN, Christine, 2020, <i>Practical Handbook of Thematic Cartography: Principles, Methods, and Applications</i> (Abington: CRC Press, Abington). ▪ MONMONIER, Mark, 2018, <i>How to lie with a map</i> (Chicago: University of Chicago Press). ▪ HARVEY Francis et al, 2016, <i>A primer of GIS: fundamental geographic and cartographic concepts</i> (New York: Guilford Press). ▪ ORY Jérémie, 2017, "De l'objet au figuré : l'abstraction en cartographie", in <i>Géoconfluences</i> [URL : http://geoconfluencesens-lyon.fr/programmes/outils/objet-figure-cartographie - Last visited on June 6th, 2021] ▪ ZANIN Christine, TREMELO Marie-Laure, 2003, <i>Savoir faire une carte : Aide à la conception et à la réalisation d'une carte thématique univariée</i> (Paris: Belin). ▪ https://mapsmith.net/ ▪ https://neocarto.hypotheses.org/ ▪ http://cartonumerique.blogspot.com/ 	
EXAMINATION: Production of a mapping booklet including: A methodological framework — objectives, data and illustration choices; One or few original maps/sketches; A brief map commentary. University works, personal or professional projects could be used as objects of the booklet.	

UE 8	INTERNSHIP AND DISSERTATION
EC 7.2	Internship and dissertation methodology
Professor in charge	Violette Arnoulet
<p>TEACHING OBJECTIVES: This course will aim at:</p> <ul style="list-style-type: none"> ▪ Providing the students with basic understanding of a research protocol: formulating a question, identifying an urban planning/research issue, producing hypotheses and developing a fieldwork strategy to investigate them. ▪ Assisting the students in their individual project and helping them to construct a master thesis project connected to their internship. <p>Based on articles reading and in session exercises, it is organised as a methodological seminar.</p>	
<p>MODULE OUTLINE:</p> <ul style="list-style-type: none"> ▪ General introduction. ▪ Choosing a subject, building a research object. ▪ Research and planning as a social activity. ▪ Case study or comparison? ▪ Fieldwork. ▪ How to conduct research interviews? ▪ Using maps and photography in your master thesis. ▪ Next footstep for your research. 	
<p>BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> ▪ ARTHUR, Sue, NAZROO, James, 2003, <i>Qualitative research practice: a guide for social science students and researchers</i> (London: Sage publications). ▪ BEAUD, Stéphane BEAUD, 1996, "L'usage de l'entretien en sciences sociales. Plaidoyer pour l'entretien ethnographique", in <i>Politix</i>, no. 35, pp. 226-257. ▪ BECKER, Howard, 1998, <i>Tricks of the trade. How to think about your research while doing it</i> (Chicago: University of Chicago press). ▪ COLLECTIF ROSA BONHEUR, 2014, "Comment étudier les classes populaires aujourd'hui ? Une démarche d'ethnographie comparée", in <i>Espaces et sociétés</i>, vol. 1/2, no. 156-157, pp. 125-141. ▪ CONORD, Sylvaine, CUNY, Cécile, 2014, "Towards a "visual turn" in urban studies? Photographic approaches", in <i>Visual ethnography</i>, vol. 3, no. 1, pp. 2-6. ▪ FLYVBJERG, Bent, 2006, "Five misunderstandings about case-study research", in <i>Qualitative Inquiry</i>, vol. 12, no. 2, April 2006, pp. 219-245. ▪ VENKATESH Sudir, 2002, "'Doin' the hustle": Constructing the ethnographer in the American ghetto", in <i>Ethnography</i>, vol. 3, no. 91, pp. 91-111. 	
<p>EXAMINATION:</p> <ol style="list-style-type: none"> 1. Reading and debating a scientific paper (oral presentation, 5pts). 2. Observation report after a collective fieldtrip (written report, 5 pts). 3. Presentation of the master thesis project (oral presentation, 10 pts). 	

GENERAL INFORMATION

Paris School of Urban Planning

2021-2022

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Cité Descartes, Bienvenüe building (architect: Jean-Philippe Pargade). Picture by Éric Morency © Epamarne.

3.1 EUP'S TEACHING STAFF

The EUP's multidisciplinary teaching staff is made up of professors, assistant professors, practitioners, teaching and research assistants, and some PhD students with teaching responsibilities.

