

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

**Where the project is  
considered as the mastery of  
transformations of the  
environment and built  
situations**



10 good reasons to attend...

École d'architecture  
de la ville & des territoires  
Paris-Est  
and its International Partners



- Study Tours
- Student Mobility
- Teacher Mobility







# The School

**Our School was born out of the commitment of the whole team to the development of a new education. This stems from the definition we wish to give to the words 'architect' and 'architecture'. Throughout the course, the students learn that the design of a building also consists of the development of a project for the transformation of the environment.**

Thus, the discovery of the act of building is always intimately linked to the understanding of territories and their uses. To transmit this understanding to our students, we have designed an original programme and adapted teaching methods so that our future graduates have the skills, openness and commitment that the profession requires today. Architecture remains the art of constructing buildings in a constantly changing environment.

Designed by architect Bernard Tschumi, our building offers a quality of space conducive to both concentration and exchange. Between the two blocks that house the administration on one side and the workshops and classrooms on the other, the space opens onto a large forum where numerous educational and outreach events take place: the exhibition areas, the modular amphitheatre, the corridors and the cafeteria, a place of conviviality. The School has a capacity of approximately 650 students, which makes it a human-sized establishment.

The School's location, in the heart of the Parisian metropolis, allows students to work in a privileged area of observation, which covers all contemporary urban issues, to awaken daily awareness of a changing world and to nourish a topical reflection on the very purpose of architectural practice today.

# Architecture

**Our School considers the perimeter of the objects of architecture, beyond buildings alone.**

**Since its creation in 1998, it has defined itself as «a school of architecture in the broadest possible sense, which willingly synthesises urban planning, architecture, landscape, road- layout, support systems, level management and of course networks.”<sup>1</sup>**

This “synthesis”, advocated following the disciplinary and sectoral compartmentalisation that hardened in the twentieth century, is finally in line with the definition of architecture established by Alberti and which prevailed until the eighteenth century.

In concrete terms, we believe that the objects that landscape architects, engineers or surveyors deal with must also be -once again- those of architects.

Thus, we consider that levelling, the parcelling out of land, water management, the layout and dimensioning of roads, etc., should also be taught in a school of urban and territorial architecture.

Similarly, we affirm that construction is a field that contributes to the very definition of architecture. There are great architectural achievements to which construction and the use of certain techniques give their singular expression.

From a technical point of view, we believe that architects must be aware of the orders of magnitude in terms of dimensioning, of the main building systems, and that they also should master the basics of ordinary construction. It is a matter of all the students being able, one day, to discuss and exchange with an engineer and be able to suggest solutions.

1. Yves Lion, “Pour une école des territoires” in Pierre-Alain Croset ed., Pour une école de tendance. Mélanges offerts à Luigi Snozzi, [For a School of Trends. Blendings Offered to Luigi Snozzi] Lausanne, Presses polytechniques et universitaires romandes, 1999, p. 186.

# City & Territories

**Today, the majority of the world's populations live in cities. The urban space is inexorably developing, always producing new issues and contradictions.**

Learning about the city means studying it from all angles: as a productive force, a consumer good, a place of memory, a space for mixing and partitioning, an urban form, a political space...

Our school is interested in everything that makes up the city, as well as in all its excesses. We believe that we must stop looking at the city as an ideal model for territories, to be able to question the inversion of relationships that can characterise the metropolitan state.

In the urban condition the peripheries exist by themselves with such intensity and scale that they have acquired an autonomy in relation to the city centres: infinite peripheries of peripheries, uncomfortable to think about for architects because they seem to dissolve -in their great extent, their weak intensity, and their uncertain hierarchical systems- the architectural objects themselves.

How can architecture today survive the metropolitan condition, the diffuse city or the suburban dislocation and contribute to giving them meaning? The territory is no longer a geographical perimeter. It is also the product of all the political, social, cultural and legal bodies that have shaped it. Whatever its nature, whether it is a plot of land or a motorway junction, it is the field of investigation and action of future architects.

By encouraging our students to be intelligent about territories, we better prepare them to respond to the complexity of contemporary issues.

# Paris-Est

**One of the School's assets is its membership, since 1st January 2020, as a component institution, of the brand new Université Gustave Eiffel, which has an international vocation and is of a new kind.**

**Multidisciplinary and national, with regional offices in Aix-Marseille, Nantes, Lille, Lyon and Paris, this university is the first such institution to bring together a research organisation, a school of architecture and three engineering schools.**

The links thus forged with the various components of the university, but also with the other higher education establishments on the Cité Descartes campus (École des Ponts ParisTech, École d'urbanisme de Paris) and with the network of ENSAs, allow for the broadening and confrontation of fields of knowledge in terms of both teaching and research, engaging the school in an exceptional scientific and intellectual dynamic.

Moreover, studying in the new town area, which is itself undergoing rapid change and is the bearer of all contemporary urban and environmental problems, is conducive to awakening in students the daily awareness of a world in constant evolution, and to nourish a topical reflection on the very purpose of architectural practice today.

The school has been a partner in the I-SITE FUTURE initiative of excellence since February 2017. This scientific and institutional project is built with partners from the Université Gustave Eiffel and the École des Ponts ParisTech (ENPC). The project focuses on the cities of tomorrow, deployed along three axes:

- The safe and resilient city
- The resource-efficient city
- The digital city at the service of citizens

As part of the overhaul of its visual identity, which began in 2015, the École d'architecture de la ville & des territoires Paris-Est commissioned photographer Myr Muratet to produce a photographic report on the school and its campus. All the images presented in this publication were taken between May and July 2015.



# The studies

The School provides training leading to the State Diploma of Architecture, organised in two cycles: Licence (three years) and Master (two years). Students can enrol directly after obtaining their baccalaureate. In addition to this general education leading to the professions of architecture and the city, the school offers other training courses such as “Structure and Architecture” in co-production with the École des Ponts Paris Tech, which leads to a joint degree in architecture and engineering, a Franco-Chilean joint degree in architecture with the Faculty of Architecture, Art and Design (FAAD) of the University of Diego Portalès (UDP) in Chile and three other courses aimed at architects who have already graduated: the HMONP, the DSA in Architecture and Urban Planning and the DPEA PoCa Post-Carbone, a School diploma.

