

INTERNATIONAL MASTER

in Urban Planning and Studies

Track
European Cities

2025-2026

MENTION URBANISME ET AMÉNAGEMENT

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



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

WELCOME

Welcome to the EUP !

We enthusiastically welcome you to one of the leading urban planning schools in France and Europe. The Paris School of Urban Planning (EUP) offers you practical training to take action to transform and adapt humanized spaces toward society's stated objectives. This training takes place within a national and global context of ecological, social, economic, and political transformations that call for a renewed understanding and practice of the planning and urban development professions. Within this context, you will be invited to discover a wide variety of themes and approaches. All of EUP's teaching programs will allow you to open yourself to different points of view, confront contradictions, and develop your argumentation and cooperation skills with a variety of stakeholders. Our school thus advocates pluralism as a mode of coexistence between approaches that may be convergent or antagonistic.

The aim of the EUP is therefore to offer you a comprehensive range of training courses covering the main areas of planning and urban development, enabling you to acquire the knowledge and skills to respond to the various situations of your future professional career. Throughout your studies, around a hundred lecturer-researchers and practitioners, recognized both nationally and internationally, will open up very diverse horizons for you, both in terms of disciplines and fields of application. They provide you with a range of experiences and resources that you should take advantage of, thanks to their scientific networks and their partnerships with administrations, local authorities, businesses, and associations. In support, the school's administrative team, made up of around fifteen people, is at your disposal to welcome you and help you throughout your course. EUP students also benefit from all the general services of the two universities, Gustave Eiffel and Paris-Est Créteil, to which the school belongs. Several associations foster a rich student life at EUP, and the alumni network provides an important platform for accessing professional opportunities.

The Paris School of Urban Planning is located in an exceptional scientific environment. It is supported by three research laboratories that house faculty members: Lab'Urba, the Laboratory of Techniques, Territories, and Societies (LATTs), and the City, Mobility, and Transport Laboratory (LVMT). It is located on the Descartes Campus, home to an exceptional concentration of teaching and research organizations that share our major areas of study and analysis, such as the Paris-Est School of Urban & Territorial Architecture, the École des Ponts Paristech, as well as several other laboratories, university departments, and engineering schools.

In this booklet, you will find a wealth of information on organizing your student life and ensuring you have a rich and stimulating academic year. This year will be a time of learning, but also of reflection and action to begin an exciting and inspiring career path. You will be able to act as a future professional who cares about our shared institution and the people who bring it to life. The students, along with the teaching and administrative teams, form a community mobilized to understand, think about, and invent urban futures.

We wish you all the best for the academic year 2025-2026 !

Yoan Miot and Arnaud Passalacqua
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

2025-2026

Responsables du Master :

Hélène DANG VU (helene.dang-vu@univ-eiffel.fr)

Clément ORILLARD (clement.orillard@u-pec.fr)

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 demands 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.

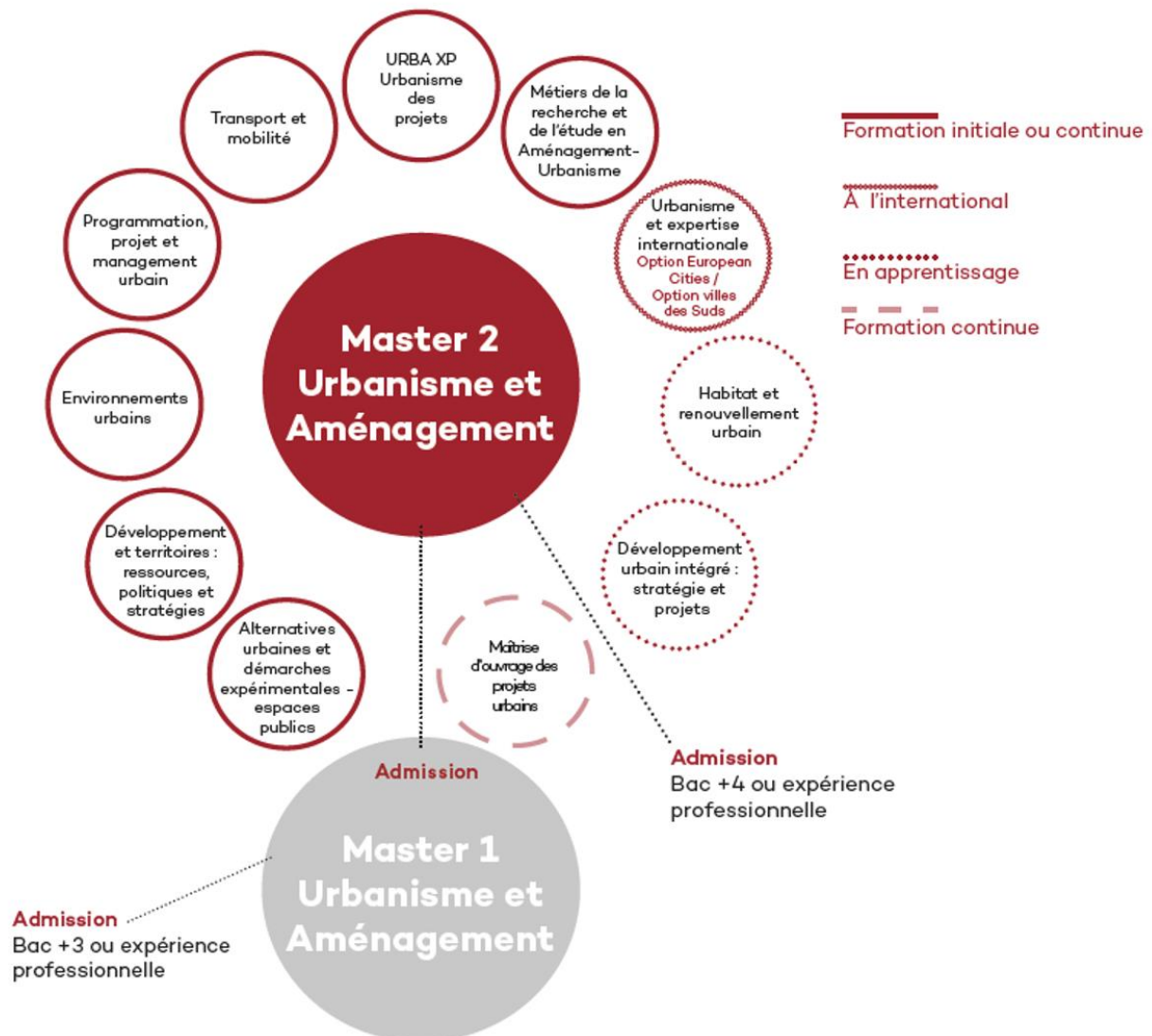
This curriculum gives students — whether they are new to urban planning or continuing previous studies — the means to respond in relevant and innovative ways of changing urban issues, today and in the future.

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.

Coordinator : 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.

Coordinator: Emre KORSU

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: Claire ARAGAU – S1 Yoan MIOT and S2 Antoine COURMONT

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: : S1 Sabine BOGNON and S2 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: Claire CARRIOU - Camille GARDESSE

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: Joël IDT

PARCOURS RECH

RESEARCH AND STUDY PROFESSIONS IN URBAN PLANNING

This creation of an M2 course in 2024-2025 partly takes up the framework of the former EUP Research Pathway by formalizing it as a full-fledged M2 course. It aims to train students in research and study professions, both individually and collectively, in conjunction with other M2s at the School. A dedicated section of the training will aim, in addition to the acquisition of these skills, to gain knowledge of the professional worlds of research and study, starting with the rich environment of the Descartes city.

Coordinator : Laurent COUDROY

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.

Coordinator (EUP): Philippe Poinot

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 (entièrement en anglais).

Coordinator : Maylis DESROUSSEAUX

- Villes des Suds.

Coordinator : Claire SIMONNEAU

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 2025-2026 CALENDAR

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.

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 alone. These are cross-curricular modules, in which students from the various tracks of the Urban Planning master's programme work in small groups on a project to be completed over the course of a week under the supervision of a tutor (the activities on offer typically change from year to year).

The concentration of these activities into a single week should lead to the development of cross-disciplinary approaches.

The common activities also seek to develop other skills:

- The ability to adapt to training based on activities that foster cooperation and encourage students to see their peers as additional sources of learning and inspiration.
- The ability to integrate atypical teaching materials by using diverse, high-quality knowledge-transfer tools (simulation software, scenarios, collective prototyping) in addition to more traditional learning methods.