Below are brief details about each member of the EUP's teaching staff and their areas of expertise.

ADISSON Félix felix.adisson@univ-eiffel.fr

Urban development; Legal and financial instruments of urban planning and development; Real estate and public real estate; Land rent; Comparative methods; Geographical Areas: France, Italy, Brazil.

ALDHUY Julien julien.aldhuy@u-pec.fr

Economic development policies, discourse and practices (regions, territories, metropolises, major projects); Economics in urban planning and development projects; Spatial strategies and urban projects of companies in the city of flows; Territorial planning and strategies; constrained mobility and spatial/urban trajectories of companies.

ARAB Nadia nadia.arab@univ-paris-est.fr

Actors, practices, professions, modalities of public and private co-production and regulation of urbanism; Urban planning projects; Territorial management; Co-Design; Vacant spaces and buildings; Innovations and urbanism; Living Environment; Productive City.

ARTIOLI Francesca francesca.artioli@u-pec.fr

Urban politics and political conflicts; local government studies; real estate and public real estate; vacant land; large-scale urban projects; platform economy (Airbnb, Uber, etc.); short-term rental housing; comparative method; Areas: France, Italy, UK, European comparisons

BALLIF Florine florine.ballif@u-pec.fr

Changes in urban policies and modes of public action; Security policies; Urban violence; Divided cities; Closure of public spaces; Urban and ethnic identities; Geographical Areas: France; Ireland; Brazil.

BARON Nacima nacima.baron@enpc.fr

Links between transport and urban development on metropolitan and regional scales, with a particular focus on stations, the European space (especially Southern Europe, France and Spain) and tourism-related mobility.

BEHAR Daniel daniel.behar@u-pec.fr

Territorial development; Local authorities; Metropolisation; Greater Paris; Territorial strategies.

BRINIS Selma selma.brinis@hotmail.com

History of rail transport; Urban History; Railway heritage; Transport networks and Urbanization; Cartographic Methods for GIS (Geographic information system); Current field of research: Île-de-France Region.

CARRIOU Claire claire.carriou@u-pec.fr

Housing politics; Alternatives generated by inhabitants; institutional experiments in housing production and management; History of housing; Inhabitants' involvement and mobilization; Geographical Areas: France; Europe.

CHEDID Rita rita.chedid@u-pec.fr

Metropolization: Territorial development, residential mobility, territorial economy, territorial strategy; Spatial planning practices; Urban observation; Operational urban planning: Local urban plans in Lebanon.

CLERVAL Anne anne.clerval@univ-eiffel.fr

Gentrification; Segregation; Socio-spatial dynamics; Dominance and power in social relationships.

COUDROY DE LILLE Laurent coudroy@u-pec.fr

Urban history; History of urban planning; History of the urban environment; Heritage; Terminology and language; Urban planning operations; Geographical Area: Spain.

CUNY Cécile cecile.cuny@u-pem.fr
Urban sociology, ethnography, visual methods, worker worlds, logistical spaces, participatory urban planning.

DANG VU Hélène helene.dang-vu@univ-eiffel.fr
Urban projects; Planning actors and professions; University planning.

DAUBAS Charles charles.daubas@u-pec.fr
Urban general contracting; Operational urban planning; Strategic position in urban planning; Data representation tools and techniques.

DE TILIÈRE Guillaume guillaume.de-tiliere@univ-eiffel.fr
Links between transport, mobility and urban development; planning and design of major transport projects; Planning of stations and transport hubs.

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Territorial development tools and policies (economic activities, transport infrastructure and services, innovation, tourism).

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Power; Metropolitan governance; Middle-range temporalities for urban dynamics and public policy design; North–South comparativism; International dissemination of models; Geographical Areas: Emerging Africa, North America.

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Sociology; Social anthropology; Informal city; Process of patrimonialisation; Norms; Transgressions; Sociology of social transaction.

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Socioeconomics and politics of housing; Housing for low-income households; Local housing policies and urban policy.

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Commissioning of development operations; Land-related action; Legal, technical and financial tools of urban production.

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Visual anthropology; Images and city stories; Practices and representations of ways of living; Sensitive and experimental approaches; Videography and public space; Participatory devices.