A fourth post-master’s course, the DSA Maîtrise d’ouvrage architecturale, is co-taught with ENSA Paris-Belleville.

Since September 2019, part of the curriculum leading to the State Diploma in Architecture can be followed as an apprenticeship. The School is the first establishment in France to offer this mode of training in architecture.

## **Access to architectural studies**

The first year is open to candidates with a baccalaureate (all fields) or equivalent diploma. The admission procedure is carried out via the internet portal [parcoursup.fr](https://parcoursup.fr) or directly with the school ([paris-est.archi.fr](https://paris-est.archi.fr)) for candidates who have validated their studies, professional experience or personal achievements.

The second cycle is open to students who hold either a diploma in architecture, which is equivalent to a bachelor’s degree, or a validation of their studies, professional experience or personal achievements

## **Supervision**

During the first cycle, the pedagogical supervision is very important, reinforced by the presence of monitors and assistants, thus offering additional support to the students. As they progress through the programme, students gain in maturity, and relations with teachers change in nature, with real moments of exchange and confrontation that strengthen their critical thinking.



# The first cycle

The first cycle gives each student the means to acquire the fundamental knowledge of architecture. To avoid the scattering of disciplines, alongside the architectural project the teaching is not multiplied, but refocused on four fields of fundamental subjects: Territory; History and Theory; Constructive Cultures and Representation, which are systematically taught in lectures and / or tutorials. This first 3-year cycle is sanctioned by the diploma of studies in architecture to the grade of Licence.

## Project

Project workshops are an essential part of architectural education. It is within this framework that students learn in a concrete way how to shape projects, whether they concern the scale of the building or the landscape and the territory on a larger scale. The project workshops are the places where all the courses given at the school are synthesised and take on a concrete and practical dimension. It is the ideal place for the integration of ideas and practice.

## Territory

As its name suggests, our school emphasises the issue of territory. Architecture concerns buildings as well as the space between them; streets, squares, public space in the broadest sense in the case of urban environments; but also roads, lanes, the fields themselves, in a rural environment. In the courses in the field of territory, students learn to articulate the different scales, from the largest to the smallest. This learning is based on the observation of landscapes, whether they are urban, peri-urban or rural: learning to look is already gaining knowledge. By making projects at all scales and, above all, by integrating all scales into all projects, we can ask what types of buildings can be accommodated in such and such a territorial scale plan. How do the materials available in a given region influence the architecture of the buildings themselves, for example? By extension, courses in the field of territory also include environmental history and sustainable development issues.

## History and Theory

Architecture is an ancient discipline which, moreover, has developed in the most diverse latitudes and cosmogonies. In the course of time, solutions have emerged that students should be aware of as they will feed their understanding of the discipline as well as their own projects. Furthermore, architecture is based on a series of theories, principles and ideas, which are all conceptual tools that allow us to think very concretely about the relationship between history and the contemporary world. These two fields, history and theory, are therefore intrinsically linked. They are the tools by which the quantifiable questions of technique and function, in particular, become cultural questions, that is, in this case, architectural ones.



## **Constructive Cultures**

Construction is, par excellence, linked to architecture: it is the material means by which buildings can exist. It is therefore indispensable but, subject to the rules of nature and, in particular to gravity, it also represents a strong and immediate constraint. Architecture takes positive advantage of this constraint as well as of many others. In the courses in this field, students learn about the main types of structures, the characteristics of the principal materials, and the art of building as a whole. These courses make very little use of calculation: it is more a question of acquiring an intuition, reflexes as to the constraints of construction, than of knowing how to calculate structures or the resistance of a particular work. Architectural studies are therefore potentially open to holders of all types of baccalaureate. It is the elements of this constructive culture that students will find, among others, transformed into formal and cultural concepts, in the theory and history courses.

## **Representation**

In architecture, drawing - whether plans, perspectives, collages, etc., - photography, video, models, casts, and any other means by which buildings and ideas are represented before or after their construction, are tools for communicating with the outside world.

But beyond that, they are also design tools. In the courses in the field of representation, students learn to master these tools, as well as their history and significance, because representation is an integral part of architecture, and most of the major architectural movements are attached to specific systems of representation.

# The second cycle

The second cycle allows students to acquire critical thinking on issues related to architecture.

At the end of this course, all students must be capable of designing a project independently, by deepening their concepts, methods and fundamental knowledge. This training prepares students for the different modes of practice and professional fields of architecture, as well as for research. The second cycle lasts two years and leads to the State Diploma of Architecture, which is equal to the grade of Master.

The second cycle is structured around four in-depth courses.

## Architecture & Experience

The Architecture & Experience pathway proposes to confront a theoretical reflection on the rules that guide the design of a project with the specific conditions of an architectural programme.

The work is nurtured beforehand by the reflection undertaken in the seminar. The level of complexity expected is not so much the in-scale or nature of the programme itself as in the number of levels of meaning involved in the projects.

Culture and history are mobilised in the service of precise and articulated responses to the challenges posed by the evolution of contemporary situations.

## Fragments

The Fragments pathway questions architecture through its relationship to the metropolis and the territory. The dialogue sought between geography and architectural signs imposes changes in scale and perspective, assumes a certain distance, and implies the permanent questioning of project-thinking. The pathway avoids the apparent opposition between metropolitan contingencies and architectural discipline and refuses to choose between quality of design and complexity of process. The assumption is that a resolution is possible, and that one should feed and contribute to the other.

## Matter of thinking

The Matter of thinking pathway is based on the hypothesis that architecture is (also) constructed. The constructed is not limited to the implementation but is based on theoretical knowledge that allows a project to be developed from its materiality. Within the Matter of thinking pathway, a 'Structure and Architecture' course, in association with the École des Ponts ParisTech, intended for both architectural and engineering students, enables architects to become aware of the world of engineering and vice

versa, thus contributing to unlocking their respective worlds. The 'Structure and Architecture' course is a recognised added value in a professional career. Once they have graduated, architects can, under certain conditions, continue their studies at the École des Ponts ParisTech so as to obtain the title of engineer.

## Transformation

The Transformation pathway explores the architectural problems linked to the recycling or reuse of the built environment (building on the built) and to the diversion of the primary vocation of certain sites (empty subdivisions and large housing estates, derelict industrial zones, abandoned infrastructure, etc.). It takes seriously the provisions of the 'SCoT facteur 4' which prohibit any urban extension and explore the conditions of an architecture made with - and no longer on - the ruins of the current world. We must learn to transform.