Common activities will take place from September 27th to October 1st, 2021. The teaching team will be offering different activities — please note that you can only participate in one activity per semester. The activities will be presented on the first day of the semester. You will be given a sign-up form to complete, on which you should list four choices of activity by order of preference.

Administration: Noura BADAoui (noura.badaoui@u-pec.fr)



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1.7 PROGRAMME DES ACTIVITÉS COMMUNES DU S3

DU 29 SEPTEMBRE AU 04 OCTOBRE 2025

AC 1 : JEU SÉRIEUX SUR LES ENJEUX DE L'AMÉNAGEMENT URBAIN

Référent·e : F. Cottet, Violette Deffontaines (association Quartiers Ludiques)

Langue: Français

OBJECTIFS PÉDAGOGIQUES DE L'ACTIVITÉ

Cet atelier vise à accompagner les étudiant·es dans la création d'un jeu sérieux (serious game) portant sur les enjeux de l'urbanisme et de l'aménagement. En concevant leur propre jeu sérieux, les étudiant·es sont amené·es à creuser un sujet précis et à aller chercher de la documentation pour alimenter le jeu. Ils et elles sont confronté·es à la nécessité de faire des choix, d'explicitier les contraintes de l'aménagement urbain, voire à mettre en place des méthodes de comptabilisation de certaines valeurs sociales, environnementales en vue de construire un système de points dans le jeu. Enfin, par la construction d'un jeu sérieux, les étudiant·es confrontent leurs visions des territoires et de la ville, et échangent lors de sessions tests avec celles des joueur·euses du jeu co-construit.

CONTENU ET DÉROULE DE L'ACTIVITÉ

Les premiers jours consisteront à accompagner les étudiant·es à faire émerger des sujets, des idées de jeux sur la ville, l'aménagement ou encore l'environnement, ainsi qu'à les accompagner dans des sessions de réflexions pour construire un premier "cahier des charges" de leur jeu sérieux. Pendant cette étape, les étudiant·es, accompagné·es par l'association, sont amené·es à récupérer de nombreuses données pour construire les éléments du jeu (par exemple des rapports de recherche, des données statistiques sur un quartier, des plans pour concevoir les cartes ou un plateau de jeu).

Les jours 2 et 3 de la semaine d'activités permettront aux étudiant·es de concevoir et de faire tester de premiers prototypes de jeux. Pour ce faire, l'association Quartiers Ludiques les accompagne plus spécifiquement dans leurs choix de design et de prototypage, de matériel et de construction graphique du jeu. Enfin, les étudiant·es seront amené·es à adapter le jeu selon les retours des différentes sessions tests et à construire un prototype du jeu final les 4e et 5e jours en vue d'une impression du jeu.

AC 2 - ATELIER D'ÉCRITURE : ÉCRIRE LES FUTURS URBAINS

Référent : F. Adisson ; C. Daubas

Langue : Français

OBJECTIFS PÉDAGOGIQUES DE L'ACTIVITÉ

Comment, en tant qu'étudiant·es en urbanisme, se ressaisir de vos futurs urbains en ces temps de crises multiples et de critique des métropoles ? Nous proposons de s'engager pour cela dans la voie de la fiction et de la projection dans le cadre d'un atelier d'écriture. Les genres, tels que l'uchronie et la dystopie ne manquent pas pour y parvenir, et ils nous sont familiers. Et si les récits de ce type ont influencé la pensée urbaine, réciproquement, l'(anti-)urbanisme a été au cœur de nombre d'entre eux. En tout cas, de telles fictions sont de puissants facteurs de transformation de nos imaginaires et leur pratique constitue des exercices de pensée dans lesquels les participant·es à l'activité sont appelé·es à se lancer.

Plus concrètement, il s'agira d'envisager les transformations d'un lieu de votre choix sous l'effets de mécanismes politico-économiques, socio-écologiques, de forces sociales ou environnementales, d'institutions, d'événements, dans une temporalité donnée. La survenue d'une crue, le Grand Paris sans ligne 15, une urbaniste au pouvoir, la ville Tesla : un grand changement ou un micro-événement vient

infléchir le cours des choses, et in fine, le paysage, les formes et les pratiques de la ville qu'on connaît. Comment ? À vous de nous l'expliquer. Le sens du détail, et donc le relevé sensible ou objectif du lieu, sera particulièrement travaillé collectivement et individuellement. Il n'y a qu'à ouvrir les quotidiens et nos imaginaires pour se lancer dans un tel exercice !

CONTENU ET DEROULE DE L'ACTIVITE

Après avoir échangé avec les enseignants sur les attendus de l'activité, quelques exercices littéraires permettront de s'engager dans la voie de la fiction sur les futurs. Après quoi, les participant-es, individuellement ou en petit groupe, feront le choix d'un genre et d'un lieu, avant de mener un relevé sensible de celui-ci et de réaliser un premier exercice de fiction. À mi-parcours, un échange collectif aura lieu sur le résultat de l'exercice, ce qui permettra de se lancer dans son écriture proprement dite sous la forme de l'atelier. Une lecture interne au groupe permettra d'ultimes retouches, avant sa restitution « publique ».

- Jour 1. « Toutes choses étant égales par ailleurs »: exploration des mécaniques du décalage.
- Jour 2. Explorer et déployer les mécaniques du changement.
- Jour 3. Scénarisation, singularisation.
- Jour 4. Développement des fictions
- Jour 5. Finalisation et restitution

AC 3 : LA MARE ECOLOGIQUE — OUTIL DE GESTION DE L'EAU ET SOURCE DE BIODIVERSITE

Référent : V. STRANSKY

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Dans dix ans, les besoins en eau douce des humains dépasseront de 40 % ce que la Terre est en mesure de nous fournir. L'espoir que cessent les spirales de la surexploitation et de la pollution, amplifiées par le dérèglement climatique, s'amenuise de jour en jour. Ces constats alarmistes ne doivent cependant pas décourager l'action. L'objectif de cette activité est de faire circuler (à fort débit !) le message que la présence de l'eau sur Terre ne doit plus être considérée comme un bien acquis et définitif, mais qu'au travers de dispositifs simples pouvant être mis en œuvre par tout un chacun, il est possible d'apporter une contribution significative à une gestion de l'eau qui améliore la disponibilité de cette molécule vitale, aux bienfaits incalculables.

CONTENU ET DEROULE DE L'ACTIVITE

Tirant parti de la présence, à proximité immédiate de l'EUP, du « Jardin Pontanique » (<https://jardin-pontanique.enpc.org/>), l'activité proposée consiste à restaurer, au sein de cet espace, une (très) petite mare écologique alimentée exclusivement par l'eau de pluie, mais qui risque de disparaître : réalisée exclusivement à l'aide de matériaux naturels, son étanchéité semble malheureusement ne pas résister à l'épreuve du temps et a été fortement altérée au cours de l'année passée, de sorte que les pertes par infiltration et par évaporation ne peuvent plus être compensées par le récupérateur d'eaux pluviales mis en place il y a un an. L'enjeu de cette activité commune sera donc de concevoir et de mettre en œuvre une solution d'étanchéité plus robuste, même si des concessions au principe du « tout naturel » doivent être faites. Au niveau des résultats attendus, par-delà les bienfaits écosystémiques que la restauration de cette mare ne manquera pas d'apporter au Jardin Pontanique (lissage « par rétention » des apports d'eaux pluviales que le dérèglement climatique rend à la fois plus rares et plus « brutaux », accroissement de la biodiversité propice à la régulation naturelle des « nuisibles », bénéfices sociaux — esthétiques, « bien-être »,... — de cette petite pièce d'eau qui, progressivement, accueillera une flore et une faune variées,...), cette activité sera également une occasion d'expérimenter des techniques possiblement transposables à des réalisations futures, plus ambitieuses.

AC 4 : LA BALADE URBAINE : UNE AUTRE APPROCHE DE LA VILLE ?

Référent : A. Duval ; C. Dusong

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Développée à partir des années 1950 dans le champ urbanistique français, notamment au sein du mouvement situationniste, la balade urbaine a d'abord été pensée comme un outil de contestation de politiques d'aménagement jugées verticales et mortifères. Diffusée par la suite dans d'autres mouvements, elle s'est affirmée comme un moyen privilégié d'approche des dimensions sensibles de l'espace urbain mais aussi des savoirs des habitant.e.s sur leurs lieux de vie. En assistant à une balade urbaine déjà constituée autour de la verticalité urbaine dans le quartier de la gare Montparnasse, les étudiant.e.s se familiariseront avec cet outil, avant de s'y confronter en groupes en concevant une sur la problématique et le terrain de leur choix. La restitution à distance, dans les locaux de l'École d'Urbanisme de Paris, donnera l'occasion de réfléchir aux moyens de représentation d'un cheminement sensible et ouvert dans une salle close avec des contraintes matérielles.