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Local development and financing of urbanization: territorial economics and planning economics; Land economics; Economics of pollution; Financing and risk in projects; Reconversion of public land.

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Policy, management and regulation of networked services - Urban governance and public action in cities of the South - Economic emergence, urbanisation and infrastructural transitions in the South - Energy, drinking water, waste in developing cities - Neoliberal policies, poverty and access to essential services.

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Urban anthropology; Communication sciences; Visual ethnography; Sensitive approaches; Uses of the city; Experience of mobilities; Minorities; Gender; Urban images and imaginaries; New Technologies of Information and Communication (NTIC).

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Right to the city; Land dynamics; Urban diagnosis; Urban change; Real estate dynamics; Participatory methods; Public space; Urban project; Urban segregation; Affordable housing; Community town planning; Municipal branding; Small and medium-sized towns; Social and spatial representations; Urban exclusion; Revitalization; Geographical Areas: Lebanon, Arab town planning, Rural town planning.

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Analysis of public policy; Drafting, implementation and evaluation of environmental policy; Natural resource management; Environmental problems: Pollution, flood risk, and climate change.
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Links between urban form and daily mobility; Metropolitan dynamics in Europe; Geomatics applied to interactions between transport and development.
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Landscape and urban planning; Landscape and agriculture; Project management; Territorial diagnostics; Project process; Applied ecology; Communication; Participation.
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Local public finance (and inter-municipalities); Economics of development; Local public services; GIS; Tool for representation, analysis and decision making.
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Culture of public and private institutional stakeholders in urban development; Commercial and tertiary-sector urban planning; International construction of academic and professional fields in urban planning; History of urban planning.
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History of mobility; Urban history; Transfers of transport systems; Long-term and contemporary issues in urban planning; Energy issues; Systemic approaches.
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Energy transition; Sustainable planning of cities and territories; Urban and territorial metabolism; Environmental and energy politics; Landscape public planning and politics; Task distribution to achieve efficient energy transition; Geographical Area: The Netherlands, Italy.
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3.3 STUDENT LIFE

- UNIVERSITY GUSTAVE-EIFFEL CAMPUS | PARIS-EAST CRETEIL UNIVERSITY CAMPUS

As an EUP student, you will automatically be affiliated to both Université Gustave Eiffel and UPEC (Université Paris-Est Créteil). You will also benefit from affiliation with the Cité Descartes as a whole, granting you access to the many sporting and cultural associations of partner institutions on campus — and, in some cases, to preferential prices and membership rates.

A range of services are also available to help you find work, find accommodation, finance student projects, complete grant and bursary applications, etc. In parallel, UPEC also offers a legal advice service that is open to all students. You can find all the relevant information in the 'Student Life' ('Vie étudiante') sections of the websites of both universities:

- Université Gustave Eiffel: <https://www.univ-gustave-eiffel.fr>
- UPEC: <https://www.u-pec.fr>

SERVICE DE LA VIE ÉTUDIANTE (UNIVERSITÉ GUSTAVE EIFFEL)

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Opening hours:

- Monday, Wednesday, Friday: 9.00am-9.15pm
- Tuesday: 10.00am-9.15pm
- Thursday: 9.00am-9.15pm
- Saturday: 11.00am-5.00pm (depending on the opening of the Georges Pérec Library.)

More information: <https://www.facebook.com/MDEUGE/>

FOYER DE LA MAISON DES ÉTUDIANTS (UPEC)

Maison des Étudiants

Campus Centre - 61 avenue du Général de Gaulle - 94010 Créteil

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- ACCESSIBILITY AND DISABILITY

UPEC RESOURCES

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More information:

<https://www.u-pec.fr/fr/vie-de-campus/etudes-et-handicap/handicap-sites-ressources>

UPEM/UNIVERSITÉ GUSTAVE EIFFEL RESOURCES

Service de Santé Universitaire - Pôle Accueil Handicap - Copernic - Office OV100

Phone: +33 (0)1 60 95 74 84

Email: accueilhandicap@u-pem.fr

More information:

<http://www.u-pem.fr/formations/les-services-de-la-vice-presidence-enseignements-et-professionalisation/aide-aux-etudiants-en-situation-de-handicap/>

YOUR INTERLOCUTOR AT THE EUP:

Référente handicap / Disability Referent:

Sabine Hermenault – Directors' Assistant at the Lab'Urba Research Unit

Cité Descartes - building Bienvenüe - Office A348

14-20 boulevard Newton, Champs sur Marne, 77454 Marne-la-Vallée cedex 2.