Such transformations are capable of reinterpreting architectural and urban relations as well as construction processes and the economy of construction. The teaching is based on the hypothesis that it is now, and increasingly so, a matter of building with and from the existing, and of recycling or reusing the already existing.

This deliberately diversified educational offer is completed by a set of mandatory and optional courses chosen by the students, either within the school or in one of the partner establishments of the Cité Descartes university campus (École des Ponts Paris Tech, École des Urbanisme Paris, Université Paris Est) or the National Higher Schools of Architecture: Paris-Belleville, Paris-Malaquais, Paris-Val de Seine.



# And also...

The School takes advantage of its membership of the Comue Université Paris-Est to set up or participate in training courses related to architecture. Thus, the strong collaborations established with the Université Gustave Eiffel, the École des ingénieurs de la ville de Paris, the École des Ponts ParisTech and the École nationale supérieure d'architecture de Paris-Belleville strengthen the School's position in higher education and research.

## **Partnership training courses**

### **The Professional Licence Assistant to the Project Manager in Spatial Planning.**

This one-year course is aimed at immediate professional integration. It gives students the skills and know-how to assist and support architects, town planners and engineers in the design and operational monitoring of projects. It is co-produced with the Université Marne-la-Vallée, the École nationale supérieure d'architecture de Paris-Belleville and the École des Ingénieurs de la Ville de Paris.

### **The Structure and Architecture Training Programme**

The School, in association with the École des Ponts ParisTech, has set up a training programme for both architecture students entering the 2nd cycle and engineering students in their 2nd year. It allows architects to become aware of the world of engineering and vice versa, and thus contributes to unlocking their respective worlds. This training constitutes a recognised added value in a professional career. Once they have graduated, architects can, under certain conditions, continue their studies at the École des Ponts in order to obtain the title of engineer.

### **The Apprenticeship Training Programme**

Since 2019, in response to new needs and the Professional Future Act, the École d'architecture and the CFA Descartes have set up an excellent apprenticeship programme which is in line with the continuity of the school's pedagogical dynamic (three days in a company and two days at the School). From the Licence's third year and now up to the architect's diploma (in the two years of the master's degree), it is possible to follow one's course by sharing one's time between the School and a company.

Today, the School welcomes some sixty apprentices to its alternance courses. These courses enable the School to build and develop partnerships and bridges with the professional world.

For the work-study students, the courses contribute to the acquisition of skills and maturity. They enable apprentices to

organise themselves in their studies and their assignments in the company, and to develop a better understanding of the socio-economic environment. This paid work experience, for some of which is the first time they have been immersed in a company, enables them to finance their studies and optimise their chances of finding a position that matches their professional aspirations once they graduate. For the apprenticeship, masters (company) and academic tutors (school), the work-study programme allows them to follow and help an apprentice throughout their course. For companies, the recruitment of an apprentice contributes to the training of tomorrow's professionals.

#### **A few figures**

About sixty apprentices, about fifty partner companies, a network of apprenticeship masters and academic tutors.

## Double degrees

### **With the University Diego Portales**

Accessible to students in Master 2, this double degree takes place over four semesters. Candidates selected by the School spend their first semester in France and the next two in Chile, where they take the Chilean diploma, before returning to Évry for the final semester to obtain the State diploma in architecture.

### **With the École de la nature et du paysage**

The two schools are pleased to announce the creation of a double diploma which will allow their graduates, at the end of seven years of study, a large part of which will be devoted to internships in a professional environment (12 to 14 months), to have a double competence as a landscape designer and in architecture. This double diploma concretizes the links woven over the last ten years between our two institutions and contributes to widen the field of the landscape, architecture or urban planning project. The climatic, ecological and social situation makes a paradigm shift at all scales a necessity. We want to offer students the possibility of crossing and pooling our teachings, in order to give them the means to think and act within an unprecedented complexity. This excellence training will consist of alternate teaching periods in Blois and Paris and will welcome three to four students from each school, selected in the second year on the basis of personal work and, if necessary, an individual interview before a joint jury.

## Post-graduate

### **HMONP (Habilitation to Exercise Project Management in One's Own Name)**

This training is intended for architects who have graduated, either directly from their studies or after a first professional experience. It allows its holders to personally exercise all the responsibilities of a project manager. It includes and combines a supervised work placement in the sectors of architectural and urban project management, and theoretical, practical and technical teaching and technical courses.

### **The DSA in Architecture and Urban Planning**

Open to French and foreign architects and landscape architects. This diploma is based on the observation that the architect-urban planner is nowadays totally committed to the project and its representation in space, thus forming, with regard to urban issues, a new profession, hitherto lacking specific training in France. This curriculum combines university teaching, professional experience and operational research.

### **The DPEA PoCa Post-Carbone**

Co-produced with the École des Ponts ParisTech, the (DPEA) training course has international ambition.

It focuses on the three main aspects of the impact of buildings and infrastructures on the environment:

materials and their transformations, the architecture of the structure and envelopes and their energy content. Commissions from private or public industrial groups condition the thinking and teaching of this cycle.

# Research

The Architecture OCS (Observatoire de la condition suburbaine/ Observatory of the Suburban Condition) research team of the École d'architecture, de la ville et des territoires is one of the four teams of the UMR AUSser 3329. It is currently pursuing three lines of research: the role and effects of taking the environment and energy into account on the theory, practice and materials of architecture; the elucidation and deepening of a key notion on which the School's original programme was based: territory; and finally, the history and exploration of theories that continue to inform architecture, both culturally and formally (transformation, rationalism, experience and ornament).

Our privileged location on a university campus - unique for a school of architecture in the Paris region - has led us to develop numerous partnerships with researchers from other disciplines. The resulting exchanges have encouraged us to specify the contribution of architecture to various subjects, whether societal, technical or scientific. At a time when many academics (especially in the sphere of 'sustainable development') are looking for holistic, systemic or transdisciplinary approaches, mixing theory and action, architecture - in its broadest sense, including urban planning and landscape - is proving to be a particularly rich and fertile discipline. Our geographical and institutional position within the Université de Paris-Est and our membership of the FUTURE consortium lead us to develop research thought through, or from, the architectural project - the project being understood as knowledge, know-how and a way of thinking from which it is possible to study or question a wide variety of objects.