CONTENU ET DEROULE DE L'ACTIVITE

Après une courte présentation sur les enjeux liés à la marche en ville ainsi qu'aux pratiques contemporaines de la ballade urbaine, une ballade dédiée à la verticalité urbaine dans le quartier de la gare Montparnasse sera présentée aux étudiant.e.s le premier jour de l'activité commune. Dans les jours suivants, il sera demandé aux étudiant.e.s de concevoir une ballade urbaine sur la problématique et le terrain de leur choix. Toujours en lien avec les encadrants, par le biais d'échanges quotidiens sur et en dehors du terrain, cette balade urbaine devra être pensée en lien avec une restitution à distance, de forme libre, dans les locaux de l'École d'Urbanisme de Paris.

AC 5 : RACONTER LA VILLE EN BANDE DESSINEE

Référent : L. Gavillet

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

La bande dessinée et plus largement le dessin, sont de précieux outils de représentation des réalités urbaines à la fois physiques et sensibles. Ce mode de représentation peut être utilisé pour représenter un projet urbain, le quotidien des habitant.e.s ou encore les qualités architecturales et paysagères d'un espace. Grâce à l'articulation texte image qu'offre la bande dessinée, la maîtrise du dessin n'est pas nécessaire. Le texte peut venir remplacer un dessin et un dessin peut exprimer ce qu'un texte ne permet pas ou ce que l'on ne souhaite pas dire explicitement.

Les étudiant.e.s apprendront d'abord quelques bases de la bande dessinée avant de découvrir comment elle peut être utilisée pour donner à voir un territoire, notamment, les quartiers Saint-Fargeau et Fougères-Le Vau dans le 20ème arrondissement de Paris. Après quelques notions de dessin, les étudiant.e.s pourront à leur tour réaliser une bande dessinée (nombre de planches limitées à trois) sur le quartier des Amandiers dans le 20ème arrondissement (Ménilmontant).

Iels devront choisir une approche, un point de vue, parce que tout ne pourra pas être traité en quelques planches. Iels pourront par exemple s'intéresser au vécu des habitant.e.s dans un espace donné, ou plutôt représenter un espace et ses spécificités (dénivelé, architecture, paysage) ou encore expliquer, commenter, critiquer, un projet urbain. Pour cela, les élèves devront aussi choisir un point de vue : que veulent-ils faire passer comme message aux lectureuses ?

Une fois le sujet et la visée de leur bande dessinée choisis, les étudiant.e.s pourront ensuite déterminer le type de bande dessinée (muette, descriptive, humoristique, historique, critique) et le style graphique (encre, crayon de couleurs, feutres, aquarelle, etc.).

Une fois ces éléments décidés, il sera temps de commencer à composer le story board c'est-à-dire le scénario de l'histoire, puis la réalisation de la/des planches. Ces planches seront présentées lors de la restitution afin de montrer la lecture du territoire que les étudiant.e.s ont choisi.

Pour cet atelier, aucun prérequis en dessin n'est nécessaire.

Il s'agira surtout de découvrir ce mode d'expression et comment il peut être utilisé dans le secteur de l'urbanisme.

CONTENU ET DEROULE DE L'ACTIVITE

- **Jour 1 :**
 - **Matin :** introduction théorique à la bande dessinée et au dessin puis présentation du quartier des Amandiers, si possible sur place en se baladant. Puis choix du sujet et du point de vue.
 - **Après-midi :** travail en autonomie sur le terrain choisi pour rassembler le fond nécessaire à l'écriture du scénario – premières idées de scénario
- **Jour 2 :**
 - **Matin :** travail en autonomie sur le terrain choisi pour rassembler le fond nécessaire à l'écriture du scénario – affiner les recherches en fonction du sujet choisi
 - **Après-midi :** présentation des premières réflexions sur le scénario et ajustements si nécessaire puis réalisation du story board et des premiers crayonnés
- **Jour 3 :**
 - **Matin :** Suite et fin des crayonnés des planches avant encrage
 - **Après-midi :** encrage des planches et début de colorisation
- **Jour 4 :**
 - **Matin :** Suite et fin de l'encrage et colorisation des planches
 - **Après-midi :** finition des planches et si le temps le permet, réalisation d'une couverture et 4^{ème} de couverture, scan de l'ensemble des productions pour impression de copies
- **Jour 5 :**
 - **Matin :** travail en autonomie jusqu'à 12h30 – installation de la restitution de 12h30 à 14h
 - **Après-midi :** **restitution**

AC 6 : MAINTENANCE ART: OBSERVING THE INNER WORKINGS OF THE CITY

Référent : L. Dixon

Langue : English

MAIN OBJECTIVES

This workshop invites participants to explore the often-overlooked systems, infrastructures, and labor that keep the city running. Through the lens of « maintenance art », we will question what it means to care for a city and who performs this essential, yet invisible, work. By investigating the people, objects, and networks involved in maintenance and repair, we will develop a deeper appreciation of the hidden structures that enable urban life.

By the end of the workshop, participants will:

- Understand key concepts related to maintenance, repair, and urban infrastructure.
- Develop observational, analytical, and documentation skills through fieldwork.
- Reflect on social, environmental, and ethical dimensions of urban maintenance.
- Collaboratively produce creative outputs based on their investigations.

CONTENTS

The workshop combines theoretical reflection with practical, in-situ exploration. Through a series of field visits and collaborative sessions, we will uncover the stories embedded in the city's maintenance systems.

Provisional Schedule:

Day 1: Introduction & Icebreakers

Presentation of the workshop themes, group introductions, and discussion of expectations. Overview of the week's program.

Day 2: Field Visit 1 – Exploring Urban Infrastructure

Possible visit: Paris Sewer Museum or similar site that reveals the city's hidden maintenance networks.

Day 3: Field Visit 2 – Maintenance in Action

Possible visit: The municipal sanitation department, or a transportation maintenance hub.

Day 4: Group Work & Project Development

Dedicated time for participants to synthesize their observations, conduct additional research, and prepare a final output (photography, mapping, collage, etc.).

Day 5: Final Debrief & Restitution

AC 7 : URBANISME EN CROQUIS

Référent : H. Dang Vu

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Cette activité commune d'une semaine propose d'utiliser le croquis comme méthode d'analyse urbaine.

Attention, il ne s'agit pas d'un stage de dessin. Pas besoin d'être un dessinateur confirmé pour cette activité ; on peut « mal » dessiner. En revanche, il faut être prêt à crayonner. L'activité est à éviter si le medium vous bloque.

Attention, l'activité doit absolument être suivie dès le 1^{er} jour et jusqu'au dernier jour : pas d'absence possible.

Les compétences visées :

- Apprendre à regarder ;
- Elaborer et mettre en place un protocole d'observation systématique et renouvelable ;
- Rendre compte des ambiances urbaines autrement que par la photo.

CONTENU ET DEROULE DE L'ACTIVITE

La semaine débutera par une introduction au croquis urbain et à son utilisation comme moyen d'interprétation des paysages urbains et de leur appropriation par les citoyens. Après une rapide présentation du terrain d'activité (le quartier de la Gare du Nord), le groupe définira un protocole collectif d'observation.

- Du lundi après-midi au jeudi matin, l'activité se déroulera sur site, à la Gare du Nord. Globalement, les matinées seront consacrées au croquis systématique du quartier de gare. Des séances de débriefings seront organisées les après-midis dans une brasserie/un café du quartier.
- A partir du jeudi après-midi, le groupe sera à l'EUP, pour préparer la restitution finale : les étudiants réaliseront un collage des différentes esquisses produites afin de produire un rendu sensible de leur esquisse de paysage urbain et prépareront une rapide présentation ppt de leur méthodologie.