Phone: +33 (0)1 71 40 80 50

Email: sabine.hermenault@u-pec.fr

• THE BAIP (CAREERS OFFICE)

The role of the BAIP (Bureau d'Aide à l'Insertion Professionnelle) is to advise and assist EUP students in their search for end-of-course internships and employment once they have completed their studies. The BAIP collates and advertises internships and job offers, and takes care of the administrative aspects of internship agreements.

The head of the BAIP meets with students individually, by appointment, in order to advise them and prepare them for entry into the workplace:

Head of BAIP: Sandrine Vazquez - Office A209

Emails: baip-urbanisme@u-pec.fr / sandrine.vazquez@u-pec.fr

• ENT: ENVIRONNEMENT NUMÉRIQUE DE TRAVAIL/DIGITAL WORKING ENVIRONMENT

The Université Gustave Eiffel provides all of its students with an Environnement Numérique de Travail (ENT), or Digital Working Environment.

Your ENT provides access to various services and information, including:

- Your email account.
- Your personal files and documents.
- Your grades and results.
- The e-learning portal.

More information: <https://cri.u-pem.fr/service-aux-etudiants>

Please note: An email account is created for you by the university at the time of your registration. Please ensure to check it regularly, since many information, news, announcement, calls and proposals will be sent to you at this address. But also note that this account won't last much longer beyond your academic year(s). We encourage you to provide a long-lasting address while regularly checking the account provided by the university. Automatic forwarding from one account to the other can easily be achieved.

• COMPUTER LABS

When no lecture is being held, rooms A108, A115 and A105 and their equipment can be used as computer labs.

• LIBRARIES AND DOCUMENTARY RESOURCES

SERVICE COMMUN DE LA DOCUMENTATION

Christelle OTIN (Admisnitration)

Office OS036, building COPERNIC

Email: Christelle.Otin@univ-eiffel.fr

Phone: +33 (0)1 71 40 81 10

BIBLIOTHÈQUE HISTORIQUE POÈTE ET SELLIER DE L'ÉCOLE D'URBANISME DE PARIS

The former IUP (Institut d'Urbanisme de Paris) bequeathed on an exceptional range of documentary resources to the EUP. This has been further enriched by the personal collections of Henri Sellier, who initiated the teaching of urban planning in France and was a pioneer not only in the social housing and garden cities movements in France but also of regional planning in Greater Paris.

These resources are accessible to EUP students, *in situ*, upon request (jose.mayorga@u-pec.fr).

Head of the Poète et Sellier Library: José Mayorga

Cité Descartes - building Bienvenüe - Office A222

14-20 boulevard Newton, Champs sur Marne, 77454 Marne-la-Vallée cedex 2.

Email: jose.mayorga@u-pec.fr

Phone: +33 (0)1 71 40 80 32

More information: <https://www.eup.fr/recherches/bibliotheque-historique-poete-et-sellier/>

BIBLIOTHÈQUE GEORGES PEREC (UNIVERSITÉ GUSTAVE EIFFEL)

Rue des Frères Lumière, 77420 Champs-sur-Marne.

Opening hours:

- Monday, Wednesday, Thursday, Friday: 8.30am-7.00pm

- Tuesday: 10.00am-8.00pm
 - Saturday: 11.00am-5.00pm
- More information: <http://www.u-pem.fr/bibliotheque/bibliotheques/>

BIBLIOTHÈQUE DU MAIL DES MÈCHES - FONDS URBANISME (UNIVERSITÉ PARIS-EST CRÉTEIL - UPEC)

BU d'Eco-Gestion-Urba, 4 route de Choisy, 94000 Créteil.

More information: <https://bibliotheque.u-pec.fr/>

CENTRE DE DOCUMENTATION ET MÉDIATHÈQUE DE L'INSTITUT PARIS REGION (L'Institut Paris Region opens its documentation centre to all students.)

Médiathèque Françoise Choay - Institut Paris Region

15 rue Falguière

75015 Paris

Email: mediatec@institutparisregion.fr

Phone: +33 (0)1 77 49 79 17 or 77 39

Opening hours: Without appointment, Monday to Friday, from 10.00am to 5.00pm.