## **The PhD**

The school's affiliation with the 'École doctorale Ville, Territoire, Transports (VTT) (Doctoral School for Cities, Territories and Transport) allows our graduates who have obtained the research diploma with honours to pursue a doctoral course within the school, by being affiliated to the Architecture OCS research team. The doctoral students benefit from the supervision, resources and services available in these structures.

# International

Architecture as a discipline requires a wide range of knowledge that cannot be confined to the national framework or to the premises of the school. Since its creation, therefore, the School has made a point of confronting its students with different cultural practices and contexts, by forging links with partners around the world. These targeted partnerships are strengthened from year to year and give rise to pedagogical cooperation, Erasmus mobility, internships abroad, international conferences of guest teachers and exhibitions but also study projects that have foreign territories as their site and subject. Thus, the School benefits from an extensive and solid network that allows its students, teachers and researchers to have a broader view of their own practice and to open-up professional perspectives.

## Partners outside Europe

École Polytechnique Fédérale de Lausanne (Switzerland), Facultad de Arquitectura, Diseño y Urbanismo uba (Buenos Aires, Argentina), Universidad Diego Portales (Santiago, Chile), Bezalel Academy of Arts and Design (Jerusalem, Israel), Faculdade de Arquitetura e Urbanism (São Paulo, Brazil), International University of Rabat (Morocco), Mackenzie University (Brazil), University of Quebec in Montreal (Canada), Institute of Architecture and Planning, Nirma University in Ahmedabad (India), National Cheng Kung University (Taiwan).

## European Partners

**Germany** : Technische Universität Berlin, Fachhochschule Köln, Gottfried Wilhelm Leibniz Universität Hannover, Karlsruhe Institute Of technology, Technische Universität München.

**Italy** : Università Degli Studi di Roma La Sapienza, Università Degli Studi Roma Tre, Università Iuav di Venezia Università degli studi di Genova.

**And also** : Escuela Técnica Superior de de Arquitectura del Vallés (Barcelona, Spain), University of Thessaly (Volos, Greece), Waterford Institute of Technology (Waterford, Ireland), Universidade do Minho (Portugal), Univerza V Ljubljani (Slovenia) Université Libre de Bruxelles/Faculté d'architecture.

## Mobile students

Because architecture must be seen, all students are required to travel during their course. Several study trips are organised to European capitals or to territories that question the major issues of contemporary built situations. Each year, about thirty students go to our partner institutions for one or two semesters. The Master's programmes also encourage their students to imagine diploma projects in foreign contexts that have been the subject of a study trip.

## An extensive professional network

Some of the school's figures also teach in prestigious institutions abroad (Harvard, EPFL, Mendrisio, Delft, etc.) and practice architecture internationally. This openness allows the school to broaden its relations with the world of work, to bring in foreign architecture specialists on an ad hoc basis and to offer internships in a multitude of countries. Courses are taught in English to give each student the means to understand and practice architecture internationally, and English courses are taken by students throughout the course until they obtain the TOEIC.



# External relations

In addition to our relations with several higher education institutions, helped by our location within the Cité Descartes Cluster, we have developed numerous partnerships with local authorities (department and towns of Seine-et-Marne, Conseil Régional d'Île-de-France, etc.) and public establishments in the Île-de-France region (Epa Marne, Epa Sénart, Epa Orsay, etc.). The school is also increasingly solicited by local authorities outside the Ile-de-France region, and even outside metropolitan France (Guadeloupe, Guyana, Martinique, etc.). Links have also been established with various private companies of national and international dimension (Bouygues Immobilier, Vinci Autoroutes, Aéroports de Paris, EDF and Engie, etc.). This anchoring, in connection with the socio-economic world and the territories, gives the training and research provided at the school an operational character, in touch with realities.

## **Becoming a Resource**

Our school is positioned as a player in issues related to the Paris metropolis. Thanks to its expertise in planning and energy issues, we want to encourage local authorities (municipalities, departments and the region) and government departments to use the school's skills to develop forward-looking thinking.

The School also aims to become the place for disseminating the architectural and urban culture of the sustainable city cluster and thus shine as the school of architecture of Greater Paris.

## **Continuing Education**

Thanks to its focus on planning and the environment, the School is a resource both for those involved in spatial planning (local authorities, government departments, etc.) and for architects in view of the development of professional practice.

Thanks to its teaching staff and its network of external speakers, the School offers ad-hoc training sessions on the subjects it masters. This opening up to the professional world helps to ensure that the school has a higher profile and establishes its expertise in these subjects.