AC 8 : EXPLORING THE GRAND PARIS BY CITY BUS

Référent : Florine Ballif

Langue : English

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Exploring and understanding the landscape of the Paris Region from the bus (public transport operated by the RATP or other bus companies)

CONTENU ET DEROULE DE L'ACTIVITE

Urban buses are great tools to discover urban spaces, as they are rapid enough to cover great portions of territories, and slow enough to see many details. The bus lines create a sort of “transect” designed in the city fabric. The logics of bus provision is one of urban service, which do not correspond neither to a logic of walking nor touring in the city, but which is no less influential on the perception of the landscape. The bus enables us to see the landscape as a living space, along with the streets, the facades, the public space, and the people. From the bus, one is able to perceive space which gradually unfolds in a movement where the body and all senses are engaged.

Following Perec’s intuitions and a sensitive approach for describing the landscape, the activity will focus on a few bus journeys covering parts of the greater Paris area. Routes will be chosen together, based on suggestions from the teacher or students.

The final presentation will show the landscape based on bus explorations, calling upon photographic and/or drawing and/or filmic approach, according to the choice of the students.

AC 9 : PERMIS DE CONSTRUIRE. ENQUETER EN URBANISME ET RESTITUER PAR LE THEATRE

Référent : Yoan Miot

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Récolter et produire des connaissances sur un espace et une problématique via des approches qualitatives et sensibles

Identifier et comprendre les logiques d’action des acteurs de la production urbaine (rôle, stratégies, valeurs, intérêts, ressources, contraintes)

Argumenter, négocier, proposer dans un cadre collectif

Expérimenter et explorer les formes de l’urbanisme culturel

CONTENU ET DEROULE DE L'ACTIVITE

L’activité commune s’inscrit dans une recherche-crédation sur le développement du logement neuf à l’échelle nationale et en partenariat avec la SPL Marne-au-Bois, pilote du projet d’aménagement de Val-de-Fontenay.

Au cours de la semaine, il s’agira d’enquêter sur les acteurs de la réalisation d’un projet de reconversion de bureaux en logements inscrit dans un projet urbain (ZAC Alouettes autour de Val-de-Fontenay) au sein de la ville de Fontenay-sous-Bois et de restituer l’enquête sous une forme théâtrale. Pour cela, les étudiants seront accompagnés par Arthur Fourcade et Katell Daunis, comédiens et metteurs en scène d'une compagnie de théâtre, le Collectif X. Cette compagnie mène des enquêtes documentaires et participatives sur des questions urbaines pour développer des formes théâtrales (exemple : <https://www.collectifx.com/permis-de-construire> ; <https://www.collectifx.com/l-affaire-correra> ; <https://www.collectifx.com/villes>).

Le projet se déroule de la manière suivante :

- 2 jours d'enquête sur un permis de construire où les étudiants rencontreront instructeurs des droits de sols, urbanistes de la municipalité, aménageur public, promoteurs, architectes et habitants.
- 2 jours de construction et d'écriture d'une courte scène de fiction (20 minutes) partiellement improvisée mettant en débat des enjeux contemporains de la production du logement.
- Restitution finale au sein de l'Ecole d'Urbanisme de Paris

AC 10 : URBAX

Référent : Philippe Poinot, Eric Citernes

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Comprendre les logiques et les stratégies des acteurs de l'aménagement et les facteurs influençant les prises de décision ; collectivités locales, propriétaires fonciers, promoteurs immobiliers, aménageurs publics, industriels...

Appréhender le système de l'aménagement urbain et les interactions entre les différentes politiques publiques dans le cadre particulier du ZAN.

Découvrir les outils juridiques, fonciers, financiers, et les procédures d'aménagement utilisés.

CONTENU ET DEROULE DE L'ACTIVITE

La session est organisée sur la base d'un jeu sérieux avec le support d'un logiciel informatique stimulant les interactions entre les acteurs du territoire. Chaque participant est pleinement acteur sur un des volets du jeu qui se déroule sur la durée d'un mandat électoral de 6 ans.

Les meneurs de jeu apportent au fur et à mesure les outils utiles à l'avancée des actions des participants.

Chaque fin d'année un bilan des actions est réalisé permettant de comprendre les effets sur les marchés immobiliers et fonciers.

La participation nécessite de suivre les 2,5 jours de la session de jeu

AC 11 : CE QUE LA CHALEUR FAIT A LA RENOVATION URBAINE

Référent : N. Baron

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Pourquoi ce sujet ? La question des ilots et des vagues de chaleur obsède depuis quelques années les planificateurs franciliens, et les autorités (Etat, région, collectivité) rivalisent de mesures à dimension préventive ou adaptative en termes d'action sur l'espace (par exemple cours oasis dans les écoles parisiennes) ou à partir de programmes à dimension sociale et sanitaire (suivi de groupes ou personnes à risque).

Pourquoi en faire une activité transversale ? Parce qu'il est essentiel de fournir aux étudiants EUP les bases d'une culture commune sur la définition des caractéristiques spatio-temporelles, des niveaux d'intensité des phénomènes climatiques et de la sévérité relative des effets concerne tous les segments de l'action sur ville (logement, bureaux, espace public ...). Il est également important de leur faire comprendre que les territoires et groupes déjà les plus vulnérables seront davantage exposés et que le métier d'urbaniste consiste à les outiller.

Pourquoi questionner la chaleur depuis la question de la rénovation urbaine ? Parce que les programmes de réhabilitation ou de reconstruction en cours en périphérie de Paris travaillent bien davantage sur des standards environnementaux tournés vers les bilans carbone (et les méthodes d'analyses en cycle de vie)

que sur les effets sanitaires et sociaux à venir de la chaleur. C'est aux jeunes urbanistes qu'il appartient d'apporter un regard distinct non sur le climat urbain en tant que tel, mais sur ce que la chaleur est en train d'induire en termes de nouvelles logiques d'appropriation ou de partage de ressources urbaines.

CONTENU ET DEROULE DE L'ACTIVITE

La commune d'Ivry porte conjointement dans un de ses quartiers anciens un programme QPV et un ambitieux programme de rénovation. Un partenariat local avec la collectivité et une association d'habitants va permettre d'accompagner les étudiants tout au long de l'activité

- 1) Parcours en ville et initiation à des mesures climatologiques in situ avec appareillage simple
- 2) Entretiens avec élus, techniciens, bailleurs sociaux, associations de résidents
- 3) Organisation par les étudiants d'un atelier autour d'un point de fraîcheur problématique (localisation, agencement, cohabitation des usagers)
- 4) Restitution des débats et constitution d'un poster

Acquisition de Compétences

- Bases de la cartographie urbaine climatique et thermique
- Connaissance institutionnelle des acteurs urbains (rénovation urbaine, logement, espaces verts, espace public) et des récents outils de planification thermique
- Méthodes d'entretien et approche participative
- Initiation à l'analyse des controverses

AC 12 : 6M AVANT PARIS

Référent·e : S. Mercier

Langue: Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

A travers une enquête photographique comparative très cadrée, l'activité est l'occasion d'explorer les franges de la ville de Paris et leurs évolutions des 50 dernières années. L'activité vise ainsi à éprouver l'utilité de la mobilisation de 2 outils d'analyse des paysages urbains : l'observatoire photographique et la marche urbaine. Ce sera aussi l'occasion de développer des méthodes d'analyse d'un matériau brut afin de passer du constat simple à la posture critique.

CONTENU ET DEROULE DE L'ACTIVITE

En 1971, Eustachy Kossakowski suit à pied la frontière qui sépare Paris de ses banlieues et entreprend le relevé photographique systématique des panneaux de la ville de Paris selon un cadre rigoureux : Ces panneaux sont photographiés de face, à six mètres de distance, et au milieu du cadre.

Cette méthode met en exergue ce qui environne le panneau, offrant ainsi un cliché très précis et instructif de la relation entre Paris et ses banlieues.

En s'inspirant des observatoires photographiques du paysage, les étudiant.es retourneront sur site pour à nouveau prendre en photo les panneaux de la ville, 54 ans plus tard, selon la même règle. Ce travail de relevé sera mené par petits groupes de 2 à 3 personnes en se répartissant les différentes franges de la ville, l'analyse et la restitution seront collectives.

Ce travail comparatif sera l'occasion d'essayer de comprendre comment ce paysage de frontière a évolué, comment Paris s'adresse à ses banlieues en 2025, S'il y a des différences de gestion des limites selon les secteurs géographiques.

La restitution prendra la forme d'un affichage en salle et pourra être accompagné de vidéo projection.