More information: <https://www.institutparisregion.fr/mediatheque-francoise-choay.html>

▪ FINANCIAL AID

There is a new mobility grant available for future M1 students:

The Parcoursup mobility grant is a financial aid of €500 which encourages geographic mobility of future students. It is reserved for grant holders who have definitively accepted an admission proposal from Parcoursup for a wish made outside their regional education authority of residence.

More information: <https://www.messervices.etudiant.gouv.fr>

▪ RESTAURANTS

The Cité Descartes hosts several restaurants:

- CROUS Club - 10 boulevard Newton - 77420 Champs-sur-Marne.
- L'Arlequin - building Copernic - 5 boulevard Descartes - 77420 Champs-sur-Marne.
- Restaurant MRS (dedicated to IFSTTAR members in first place) — Ground floor — building Bienvenüe (entrance fees for non IFSTTAR members: €3.15).

A canteen card will also be delivered to the students of the track MOPU. The average cost of a meal stands between €6 and €8.

• STUDENT ASSOCIATIONS – ALUMNI NETWORK



LE BUREAU DES ÉTUDIANTS

Acting in collaboration with the other associations, the administrative and educational teams of the EUP, the Paris School of Urban Planning Bureau des Étudiants has three main missions:

- Circulating information among students.
- Organising student life.
- Supporting professional integration.

Email: bde.eup@gmail.com



LA JUNIOR EUP – URBA CONSEIL

The Junior EUP – UrbaConseil team offers its skills in urban planning and development. Organised as a design office, its young consultants work with different sponsors and clients.

Email: contact@junioreup.fr

More information: <https://www.junioreup.fr/>



L'ASHEUP

ASHEUP (Humanitarian support association of the École d'Urbanisme de Paris) provides support (logistics, financial, technical and human support) to several Parisian associations whose aim is to accompany very low-income people.

Email: association.asheup@gmail.com

More information: <https://asheup.wixsite.com/asheup>



L'ALUMNI

The Alumni Network of the EUP ambitions to federate the broadest existing network of professional urban planners. More than 6000 professional members are already involved.

Email: alumni.eup@gmail.com

3.4 PRÉVENTION ET LUTTE CONTRE LES VIOLENCES SEXISTES ET SEXUELLES

Le monde universitaire n'est pas imperméable aux rapports de domination, aux inégalités, aux discriminations et violences sexistes et sexuelles qui touchent tous les milieux. L'École d'Urbanisme de Paris est pleinement mobilisée pour faire de l'Université un environnement d'apprentissage et de travail libre de toute violence.

1. DE QUOI PARLE-T-ON ?

Les violences sexistes et sexuelles (VSS) regroupent une diversité d'actes et de comportements, qui sont parfois difficiles à identifier et constituent des délits. Ces violences peuvent être d'ordre physique et/ou psychologique et avoir un impact sur la santé des personnes qui en sont victimes. Ces situations peuvent se mettre en place de manière pernicieuse, sans que les victimes ne prennent pleinement conscience de la gravité de ce qu'elles vivent et ni du danger qu'elles encourent. Voici quelques définitions pour permettre d'identifier et de prévenir ces situations :

« OUTRAGE SEXISTE »

« Fait d'imposer à une personne tout propos ou comportement à connotation sexuelle ou sexiste, qui porte atteinte à sa dignité en raison de son caractère humiliant ou dégradant, ou qui crée à son encontre une situation intimidante, hostile ou offensante¹ ». Imposer, cela veut dire sans consentement libre et éclairé.

→ Tenir des propos sexistes, « mater », raconter ses performances sexuelles, faire « des blagues » ou des sous-entendus à caractère sexuel en présence de quelqu'un-e, même s'ils ne lui sont pas directement adressés, peuvent constituer des outrages sexistes.

« HARCÈLEMENT SEXUEL »

« Fait d'imposer à une personne, de façon répétée, des propos ou comportements à connotation sexuelle ou sexiste qui soit portent atteinte à sa dignité en raison de leur caractère dégradant ou humiliant, soit créent à son encontre une situation intimidante, hostile ou offensante². »

La répétition n'a pas besoin de venir d'une seule et même personne, si les individus se sont concertés ou savent que ces faits ont déjà eu lieu. Le refus de la victime n'a pas à être explicite. Faire pression dans le but, réel ou supposé, d'obtenir pour soi ou pour quelqu'un d'autre, un acte de nature sexuelle, même si cela n'arrive qu'une fois, est aussi considéré comme du harcèlement sexuel.