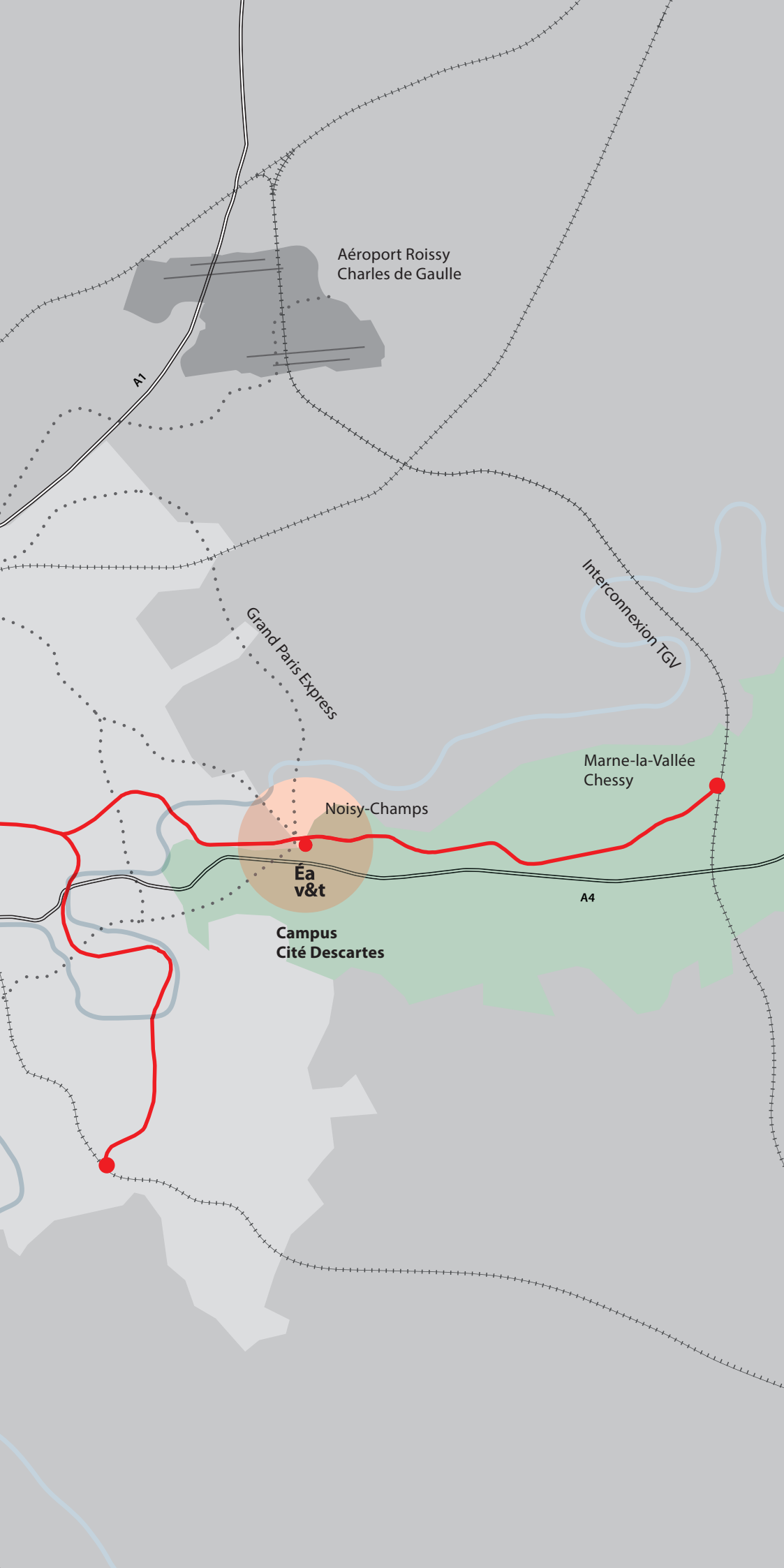






École d'architecture  
de la ville & des territoires  
Paris-Est  
in Greater Paris





Aéroport Roissy  
Charles de Gaulle

A1

Grand Paris Express

Interconnexion TGV

Marne-la-Vallée  
Chessy

Noisy-Champs

Éa  
v&t

Campus  
Cité Descartes

A4

# Resources

The School provides a teaching and research environment conducive to the training of high-level architects. Supervision is provided by recognised teachers, practitioners and researchers. The School is a formidable working tool in itself, with a library containing more than 20,000 volumes, a model workshop equipped with machine tools, a laser cutter and 3D printers. It is a school on a human scale where working conditions are optimal.

## **The Library**

The library opens onto both the school's hall and the outside, occupying a nave and a mezzanine. It offers alcoves for individual work and large tables for groups. Most of the documents are self-service.

A secretary and two full time library assistants, aided by student monitors, are responsible for all services to readers, the management and development of specialised collections in architecture and urban planning (books, periodicals, DVDs, maps, student works) and the physical management of the premises. The library is a service in line with the School's current events: bibliographic tables linked to the School's conferences and the teachers' courses. The library follows the news on its Facebook page and its 'press panorama': a selection of articles from *Libération*, *Le Monde*, *Les Échos* posted on a panel opposite the cafeteria. It regularly organises conversations about books in the presence of their authors, who are teachers at the School.

## **IT**

The School has a collaborative workspace. The digital co-learning workshop is dedicated to experimentation and aims at teaching digital technology through a common appropriation of knowledge. A printing room with tracers and copiers is also available to students.

Each student has a unique card allowing him/her to access all the school's computer resources (Wi-Fi, network, printing, etc.). Students also have access to A0 and A3 scanners. In addition, the School is part of the metropolitan network of usage project (Remus) between the various institutions of the Comue Université Paris-Est.

This network allows the institutions to benefit from a connection to Renater, a national infrastructure, and from high-speed international links. The IT department is currently managed by two people.

## **The model workshop**

The workshop is a place of discovery, learning and experimentation with materials, assemblies, details and finishes. It is supervised by a permanent staff member and monitors, recruited each year. It can accommodate a maximum of 25 students at a time. Many techniques are offered, and activities supervised. It is a place where students learn about design and construction, and each year it can respond to students' different needs and expectations. It ensures the day-to-day realisation of numerous models at various scales (from 1/1 to 1/10,000), of landscapes, buildings with relief sections, and assembly details. The models are made of various materials: resin, wood, polyester, plaster, fibreglass, Plexiglas, etc. They allow the illustration of the design and presentation of student projects.

The workshop is equipped with Promac 370E benchtop and column drills, Hegner HSM 300 lapidary, band saws, circular saws, automatic planers, grinding machines, Stirocut 2 lime wire, two laser cutters and 3D printers...

## **The printing room**

Equipped with an MPC 6000 copier, a 72 cm cutter, a manual machine allowing back-to-back gluing-binding, and a folding machine, the printing room provides teachers, administrators and students with all the documents required for the school's teaching needs (brochures, study guides, booklets, etc.). The person in charge of the printing house is a qualified agent, who allows the school to benefit from four-colour printing by remote control desk as well as bookbinding.

# Social openness

The École d'architecture de la ville & des territoires Paris-Est attaches great importance to the pluralism of the academic and social profiles of the young people who choose to enter the school to study architecture. The school is therefore strongly involved in educational actions on a national scale such as the 'Cordées de la réussite' or the 'Égalité des chances' programme. It has also set up an emergency aid fund dedicated to the material support of its students.

## **The 'Cordées de la réussite'**

The School has been the head of the Álvaro Siza cordée since 2011, whose partner establishments are the René Cassin high school in Noisiel, the Louis Aragon high school in Torcy and the Armand Lanoux high school in Champs-sur-Marne. The aim of the 'Cordée' is to give students a new perspective on higher education, training, and the profession of architect, and to transmit to them the desire to undertake studies that are too often considered inaccessible. It also aims to arouse curiosity and sharpen the students' civic outlook on their city.