AC 13 : DESIGN (PARTENARIAT AVEC LE MASTER EN DESIGN DE CHERIOUX)

Référentes EUP : N. Arab / S. Bognon

Référent.es Chérioux : L. Djidi / A. Tiphine

Avec la participation de Joffrey Lavigne

Langue : Français

OBJECTIFS PEDAGOGIQUES DE L'ACTIVITE

Il s'agit d'imaginer des alternatives plus ou moins radicales, crédibles, souhaitables (ou pas) pour les futurs d'espaces publics périurbains au regard des enjeux de nature.

L'objectif est de travailler en interdisciplinarité de pratiques entre 12 étudiant.e.s en urbanisme de l'EUP et 12 étudiant.e.s en design d'espace (en première année du Diplôme supérieur d'arts appliqués (DSAA) (équivalent Master), parcours Design des territoires et des pratiques situées du Lycée Chérioux). L'activité sera adossée à un jeu sérieux animé par Joffrey Lavigne, pilote du programme Fiction d'Anticipation de Renaturation, FAR, avec le Muséum National d'Histoire Naturelle. Au-delà d'une approche des démarches d'imagination et de conception, les étudiant.e.s seront amené.e.s à confronter et concilier les savoirs et les pratiques des deux champs disciplinaires, et à en conduire une analyse réflexive.

L'activité est ouverte à 12 étudiant.e.s de l'EUP, **prioritairement à celles et ceux qui ne proviennent pas de formation en rapport avec la conception d'espaces** (architectes, designers, paysagistes).

CONTENU ET DEROULE DE L'ACTIVITE

- Cadrage thématique, problématique et pratique de l'activité
- Investigation de terrain
- Jeu sérieux : création d'un monde imaginaire et production d'un récit autour de la place de la nature dans les espaces publics urbains du monde imaginé, traduction cartographique du monde imaginé
- Co-construction et définition des livrables pour la restitution
- Travail en groupe inter-formation
- Exposition des travaux

1.8 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:
 - Four founding members of the Chair: La Banque des Territoires, Établissement Public Foncier d'Île-de-France (EPFIF), CDC Habitat and Société du Grand Paris.
 - About twelve of associated partners: Altarea, Eiffage Aménagement, EpaMarne-EpaFrance, Epa Paris-Saclay, Kaufman & Broad, Linkcity, Segro, Sogeprom, SNCF Immobilier, la SPL AIR 217, Sadev94, etc.
- A committee of experts: L'Institut Paris Région, l'Atelier Parisien d'Urbanisme de Paris et la Direction régionale et interdépartementale de l'environnement, de l'aménagement et des transports.

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.

HOW TO OBTAIN THE CERTIFICATION ?

Interested students should contact the scientific animation officer of the Chair (contact@chaire-grandparis.fr) and provide information about the activities attended in the first and/or second semester (including the referring teacher). A certificate mentioning these activities will be issued at the end of the program, upon validation.

1.09 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.

The thesis is a personal work. Consequently, plagiarism, which is a fraud, is formally prohibited, sanctioned by exclusion from the training cycle.

About plagiarism

"This is a form of counterfeiting which consists, for its author, of integrating into his production (music, book or any document) the entirety or extracts of the work of another author without having obtained his authorization, or of the work produced by generative algorithms (generative artificial intelligence). However, when the student limits himself to making "short quotations" from texts, intended to illustrate his propositions, the author's authorization is not granted. It is nevertheless not necessary for the student to cite this source. A partial or complete reproduction of the texts without citation and without quotation marks constitutes fraud.

(extract from the 2024-2025 EXAM REGULATIONS - CAC OF MAY 30, 2024, Gustave Eiffel University)

1.10 ACTIVITY PRESENTATION

JOBS FORUM

Thursday 29 of January 2026 - Coordination : Sandrine Vazquez.

The job forum is open to all EUP students. It allows discussion, within the framework of small groups, with professionals who are mainly former students of the EUP, IUP (Institut d'Urbanisme de Paris) and IFU (French Institute of Urbanism).

Career paths, evolution of trades and professional sectors, work context are thus addressed.

It is closed by a cocktail allowing to continue in a more informal way the exchanges.



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2025-2026

Master in Urban Planning and Development

Track coordinators:

- European Cities:

Maylis DESROUSSEAUX(maylis.desrousseaux@u-pec.fr)

- Villes des Suds (Global South):

Claire SIMONNEAU (claire.simonneau@u)-pec.fr)

Administration:

Marie-Claide COCO (marie-claire.coco@u-pec.fr) - 01 71 40 80 33

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 as a maximum (including Erasmus students).

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.

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 2024–2025 YEAR:

Induction Days: September 23th, 24th 2024 (attendance is compulsory).

Semester 3 (Autumn Semester): September 23th, 2024 – January 17th, 2025.

Christmas holidays: December 21th, 2024 – January 6th, 2025.

Planning studio final week: January 13th – 17th 2025.

Semester 4 (Spring Semester): January 27th – March 28st, 2025.

Internship & Dissertation: April – September 30th 2025.

International Week: February 10th – 14th, 2025 (dates to be confirmed).

Dissertation viva: End of September 2025.

TEACHING STAFF :

Common courses :

Alix CHAPLAIN, Laura COLINI, Matthieu DELAGE, Martine DROZDZ, Joel IDT, Florent LE NÉCHET, Roberta PISTONI, Jonathan RUTHERFORD, Claire SIMONNEAU, Benjamin TEMPLIER, Raphael ZEPHIR

Option 'European Cities' :

Francesca ARTIOLI, Gonzal CERDA-BENEITO, Alix CHAPLAIN, Antoine COURMONT, Maylis DESROUSSEAUX, Lauren DIXON, Manon ESKENAZY, Joel IDT, Corinne JAQUAND, Simina LAZAR, Christine LELÉVRIER, Talia MELIC, Stéphanie WEBER, Antony XIMENEZ, Marcus ZEPF and invited speakers.

2.2 ORGANISATION OF THE YEAR

AUTUMN SEMESTER (S3) – 30 ECTS

UE	Title	ECTS
UE 1	Urban theories in a Globalized World	3
EC	Planning the large metropolis : Theories and models	3
UE 1b	Cartography and communication (one elective course)	2
EC	a. Writing and Speaking in English for an International Audience b. Cartography & Spatial data (GIS) c. Cartography & Design (CAD)	2
UE 2	Planning studio	10
UE 3	European planning and studies 1	12
EC 3.1	Segregation, minorities and urban regeneration	3
EC 3.2	Plans and projects in Europe	3
EC 3.3	Applied Urban Analysis	3
EC 3.4	Metropolitan governance	3
UE 4	Common activities or French courses	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, J. Idt	Planning studio F. Artioli, C. Jaquand, J. Idt	Segregation and urban policies T.Mélic	Planning the large metropolis J.Idt	Applied Urban Analysis A.Chaplain, A. Ximenez
2.00pm- 5.00pm	2.00pm- 5.00pm	1.30pm- 4.30pm	2.00pm- 5.00pm	2.00pm- 5.00pm
Planning studio C.Lelévrier, C. Jaquand, J.Idt	Planning studio C.Lelévrier, C. Jaquand, J. Idt	City Plans and Projects M. Eskenazi, G. Cerda Beneito	Cartography and spatial data (F. Le Néchet, M. Delage) Cartography and design (CAD) (R. Zéphir) Writing iand speaking in English (B. Templier) <i>Séminaire Voie Recherche (for Research Students only)</i>	Metropolitan Governance F.Artioli
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	79	7
EC 5.1	Cities Emerging Issues and challenges	21	2
EC 5.2	Workshop : Climate change	29	2.5
EC.5.3	Workshop : Housing and land challenges	21	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	Internship and Dissertation		14
EC 7.1	Internship and dissertation methodology	21	3

EC 7.2	Internship and dissertation (April – Sept, master thesis)		11
UE 8	Common activities 2	10	1

UE VR	UE "VOIE RECHERCHE" (replaces UE 7 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.
- Workshop Climate Change (common with Southern cities track).
- Workshop Housing and Land challenges (common with Southern Cities track).

Monday	Tuesday	Wednesday	Thursday	Friday
(Workshops)	9.30am- 12.30pm		9.30am- 12.30pm	9.30am- 12.30pm
	Cities emerging issues and challenges, J. Rutherford, M. Drozd		Sustainable cities M. Desrousseaux	European policies S. Lazar, S. Weber
	2.00pm- 5.00pm		2.00pm- 5.00pm	2.00pm- 5.00pm
	Smart Cities A. Courmant		Internship methodology A. Chaplain	European policies S. Lazar, S. Weber

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. 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:

Clément Orillard (clement.orillard@u-pec.fr)

Aurélié Messias (aurelie.messias@u-pec.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 2025 – 30th September 2025 (German language courses start at the beginning of March and are strongly recommended).
- **Milan:** February 2025 – June 2025.
- **Malmö:** January 2025 – June 2025.
- **Ljubljana:** Middle of February 2025 – end of May 2025.