→ Les échanges en face-à-face ne sont pas les seuls à relever du harcèlement, ce délit concerne aussi l'envoi de photos ou de commentaires inappropriés par téléphone, mail ou via les réseaux sociaux

→ Le harcèlement moral, qui consiste à imposer de façon répétée des paroles ou actes dégradants qui altèrent la qualité de vie de la victime, diffère du harcèlement sexuel mais y est souvent associé dans les faits.

« AGRESSION SEXUELLE »

« Fait d'imposer à une personne, par violence, contrainte, menace ou surprise, fait de subir une atteinte sexuelle de la part d'un tiers ou de procéder sur elle-même à une telle atteinte³ »

Une atteinte sexuelle concerne tout attouchement sur le sexe, ou les parties du corps considérées comme sexuelles, donc les fesses, les seins, les cuisses, la bouche.

→ Une main aux fesses, tenter d'embrasser quelqu'un de force, se frotter contre quelqu'un-e, c'est une agression sexuelle.

¹ Article 621-1 du Code Pénal.

² Article 222-33 du Code Pénal.

³ Article 222-22 du Code Pénal.

Le viol est un crime caractérisé par tout acte de pénétration sexuelle (vaginale, anale ou orale, avec le sexe, la main ou un objet) commis avec violence, contrainte, menace ou surprise. D'autres violences sexuelles sont interdites et sanctionnées comme l'« exhibition sexuelle », quand tout ou partie de son corps dénudé est montré au regard, de façon délibérée ou par négligence (même s'il s'agit de photo). La diffusion d'images qui portent atteinte à la vie privée, à caractère sexuel, mais pas seulement, sans le consentement de la personne, est également interdite.

LES SPÉCIFICITÉS LIÉES AU MONDE DE L'ENSEIGNEMENT SUPÉRIEUR

L'Université comporte des risques particuliers de développement des violences sexistes et sexuelles entre étudiant-es : relations de proximité contraintes dans le cadre de travaux de groupe, cohabitation en résidences étudiantes, soirées ou week-end « d'intégration », etc., sont autant de situations qui méritent une grande attention.

L'Université est, en outre, un lieu aux rapports déséquilibrés, particulièrement entre les enseignant-es et les étudiant-es. La personnalisation des relations, pour l'encadrement d'un mémoire, mais aussi dans des contextes de convivialité, comme les voyages d'études, doit amener à une grande vigilance.

2. QUE FAIRE ?

SI VOUS ÊTES VICTIME :

1. Exprimez votre refus et protégez-vous en faisant connaître ce refus à des tierces personnes (ami-es, camarades, personnel de l'université).
2. Collectez les preuves, conservez l'ensemble des traces et écrivez un récit circonstancié (établissez la chronologie avec le maximum de détails factuels, décrivez précisément les violences et leurs conséquences, ainsi que les démarches entreprises).
3. Contactez des personnes formées qui peuvent vous écouter et vous accompagner : voir « ressources et contacts ».

SI VOUS ÊTES TÉMOIN OU QUE L'ON VOUS RAPPORTE DES FAITS DE VIOLENCE :

1. Rassurez la personne victime et faites-la sentir en sécurité.
→ Des phrases utiles : « Je te crois », « Tu as bien fait de m'en parler », « Tu n'y es pour rien », « C'est la personne qui te harcèle la coupable », « La loi l'interdit », « Je vais t'aider ».
2. Indiquez-lui les démarches et les contacts utiles et faites vous-même un signalement si vous le considérez nécessaire : voir « ressources et contacts ».
3. Conservez les preuves et contribuez à constituer l'enquête avec votre témoignage.

En cas d'urgence ou de danger, appelez immédiatement le 15 (SAMU), le 17 (police secours), le 115 (pour fuir une situation de violence conjugale), le 112 (numéro unique européen pour accéder aux services d'urgence) ou, si vous ne pouvez pas parler, envoyez un SMS au 114 (police secours). Tous ces numéros d'urgence sont gratuits et accessibles 24h/24 et 7j/7.