## **Pedagogical tutorials**

The École has developed, in parallel with these social outreach programmes, an active policy of helping students succeed. Several tutorials and mentorships have been set up and are redesigned each year so as to better support students in the acquisition of a core of fundamental skills and knowledge. They are divided into three areas: the project, which accounts for 50% of architectural studies; writing skills; physics and geometry.

## **Ma1son Program**

The School participates in the MA1SON programme, run by the Article 1 association, which aims to develop learning communities within university residences. The aim of this programme is to promote the professional integration of young people by creating social links, encouraging civic commitment, and developing transversal skills. The School's scholarship students benefit from this support.

## **The 'Égalité des chances' (equal opportunities) programme**

Since its creation in 2010, the School has been participating in this programme, which is supported by the Fondation Culture & Diversité. The aim of the programme is to promote access to architecture studies for high school students from priority educational areas and from technical or vocational training. In addition to raising awareness and informing students about architectural studies and their professional opportunities, which is the main source of discrimination in terms of cultural democratisation, the programme also includes a one-week integration course aimed at preparing students for the admission procedures to the schools. Once admitted as students, participants in the programme receive support on four levels: financial and logistical, pedagogical, cultural, and professional integration. Finally, as part of a partnership between the Fondation Culture & Diversité and the Fratelli association, they are offered a sponsorship by a recognised professional in the world of architecture.

Marnes,  
Architecture Documents

marnes

A Du pittoresque moderne au nouveau brutalisme  
JEAN TARDAT  
Pittoresque XX<sup>e</sup> siècle  
NICOLAÏS FENNER  
Le pittoresque du XX<sup>e</sup> siècle  
ALAIN GOSCHENOV  
Le nouveau brutalisme  
REYNER BANHAM  
La recherche du pittoresque  
REYNER BANHAM  
B Terrasse revival  
JAMES POWERS  
De la dalle à l'hyperbâtiment  
CHARLES-ANTOINE PERRAULT  
C La trajectoire critique de Colin Rowe  
SÉBASTIEN MAROT  
Le dilemme de l'urbanisme aujourd'hui  
COLIN ROWE  
D Révisiter la modernité  
ÉRIC ALONZO  
La seconde histoire du projet urbain  
MANUEL DE SOLLA MORALES  
E De la ruine à la rouille  
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PETER EISENHART  
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THE NOTEBOOKS  
DSA and DPEA

Colonne de DSA  
2016-2017  
Catherine de DSA  
Catherine de DSA  
Catherine de DSA

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marnes

A Dessiner la voie pour l'automobile  
ÉRIC ALONZO  
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La pierre, amie de l'homme  
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La forme collective  
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Les trois paradigmes de la forme collective  
FUMIHIRO MAKI  
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FUMIHIRO MAKI  
E Du village global à la ville générique  
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Singapour Songlines  
REM KOOLHAAS  
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LAURENT ROUPE  
G Les territoires de l'architecture  
PHILIPPE PANHAI  
Apprendre à voir les villes  
Transmettre  
JEAN-JACQUES TREUTTEL

Paris / Babel  
Une mégapole européenne  
Sous la direction de  
David Mangin

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A Jardins d'expérience  
ADAM CARSTO  
B Formes ouvertes  
JACQUES LUCAN  
L'architecture sans fin  
MICHAEL LAKEWITZ-ROBERTS  
L'architecture indéterminée  
JOHN WEEKS  
C De la flexibilité dans un flocon de neige  
RAFAEL LAURENT  
La théorie de la réciprocité: tentative d'illustration  
ALDO VAN EYCK  
D Cut-Up Architecture  
ÉRIC LAPÉRIÈRE  
E La Biennale de Venise 1976  
JACQUES LUCAN  
Quel Mouvement moderne  
F Subit et l'invention de la ville-parc  
FLORIAN HEKTEWICK  
G De Berlin à Paestum  
CORINNE JACQUAND  
Temple et Démocratie  
GOERD FISCHER  
Sur la signification politique des monuments  
GOERD FISCHER  
H Le dorique bien tempéré  
PHILIPPE TILLON  
Le baroque au luminaire  
MÉLANIE RATTIER

Suburbia  
Une utopie libérale  
Jean Taricat

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Catherine de DSA  
Catherine de DSA

Colonne de DPEA  
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Catherine de DPEA  
Catherine de DPEA

marnes

A Au centre du tableau: Dennis Meadows  
SÉBASTIEN MAROT  
Préparer les villes à l'après-pétrole  
DENNIS MEADOWS  
B Côté campagne  
REM KOOLHAAS/AMO  
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REM KOOLHAAS/AMO  
C La place des Vosges est un grand ensemble  
JEAN TARDAT  
Les grands ensembles  
MAURICE ROTVAL  
D L'imaginaire métropolitain de Hugh Ferriss  
NATHALIE ROUSSET  
E Bâtiments hybrides  
JOSEPH FENTON  
Les apories de l'hybride  
ÉRIC ALONZO  
Murs de soubassement  
JOSÉ CORREY  
F Caruso St John: l'ornement, vecteur d'une continuité culturelle?  
LAURENT ROUPE  
ET ESTELLE THIBAUT  
Observations glanées...  
OWEN JONES  
G Aphorismes sur la construction de maisons  
OSWALD MATTHIAS UNGERS  
H Heartbreaking  
SÉBASTIEN MAROT

Où va la ville aujourd'hui?  
Formes urbaines et mixités  
Jacques Lucan

Colonne de DSA  
2016-2017  
Catherine de DSA  
Catherine de DSA  
Catherine de DSA

Colonne de DPEA  
2016-2017  
Catherine de DPEA  
Catherine de DPEA  
Catherine de DPEA

# Publications

The School pursues an active editorial policy by financing the publication of numerous works, with the aim of providing a tool for sharing and disseminating the research produced in-house, and to welcome and encourage the commitment of teachers and students in this field. This editorial policy has three components:

## ***Marnes, documents d'architecture***

The School publishes a review aimed at accumulating and sharing intellectual resources in the field of architecture, urbanism and landscape. It mainly consists of reprints and translations of unpublished texts that are difficult to access, published with an important critical apparatus presenting both their original context and their topicality. Marnes is situated between the in-depth review and the reference collection or anthology, while being a relay and a dimension, in its own right, of the School's educational and research activities.