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:

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.

CONTACTS:

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

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

LIUBLJANA, 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 Drozd, Jonathan Rutherford
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. 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. The objectives of the course are threefold: 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. 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.	
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.	
BIBLIOGRAPHY: A reader will be provided at the beginning of the semester. Students can start exploring by reading: ▪ BRIDGE, Gary and WATSON, Sophie (eds.), 2013, <i>The New Blackwell Companion to the City</i> (London: Wiley Blackwell).	
EXAMINATION: Group presentation with examples organised around a theme, and participation in class discussion.	

UE 1	URBAN THEORIES IN A GLOBALISED WORLD
ECU	Planning the large metropolis: theories and models
Professor in charge	Joël Idt and invited speakers
TEACHING OBJECTIVES: This course deals with the specific features of urban planning and urban development in the world's major metropolises, both in the North and South. What is the role of urban development projects? How do these instruments address the major themes of urbanisation (housing, transport, environment, economy, etc.)? What are the tensions and complementarities between what is planned and what is not, outside of planning? What are the local governance arrangements for planning in major conurbations (particularly on the outskirts)? The different lectures aim at giving future planners a better understanding of the 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. We will emphasise the contribution of international comparisons, which highlight local specificities and shows the limits of planning instruments.	
MODULE OUTLINE: The course will be built around conferences where active participation of the students will be required. After an introductory session, several case studies of major metropolises in the North and South will be presented. Students will work in groups to build up a comparison. Each presentation will focus on a specific city and a particular problematic topic.	
BIBLIOGRAPHY: Lorrain, D. (2011). <i>Métropoles XXL en pays émergents</i>. Presses de Sciences Po. Robinson, J. (2011). <i>Cities in a world of Cities: The comparative Gesture</i>. INURR, Vol 35,1. Schmid, C., Karaman, O., Hanakata, N., Kallenberger, P., Kockelkorn, A., et al.. Towards a new vocabulary of urbanisation processes: A comparative approach. <i>Urban Studies</i>, 2018, 55 (1), pp.19-52.	
EXAMINATION: Students will have to build up a comparison over the course of the sessions on planning issues in major cities in the north and south.	

UE 2	PLANNING STUDIO
Professors in charge	Christine Lelévrier, Joel Idt, Corinne Jaquand
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.	
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.	
EXAMINATION: Presentation and final report.	

UE 3	EUROPEAN PLANNING AND STUDIES (1)
EC 3.1	Segregation, Minorities and Urban Regeneration

Professor in charge	Talia Mélic and invited speakers
TEACHING OBJECTIVES: Change such as deindustrialisation, globalisation and mobility have increased social and ethnic polarisation 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 mix. This course aims to give students some theoretical background on segregation, improve their knowledge of urban regeneration policies in Europe, and make them aware of social issues and public debates.	
MODULE OUTLINE: The course will be divided in three parts: ▪ It will first introduce concepts, issues and theoretical approaches to segregation, minorities, diversity and ethnicity in cities (neighbourhood effects, social and spatial justice theories). ▪ Then, it will compare different and new patterns of urban spatial segregation and migration in different European countries. ▪ The third part will focus on housing and urban policies responding to segregation in European cities (urban regeneration, traditional and new approaches to social mix, planning for diversity, social development, mobility, welcoming migrants): policy discourses, governance, programs and implementation, economic and social impact. It will compare this to approaches in two non-European cities (Melbourne and Singapore).	
BIBLIOGRAPHY: ▪ 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 ARRIGOTIA, 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.	
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.	

UE 3	EUROPEAN PLANNING AND STUDIES (1)	
EC 3.2	Plans and Projects in European Cities	
Professors in charge	Manon Eskenazi, Marcus Zepf	
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. This year, the module will explore three key issues in the planning of European cities: ▪ Gender planning; ▪ Active mobilities; ▪ Tactical urbanism.		
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.		
BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module. Key works include: ▪ 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).		
EXAMINATION: Students’ participation and final written exam.		

UE 3	EUROPEAN PLANNING AND STUDIES (1)	
EC 3.3	Applied Urban Analysis	
Professors in charge	Alix Chaplain, Mariana Reis Santos	
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 or a city, to draw up adapted urban regeneration strategies. It supports the planning studio process and methodology to analyse, conceive and represent a project. By the end of this module, students should be able to: ▪ Build a methodology adapted to the selected case study (qualitative and quantitative). ▪ Be critical on the choice of sources, and the cross-referencing of data (sirene, census, national and local surveys, mental maps, interviews, observations, etc.). ▪ Collect, analyze, and represent some relevant data for one territory. ▪ Problematize the analysis, by identifying the issues at stake in an area (problem-based diagnosis).		
MODULE OUTLINE: This module will be divided in three parts: ▪ The first part will be an introduction to a territorial diagnosis: what makes a good territorial analysis? Which methodology (quantitative and qualitative methods)? Why produce an analysis? What are the different steps to understand the characteristics and dynamics of a local urban space? Where can we find databases? ▪ The second part will emphasize on social, demographic, political, environmental issues, and then on the architectural and urban landscape analysis (the different elements of an analysis). ▪ The third part will provide keys and tools to collect qualitative data (interview and observation). ▪ The fourth part will focus on the writing of the analysis (how to represent data), and the ways to articulate diagnosis and strategies (by doing a problem-based diagnosis).		
BIBLIOGRAPHY: Documents will be provided during the course.		
EXAMINATION: Production of a problem-based diagnosis of a territory, by group.		

UE 3	EUROPEAN PLANNING AND STUDIES (1)	CHAIRE V MENAGER le GRAND PVRIS
EC 3.4	Metropolitan Governance	
Professor in charge	Francesca Artioli	
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. 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.		
MODULE OUTLINE: ▪ 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.		
BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module. Key works include: ▪ 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).		
EXAMINATION: Report and written examination.		

UE 5	URBAN THEORIES IN A GLOBALISED WORLD	CHAIRE D'URBANISME Le GRAND PARIS
EC 5.2	Workshop : climate change	
Professor in charge	Roberta Pistoni, Alix Chaplain	
TEACHING OBJECTIVES: This 4-days long intensive workshop aims at giving future planners a better understanding of the specific issues raised by ongoing climate change that metropolitan areas are facing worldwide. The workshop explores the urban documents and planning strategies that metropolitan areas are elaborating to face climate change addressing both adaptation (for example flood risk) and mitigation (for example reduction of greenhouse emission) perspective. These topics are critically explored in the North and in the Global South questioning the differences and/or similarities of documents and strategies in these two very different contexts.		
MODULE OUTLINE: 4-days long intensive workshop.		
BIBLIOGRAPHY: A detailed bibliography with compulsory reading material will be provided at the beginning of the module. Key works include: Fussel H.M. 2008. "Adaptation planning for climate change: concepts, assessment approaches, and key lessons", Integrated Research System for Sustainability (2), p. 265-275 Shuaib Lwasa and Karen C. Seto .2022. "Chapter 8 Urban Systems and Other Settlements", in IPCC. 2022. Climate Change 2022: Mitigation of Climate Change.[on line] https://www.ipcc.ch/report/ar6/wg3/		
EXAMINATION: Group work developing planning strategies for a metropolitan area to face climate change.		