3. RESSOURCES ET CONTACTS

À L'EXTÉRIEUR DE L'ÉTABLISSEMENT :

Plusieurs dispositifs gouvernementaux et associatifs donnent accès à de l'information, à la possibilité d'échanger de manière anonyme avec des personnes formées, à un accompagnement et à des possibilités de signalement.

- Site officiel de l'administration française : un portail de signalement des violences sexuelles et sexistes pour échanger avec des fonctionnaires de police : <https://www.service-public.fr/cmi>
- Portail de signalement du harcèlement en ligne : <https://www.internet-signalment.gouv.fr/>
- Site « Arrêtons les violences sexistes et sexuelles » : <https://www.arretonslesviolences.gouv.fr/> ou 3919.
- Plateforme anti-discrimination du Défenseur des droits : <https://www.antidiscriminations.fr/> ou 3928.
- L'observatoire étudiant des VSS dans l'ESR (Enseignement supérieur et la Recherche) : <https://observatoire-vss.com/>
 - échanges en ligne avec Lilabot, chatbot de l'observatoire
- VSS formation : <https://vss-formation.fr/>
- Collectif De Lutte Anti-Sexiste Contre Le Harcèlement Sexuel Dans L'Enseignement Supérieur :
 - Guide pratique pour s'informer et se défendre : <http://clasches.fr/wp-content/uploads/2020/09/Brochure-Web-20201.pdf>

À L'UNIVERSITÉ :

Chaque université a mis en place des référent-es « Missions Égalité » qui disposent d'adresses dédiées et garantissent des échanges confidentiels

→ Université Gustave Eiffel : viuetudiante.harcèlement@univ-eiffel.fr
<https://mission-egalite.univ-gustave-eiffel.fr/>

→ Université Paris-Est Créteil - UPEC : egalite@u-pec.fr
<https://www.u-pec.fr/fr/universite/strategie-et-grands-projets/mission-egalite-femmes-hommes>

Les référent-es de l'EUP désigné-es parmi les étudiant-es et le personnel : nom et coordonnées indiquées sur le site internet et sur les panneaux d'affichage de l'école.

À l'EUP, un groupe de travail de prévention et de lutte contre le harcèlement et les discriminations.

L'EUP est engagée dans une réflexion sur la prévention et la lutte contre le harcèlement et les discriminations. Un groupe de travail, regroupant des enseignant-es de tous statuts, des étudiant-es et des membres de l'administration, s'est constitué pour mettre en place un plan d'action pluriannuel en lien avec les politiques d'établissement en faveur de l'égalité. Des actions ont été mises en œuvre en 2021 :

- Formation de sensibilisation aux violences sexistes et sexuelles pour les étudiant-es de M2 organisées et ouvertes à toutes et tous avec VSS Formation.
- Conférence sur la santé au travail pour les étudiant-es de M1 : https://youtu.be/4DTDxKE_3JA
- Rédaction du présent texte.