## **Études & perspectives**

Co-published with Éditions de la Villette and now with Éditions Parenthèses, this collection offers teachers the possibility of publishing work and research related to the School's pedagogical orientations.

## **Les Cahiers du DSA et du DPEA PoCa Post- Carbone**

The work carried out within the framework of these two diplomas, which are prospective in nature and commissioned by local authorities, public institutions or private organisations, gives rise to the publication of 'notebooks', the printing and distribution of which are provided by the School. The aim of these publications is to share the results of this research with the academic and professional world and, more generally, with all those who are interested in the questions posed today by architecture, the city and the territories.

They are available on the École's website









# Highlights

The university year is punctuated by events that enrich the students' academic career. Beyond their studies, these moments contribute to opening up to the outside world and to instilling life within the School. The parade at the end of the first year, where students use their bodies to carry a structure, the 'Grand Tour des Ateliers', which allows the entire school community to see the work produced over a semester, and the end-of-year party with former graduates, are all experiences that strengthen the bond of belonging to the School.

## Lectures

Lectures, debates and study days are regularly organised at the School. These moments of exchange with external speakers allow students to relate the issues of architecture and the city to social debates and controversies, which are fundamental to understanding and learning about territories.

## Exhibitions

The configuration of the school (with its large hall, the roof of the amphitheatre, etc.) lends itself to the organisation of exhibitions which are real demonstrations of what is done in the School, but not only that. External exhibitions are also regularly hosted at the School; they contribute to the School's outreach, on the campus in particular.

## The Grand Tour

To mark the end of each semester, but also as part of an introspective approach, the School organises two 'grand tours' of the workshops each year during which all the works that have just been graded by the project jury are presented. A true moment of pedagogical encounter between the teachers, students and administrative staff, these 'grand tours' are also subject to an expert assessment by external personalities from the world of architecture, mandated by the school to 'evaluate' its student production and submit a report.

## The inter-year workshop

With the aim of experimenting with new pedagogies, the School has been organising an inter-year intensive workshop since 2016. This short one-week exercise gives 2nd, 3rd, and 4th year students the opportunity to work together on cross-cutting reflections on the city, the territory and architecture. Nearly 250 students choose to take part in one of the eight workshops offered by new teaching teams formed for the occasion.

## Site Visits

Visits to emblematic buildings are regularly organised, especially in the Licence cycle. The buildings are analysed from an architectural, urban and structural point of view, which ensures that students have a more immediate understanding of certain architectural issues.

## Study Trips

As an integral part of architectural studies, trips allow students to develop an architectural culture in situ and to accumulate references. These trips are supervised and largely financed by the School at the ratio of one trip per student per year.







**The Teaching Staff  
of the École d'Architecture, de la ville et  
des territoires Paris-Est  
and their teaching fields**

**Jean-Pierre Adam**

French Architect and Archaeologist  
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3<sup>rd</sup> year Urban Project Tools -  
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**Julie André-Garguilo**

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Head of Fragments  
2<sup>nd</sup> cycle Project and Seminar  
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1<sup>st</sup> and 2<sup>nd</sup> year Project

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2<sup>nd</sup> cycle Project / Transformation

**Thibault Barbier**

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DSA in Architecture and Urban Planning  
Tools for reading and understanding the  
territory, Travel

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2<sup>nd</sup> year Project  
2<sup>nd</sup> cycle Project / Fragments 2<sup>nd</sup> cycle  
Lectures

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2<sup>nd</sup> Project / Thinking Matter  
2<sup>nd</sup> cycle Lectures

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DPEA PoCa Post-Carbone

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2<sup>nd</sup> cycle Intensive Course  
Professional Licence degree

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HMONP

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HMONP

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**Ilan Bitoun**

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2<sup>nd</sup> year Computer Science

**Jean-François Blassel**

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Head of DPEA PoCa Post-Carbone  
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**Corentin Boiteau**

Apprentices Computer Science

**Guillaume Boubet**

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Professional Licence degree

**Paul Bouet**

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OCS Research Engineer  
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Doctor of Architecture  
2<sup>nd</sup> and 3<sup>rd</sup> year History and Theory

**Alice Carabédian**

Doctor of Political Philosophy  
2<sup>nd</sup> cycle Transformation Seminar

**Justine Caussanel**

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**Tristan Chadney**

Architect  
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2<sup>nd</sup> cycle Project / Architecture & Experience  
2<sup>nd</sup> cycle Lectures

**Frank Chopin**

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**Antoine Collet**

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1<sup>st</sup> year Territory 2<sup>nd</sup> cycle Project/  
Architecture & Experience

**Kim Courrèges**

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2<sup>nd</sup> year Representation

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DSA in Architecture and Urban Planning

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DSA in Architecture and Urban Planning

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2<sup>nd</sup> cycle Seminar / Fragments

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1<sup>st</sup> year Territory

3<sup>rd</sup> year Head of Territorial Survey

2<sup>nd</sup> year Territorial Survey

2<sup>nd</sup> year Project

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Landscape Architect

2<sup>nd</sup> cycle Project / Transformation

2<sup>nd</sup> cycle Lectures

DSA in Architecture and Urban Planning

DSA in Architecture & Project Management

**Muriel Deparis**

DPEA PoCa Post-Carbhone

**Federico Diodato**

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2<sup>nd</sup> cycle Lectures

**David Enon**

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2<sup>nd</sup> and 3<sup>rd</sup> year History and Theory

2<sup>nd</sup> year Project

DSA in Architecture and Urban Planning

**Laurent Esmilaire**

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2<sup>nd</sup> cycle intensive course

**Mariabruna Fabrizi**

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2<sup>nd</sup> and 3<sup>rd</sup> year Head of Representation

2<sup>nd</sup> cycle Seminar/Architecture & Experience

**Rémi Ferrand**

Architect

2<sup>nd</sup> cycle Lectures

DSA in Architecture and Urban Planning

**Frédéric Fradet**

Sound Designer

2<sup>nd</sup> cycle Intensive Course

**Stéphane Füzessery**

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3<sup>rd</sup> year Territory

**Alexi Gauthier**

2<sup>nd</sup> year Computer Science

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**Emilie Gorgery**

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**Guillaume Grall**

Graphic Designer

2<sup>nd</sup> and 3<sup>rd</sup> year Representation

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Licence / History and Theory