UE 5	URBAN THEORIES IN A GLOBALISED WORLD	
EC 5.1	Workshop : Housing and land challenges	
Professors in charge	Laura Colini, Claire Simonneau	
TEACHING OBJECTIVES: Through practical experience, this course will give students the fundamental skills needed to recognise and analyse the issues with housing and land policy in order to deliver adequate and affordable housing. Students will have an overview about the housing and land challenges in contemporary urban society and receive support for field work with quantitative and qualitative analysis in a particular area of the Paris metropolitan region. They will learn about various housing responses to precarity and poverty by examining various model of public and collaborative housing as well as alternative arrangements in the same area. The students will be led to consider the traits of such practises, their impact on the built environment on a variety of scales, on different stakeholder groups, and questioning these can be seen as a tool for racial and social justice.		
MODULE OUTLINE: 4-days long intensive workshop. The workshop will include a brief theoretical review of the housing challenges, the presentation of case studies, and methodological approaches to fieldwork (such as ethnographic surveys with interviews with key stakeholders, mapping strategies etc). text, video, and audio reporting will be encouraged.		
BIBLIOGRAPHY: A detailed bibliography will be provided at the beginning of the module. Preliminary suggested bibliography: BELANGER, Hélène, & ROUDIL, Nadine (2021). Inégalités d’appropriation du logement et de l’habitat. Dossier spécial Lien social et politique (Vol. 87) Bhagat, A. (2021). Displacement in “actually existing” racial neoliberalism: Refugee governance in Paris. <i>Urban Geography</i>, 42(5), 634-653. Bossuyt, D. (2022). Who owns collaborative housing? A conceptual typology of property regimes. <i>Housing, Theory and Society</i>, 39(2), 200-216. Ferreri, M., & Vidal, L. (2022). Public-cooperative policy mechanisms for housing commons. <i>International Journal of Housing Policy</i>, 22(2), 149-173. HOUSING EUROPE, 2023, State of Housing in Europe. https://www.stateofhousing.eu/#p=1 LUXEMBOURG, Corinne, (2020). Chez soi—Édito. <i>Culture & Démocratie</i>, Hors-série 2020-« Chez soi ? » ROLNIK, R. (2013). Report of the Special Rapporteur on adequate housing as a component of the right to an adequate standard of living, and on the right to non-discrimination in this context (p. 24). United Nations General Assembly. Roy, A., Rolnik, R., Dalloul, R., Grandinetti, T., Hetterly, E., Makhmuryan, H., ... & Poe, J. (2020). Methodologies for housing justice resource guide. https://escholarship.org/content/qt41g6f5cj/qt41g6f5cj.pdf		
EXAMINATION: Group work.		

UE 6	EUROPEAN PLANNING AND STUDIES (2)	
EC 6.1	European International Week	
Professors in charge	Francesca Artioli, Lauren Dixon, Aurélie Messias	
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. 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.		
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.		
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.		

UE 6	EUROPEAN PLANNING AND STUDIES (2)
EC 6.2	Sustainable Cities
Professor in charge	Maylis Desrousseaux (with invited participants)
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.	
MODULE OUTLINE: The module will be organized around several main topics: ▪ 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.	
BIBLIOGRAPHY: A specific bibliography will be given at the beginning of the module.	
EXAMINATION: A comparative case-study to be developed during the last session.	

UE 6	EUROPEAN PLANNING AND STUDIES (2)
EC 6.3	Smart Cities
Professor in charge	Antoine Courmont
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.).	
MODULE OUTLINE: The module will be based on both international and French case studies and controversies on the following themes: ▪ Digital economy and the city. ▪ Platform urbanism. ▪ Environmental impact of data. ▪ Smart city or the new panopticon. ▪ Digital Designing. ▪ Smart government. A field trip will be organised in the north-east of Paris, lasting one day.	
BIBLIOGRAPHY: To be announced.	
EXAMINATION: Case study; Oral presentation + Final examination.	

UE 6	EUROPEAN PLANNING AND STUDIES (2)
EC 6.4	European Policies
Professors in charge	Simina Lazar, Stefanie Weber
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. 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.	
MODULE OUTLINE: The module will be based on literature and case studies.	
BIBLIOGRAPHY: Bibliographic references will be provided during the lectures.	
EXAMINATION: The evaluation will be based on the formulation of a project funding demand based upon on a “virtual” case study.	

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
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.	
USEFUL LINKS:	
▪ 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
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.	
EXAMINATION: Group projects.	
Option C	Cartography and Design (Illustrator).
Professor	RAPHAEL ZEPHIR
TEACHING OBJECTIVES: This course aims to introduce basic cartographic principles and computer-assisted drawing technics. Students will learn how:	
▪ 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.	
During each teaching sessions, students will be trained on Illustrator thanks to several application exercises. An active participation of the students will be required.	
BIBLIOGRAPHY:	
▪ 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, Cursus : 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>Géaconfluences</i>. [URL : http://geoconfluences.ens-lyon.fr/programmes/outils/objet-figure-cartographie - Last visited on June 21st, 2022.] ▪ 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 7	INTERNSHIP AND DISSERTATION
EC 7.1	Internship and dissertation methodology
Professor in charge	Alix Chaplain
TEACHING OBJECTIVES: This course will aim at: ▪ 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. Based on articles reading and in session exercises, it is organised as a methodological seminar.	
MODULE OUTLINE: ▪ General introduction. ▪ Choosing a subject, building a research object, and identifying relevant questions. ▪ Selection of the case study (studies): what about comparison? ▪ Research strategy : designing a method adapted to the field and the research question (qualitative and quantitative). ▪ Some sessions dedicated to individual mentoring for the dissertation. ▪ Internship assistance.	
BIBLIOGRAPHY: Documents will be provided during the course.	
EXAMINATION: 1. Reading and debating a dissertation (written report, 10 pts). 2 Presentation of a poster introducing the dissertation theme and research main lines (oral presentation, 10 pts).	

GENERAL INFORMATION

Paris School of Urban Planning

2025-2026

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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

Production urbaine - Instruments juridiques et financiers de l'urbanisme et de l'aménagement - Politiques urbaines – Foncier et immobilier publics - Finances locales - Rente foncière - Méthodes comparatives – Écologie politique – Philanthropie et aide internationale - Aires géographiques : France, Italie, Brésil »

ALDHUY Julien

Politiques, discours et pratiques du développement territorial e (région, territoire, métropoles, grands projets) - Stratégie, planification et projet urbain et/ou de territoire en contexte de transition socio-écologique (acteurs, dispositifs et ressources) - Grands projets, grands équipements ou grandes infrastructures et pouvoirs urbains - Recompositions territoriales et changement socio-spatial.

ARAB Nadia

Acteurs, pratiques, métiers, modalités de coproduction et de régulation publiques et privées de l'urbanisme - Projets d'urbanisme - Gestion urbaine - Conception collective - Cadre de vie - Vacance immobilière - Innovation et urbanisme - Ville productive. Circularité et déchets urbains.

ARAGAU Claire

Développement territorial: planification, territoires de projet et gouvernances - Dynamiques périurbaines- Arbitrages fonciers à l'heure du ZAN (Zéro Artificialisation Nette) - Pavillonnaire et densification- Agriculture urbaine et métropolitaine.

ARTIOLI Francesca

Foncier et immobilier publics - Politiques du logement - Crises et transformations socio-écologiques de l'immobilier et du logement - Inégalités patrimoniales - Villes et numérique/ économie des plateformes - Gouvernance urbaine et métropolitaine - Sociologie de l'action publique - Méthode comparative - Villes européennes.

BALLIF Florine

Transformations des politiques urbaines et des modes d'action publique - Politiques de sécurité - Violence urbaine - Villes divisées - Fermeture des espaces urbains identités urbaines et ethniques - Approches décoloniales - Aires géographiques : France, Irlande, Brésil.

BARON Nacima

Gouvernance multiniveau par les infrastructures et les mobilités - Circulation transnationale des modèles de soutenabilité au prisme des gares et autres lieux urbains du mouvement.

BOGNON Sabine

Politiques urbaines environnementales - Métabolisme territorial – Nature - Gestion des espaces urbains - Histoire de l'environnement urbain.

CARRIOU Claire

Politiques de l'habitat – Histoire du logement – Logement abordable - Participation et mobilisations habitantes - Aires géographiques : France, Europe

CERDÀ BENEITO Gonçal

Mobilité quotidienne, parents, familles monoparentales, espaces publics de mobilité et transports, genre, Île-de-France, contexte espagnol

CHESNEAU Richard

Espaces publics, parcs, États-Unis, nature en ville, gouvernance.

CITRON Paul

Immobilier d'activités d'intérêt écologique et sociétal – Ville solidaire – Stratégies de transitions - Urbanisme transitoire - promotion immobilière

COUDROY DE LILLE Laurent

Histoire urbaine, de l'urbanisme, de l'environnement urbain - Patrimoines - Terminologie et langages - Opérations d'urbanisme - Aires géographiques : Espagne.