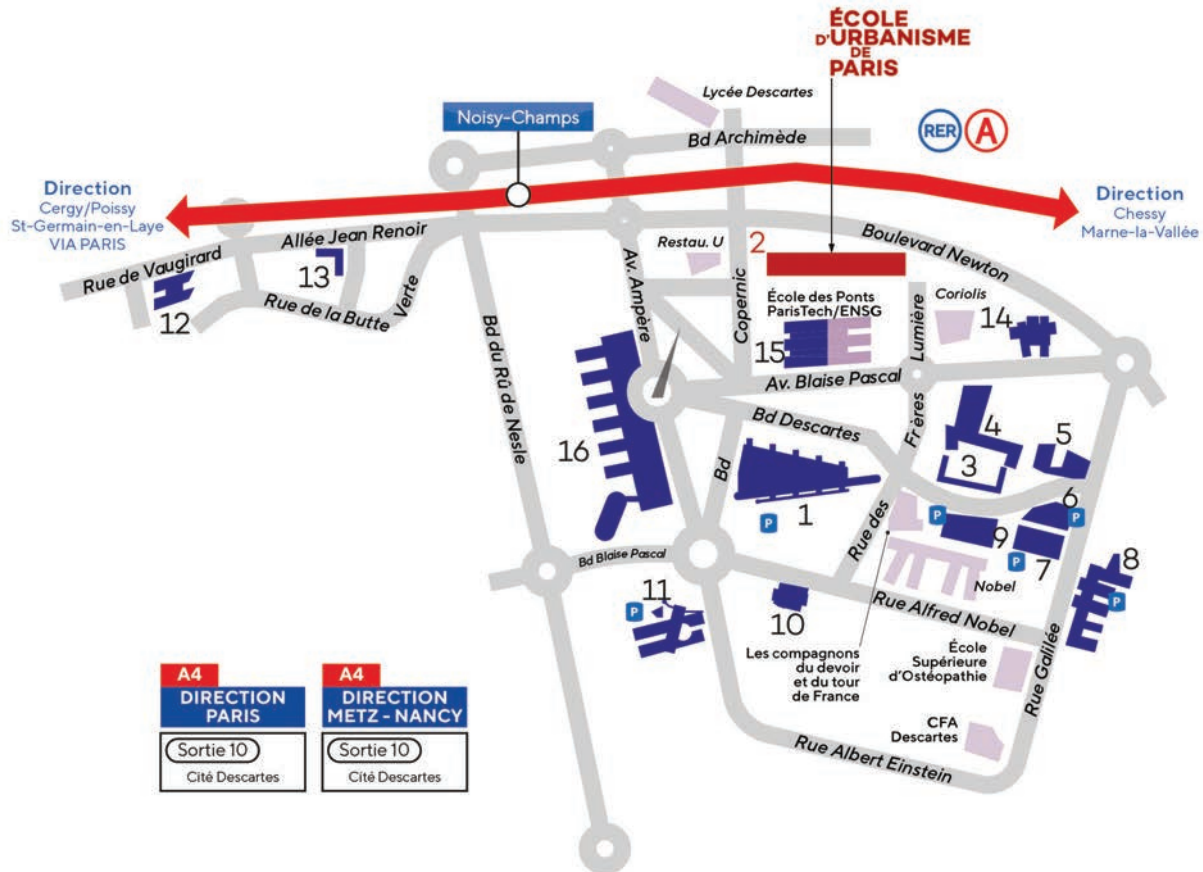
Ce plan d'action se poursuit en 2021-2022 par un ensemble de manifestations de sensibilisation et de prévention dont les modalités seront communiquées via les membres et le site internet de l'école.

3.5 CAMPUS MAP

**ÉCOLE
D'URBANISME
DE
PARIS**

UNIVERSITÉ PARIS-EST CRÉTEIL
UNIVERSITÉ GUSTAVE EIFFEL

CITÉ DESCARTES



1. Building 'Copernic': 5 boulevard Descartes • Champs-sur-Marne
2. **Building 'Bienvenue': 14-20 boulevard Newton • Champs-sur-Marne**
[Entrance by the '12 avenue Copernic']
3. Maison de l'Étudiant: rue des Frères Lumière • Champs-sur-Marne
4. Bibliothèque Georges Perec: rue des Frères Lumière • Champs-sur-Marne
5. Gymnase de la Haute Maison: boulevard Descartes • Champs-sur-Marne
6. Building 'François Rabelais': boulevard Descartes • Champs-sur-Marne
7. Building 'Lavoisier': rue Galilée • Champs-sur-Marne
8. Building 'Bois de l'Étang': rue Galilée • Champs-sur-Marne
9. Building 'Clément Ader': boulevard Descartes • Champs-sur-Marne
10. Building 'Ada Lovelace' – La Centrif: 2 rue Alfred Nobel • Champs-sur-Marne
11. IUT of Marne-la-Vallée, Champs Campus : 2 rue Albert Einstein • Champs-sur-Marne
12. Building 'Alexandra David-Néel': 2 allée du Promontoire • Noisy-le-Grand
13. Building 'Albert Camus': 2 allée Jean Renoir • Noisy-le-Grand
14. ÉAV&T: 12 avenue Blaise Pascal • Champs-sur-Marne
15. ENSG Géomatique: 6-8 avenue Blaise Pascal • Champs-sur-Marne
16. ESIEE Paris: 2 boulevard Blaise Pascal • Noisy-le-Grand

ÉCOLE D'URBANISME DE PARIS

École d'Urbanisme de Paris – EUP

<https://www.eup.fr>

Communication Department

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