2<sup>nd</sup> cycle Lectures

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DPEA PoCa Post-Carbhone

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2<sup>nd</sup> year Head of Computer Science

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Architect

Licence / Head of History and Theory

**Iris Lacoudre**

Architect,

1<sup>st</sup> year Project

2<sup>nd</sup> cycle Intensive Course

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2<sup>nd</sup> cycle Lectures

**Paul Landauer**

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Head of the OCS,

2<sup>nd</sup> cycle Project and Seminar Head of

Transformation

2<sup>nd</sup> cycle Lectures

**Agnès Lapassat**

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Head of Architecture & Experience,

2<sup>nd</sup> cycle Project & Seminar

2<sup>nd</sup> cycle Lectures

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3<sup>rd</sup> year Apprenticeship Project

3<sup>rd</sup> year Constructive Cultures HMONP

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Architect

1<sup>st</sup> year Project

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2<sup>nd</sup> cycle Intensive Course

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2<sup>nd</sup> cycle Project / Fragments

**Olivier Malclès**

Architect

1<sup>st</sup> year Head of Project

2<sup>nd</sup> year Head of Project

Égalité des chances programme

**Sandrine Marc**

Photographer

2<sup>nd</sup> and 3<sup>rd</sup> year Representation

Fragments Project

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1<sup>st</sup> and 3<sup>rd</sup> year Head of Territory

2<sup>nd</sup> cycle Lectures

DSA in Architecture and Urban Planning

**Julien Martin**

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DSA in Architecture and Urban Planning

DPEA PoCa Post-Carbon

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2<sup>nd</sup> cycle Lectures

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2<sup>nd</sup> cycle Intensive Course

2<sup>nd</sup> cycle Lectures

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Territorial Survey 2<sup>nd</sup> and 3<sup>rd</sup> year

**Giaime Meloni**

Architect

2<sup>nd</sup>, 3<sup>rd</sup> year and apprentices Representation

2<sup>nd</sup> cycle Lecture

**Raphaël Menart**

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**Guillaume Meunier**

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**Marc Mimram**

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2<sup>nd</sup> cycle Project and Seminar

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1<sup>st</sup> year project

Égalité des chances programme

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2<sup>nd</sup> cycle Transformation Project and  
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2<sup>nd</sup> cycle Lectures

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**Louise Myers-Camales**

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**Giacomo Nanni**

2<sup>nd</sup> year Representation

**Meggie Neves**

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Follow-up apprenticeship,

Cordées de la réussite

**Eugenio Nuzzo**

2<sup>nd</sup> year Representation

**Céline Orsingher**

Landscape Architect

1<sup>st</sup> year Territory

2<sup>nd</sup> year Project

2<sup>nd</sup> year Territorial Survey

**Paul Oziol De Pignol**

Sculptor

1<sup>st</sup> year Representation

**Antoine Penin**

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1<sup>st</sup> and 2<sup>nd</sup> year History and Theory

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Lecture 2<sup>nd</sup> cycle

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1<sup>st</sup> cycle English

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2<sup>nd</sup> cycle seminar / Thinking Matter  
2<sup>nd</sup> cycle lecture

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Échelle Un

**Julien Tanant**

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1<sup>st</sup> year Project

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1<sup>st</sup> year History and Theory

**Vincent Thiesson**

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Intensive Course 2<sup>nd</sup> cycle

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1<sup>st</sup> year Project 2<sup>nd</sup> year Project  
2<sup>nd</sup> year Co-Head of Territorial Survey  
3<sup>rd</sup> year Territorial Survey

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1<sup>st</sup> cycle Constructive Cultures

**Jean-Marc Weill**

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2<sup>nd</sup> cycle / Thinking Matter

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2<sup>nd</sup> cycle Lectures

**Nawar Zreik**

Computer Science 2<sup>nd</sup> and 3<sup>rd</sup> year

**Researchers at the Architecture  
Observatory of the Condition in Suburbs**

**Director**

**Paul Landauer**

Head, Doctor of Architectural History, HDR  
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**Jean-François Blassel**

Architect, Engineer, PhD candidate

**Laurent Koetz**

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**Éric Lapierre**

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**David Mangin**

Architect, Urban Planner, PhD,  
Professor Emeritus

**Sébastien Marot**

Philosopher, PhD in history, HDR

**Giaime Meloni**

Architect and PhD

**Raphaël Ménard**

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**Paul Bouet**

**Marie Bourget Mauger**

**Frederico Diodato**

**Mariabruna Fabrizi**

**Laurie Gangarossa**

**Agès Lapassat**

**Alessandra Marcon**

**Charles Rives**

**Iana Stoyanova**

**Research Engineer**

**Paul Bouet**



## **Administrative Staff**

### **Direction**

#### **Amina Sellali**

Director

#### **Maïwenn Dubois**

Director's Assistant

### **Accounting Department**

#### **Pascal Aucouturier**

Accounting officer

#### **Ouiza Fezzani**

Accounting officer

#### **Paul Landauer**

Head of OCS Architecture

### **General Secretariat**

#### **Sophie Perdrial**

Secretary General

#### **Lucas Crosson**

Educational aids and spaces

#### **Benaïssa Farid**

Internal Service

#### **Géraldine Arends**

Reprographics, Acmo

#### **Benjamin Giraudon**

Model workshop

#### **Isabelle Calvi**

Development and Partnerships

#### **Nadine Decuyper**

Human Resources Incumbent Management

#### **Djamila Chelli-Mezianilli**

Financial Management and Payroll

#### **Franck Provitolo**

Head of Finance

#### **Nicole Da Mota**

Head of Finance Department

#### **Angélica Ferreira**

Financial Management and Payroll

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Head of the IT department

#### **Mustapha Elkhider**

IT Services

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Head of Studies and Education Department

#### **Héléna Antablian**

Studies and Education Department  
1st cycle

#### **Cédric Lucchini**

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1<sup>st</sup> cycle

#### **Stacy Saillard**

Studies and Education Department  
1<sup>st</sup> cycle

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#### **Isabelle Joyeux**

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#### **Patricia Coudert**

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#### **Inbal Bismuth Haddad**

Educational Coordination

#### **N. N.**

Head of Communications

#### **Sylvain Facompré**

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