COURMONT Antoine

Villes et Numérique - Smart Cities - Data - Plateformes - Stratégies numériques des territoires – Sociologie du numérique - Transports et mobilité - Gouvernance et action publique

COTTET Fanny

Économie sociale et solidaire - Tiers-lieux - Urbanisme transitoire - Acteurs de l'immobilier - immobilier d'activité - Stratégies foncières et immobilières

DANG VU Hélène

Projets urbains - Acteurs et Professions de l'aménagement - Urbanisme universitaire - Grand Paris - Jeux olympiques - Urbanisme de gestion - Recyclage

DAUBAS Charles

Maîtrise d'œuvre urbaine - Conduite opérationnelle du projet urbain - Stratégie urbaine - Outils et techniques de représentation.

DESROUSSEAUX Maylis

Droit de l'environnement - droit de l'urbanisme - artificialisation - sobriété foncière - qualité des sols - patrimoine commun

DE TILIÈRE Guillaume

Lien entre les transports, la mobilité et l'aménagement. Planification des transports, études des projets bus, tramway, métro et ferroviaire; conception des grands projets de transport; Programmation des gares et pôles d'échanges.

DIXON Lauren

Drogues, urbanisme critique, inégalités sociales et rapports de pouvoir, gouvernance urbaine, urbanisme participatif, Amérique du Nord

DORSO Franck

Sociologie - Anthropologie sociale - Informalités - Processus de patrimonialisation - Normes - Transgressions - Sociologie de la transaction sociale.

DUVAL Adrien

Histoire urbaine - Histoire des mobilités - Étude historique des politiques foncières - Étude historique des luttes urbaines - Approche archivistique et ethnographique - Systèmes d'acteurs - Centres-villes métropolitains

GARDESSE Camille

Sociologie urbaine et dynamiques démographiques - Méthodologie des sciences sociales - Participation des habitants dans les projets urbains - Phénomènes socio-démographiques et politiques urbaines : migrations et minorités en ville, pauvreté, discriminations et inégalités - Dimensions sociales de l'habitat et des trajectoires résidentielles.

GUEVARA VIQUEZ Sofia

Risque et crise, savoirs et techniques, action publique et expertise environnementale, participation et mobilisations, risques liés à l'eau. Aires géographiques: Amérique Centrale, Europe.

IDT Joël

Projets urbains – Régulation de l'action collective - Jeu d'acteurs – Politique et technique – Urbanisme rural

JAGLIN Sylvie

Infrastructures et services urbains ; changements socio-écologiques et gestion des réseaux urbains ; enjeux et politiques énergétiques ; pratiques de consommation (eau, énergie) ; précarité hydrique et énergétique. Aires géographiques : France, Afrique subsaharienne ; villes des Suds

JARRIGEON Anne

Anthropologie urbaine - Sciences de la communication - Ethnographie visuelle - Approches sensibles - Usages de la ville - Expérience des mobilités - Espaces publics - Minorités - Genre - Images et imaginaires urbains – Nouvelles Technologies de l'Information et de la Communication

KORSU Emre

Urbanisme et politiques urbaines - Choix de localisation - Mobilité résidentielle - Pratiques de déplacement - Arbitrages logement - Champs des possibles résidentiels et mobilitaires - Transport - Ségrégation/mixité sociale.

LAPALUD Pascale

Urbanisme et genre - Histoire de l'urbanisme - Droit à la ville pour toutes - Approche intersectionnelle - Politique -

Genre et espaces - Genre et logement - Méthode et outils du diagnostic genré - Approche sensible - Innovation - Budget genré - Assistance à maîtrise d'ouvrage - Préfiguration.

LE NÉCHET Florent

Articulation transport / aménagement sur le temps long. Systèmes de villes. Pratiques de mobilité. Report modal. Accessibilité. Analyse spatiale. Modélisation des transports. Données et enquêtes de mobilité..

LELÉVRIER Christine

Sociologie de l'habitat : processus de ségrégation, ethnicité, trajectoires et mobilités résidentielles, pratiques de l'espace - Politiques de la ville et du renouvellement urbain en Europe : analyse des catégories, discours et effets sociaux de l'action publique.

MERCIER Stéphane

Paysage et urbanisme - Paysage et agriculture - Maîtrise d'œuvre - Diagnostics territoriaux - Processus de projet - Écologie appliquée.

MIOT Yoan

Politiques locales de l'habitat - « Politique de la Ville » - Urbanisme opérationnel - Villes décroissantes - Villes petites et moyennes.

MONNET Jérôme

Urbanisme et aménagement - Géographie sociale, culturelle et politique des grandes villes - Usages, pratiques et représentations de l'espace - Espace public, centralité, urbanité, territorialité - Mobilité et accessibilité pédestre - Approches systémiques, qualitatives et comparatives - Aires géographiques : Amériques.

NOYÉ Christophe

Logement social - Politiques locales de l'habitat - Peuplement - Attribution du logement social -Diagnostic de l'habitat

ORILLARD Clément

Culture des acteurs institutionnels privés et publics de l'aménagement - Urbanisme commercial et tertiaire - Construction internationale des champs disciplinaires et professionnels de l'urbanisme - Histoire de l'urbanisme.

PASSALACQUA Arnaud

Histoire des mobilités - Histoire urbaine - Circulations des systèmes de transport - Temps long et enjeux contemporains en aménagement et urbanisme - Enjeux énergétiques - Approches systémiques.

PÉTILLOT Anne

Stratégies territoriales, et gouvernances - Montage et modélisation de projets complexes - Urbanisme négocié - Management coopératif de projet - Coproduction d'opérations publiques-privées - Reconversions hospitalières - Urbanisme de la santé.

RACHMUHL Virginie

Habitat populaire en France et dans les villes des Suds - Quartiers précaires - Démarches et projets participatifs.

REDOUTEY Emmanuel

Stratégie urbaines et territoriales - Démarches de programmation urbaine - Métiers de l'Assistance à maîtrise d'ouvrage - Sobriété foncière - Transformation/adaptation des patrimoines bâtis - Sociologie urbaine - Risques naturels - Expérimentations architecturales et urbaines

SIMON Gwendal

Tourisme, loisirs, culture, acteurs de la philanthropie, pratiques de mobilités, accès à la ville

SIMONNEAU Claire

Foncier et logement dans les Suds - Informalités urbaines - Communs dans l'habitat (coopératives, community land trusts) - Production urbaine, Gouvernance et action publique dans les Suds - Circulation internationale des modèles d'urbanisme

SOUAMI Taoufik

Intégration de l'environnement et du développement durable dans les pratiques d'aménagement opérationnel - Dimensions économiques et sociales des projets d'aménagement durable en Europe et dans le Sud de la Méditerranée.

STRANSKY Vaclav

Transports et articulations intermodales comme outils d'urbanisme et d'aménagement du territoire : urbanisme des modes collectifs et actifs - TOD (Transit-oriented development), pôles d'échanges, quartiers de gare, couple

aérien/grande vitesse - Agencements interscalaires des espaces et sobriété des villes - Lecture/diagnostic des espaces.

TORRES Ana Cristina

Production de la nature urbaine - Gestion de la nature urbaine - Écologie urbaine - Écologie politique urbaine - Justice environnementale urbaine - Conflits et luttes environnementales urbaines - Conservation de la biodiversité - Nature - Biodiversité.

VANIER Martin

Politiques publiques et territoires - Aménagement du territoire, du local au national - Prospective et planification - Recomposition et gouvernance territoriales - Questions périurbaines - Enjeux des réseaux - Approche réticulaire des territoires.

VIVANT Elsa

Urbanistes au travail; écritures documentaires; politiques de drogues; marginalités et vulnérabilités; États-Unis

WATINE Julien

Politiques de l'habitat - Conflits tourisme / logement - Sobriété foncière et immobilière - Régulation de la propriété - Sociologie de l'action publique

WENGLANSKI Sandrine

Pratiques de mobilité quotidienne en ville - Rôle de la mobilité dans les modes de vie urbains - Liens entre formes urbaines et mobilités.

ZEMBRI Pierre

Transports - Politiques publiques - Stratégies d'acteurs - Inscription territoriale des réseaux - Performances des transports collectifs – Libéralisation.

ZEPEF Marcus

Évolution des processus de planification urbaine et régionale - Projet urbain et incertitudes - Métropolisation et planification participative - Natures en ville et écologies urbaines - Patrimonialisation versus renouvellement urbain : conflits et synergies - Urbanisme de crise : stratégies de planification résiliente au Liban.

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3.3 STUDENT LIFE

▪ 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

▪ 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 (UNIVERSITE GUSTAVE EIFFEL)

Maison de l'Étudiant

Cité Descartes, Champs-sur-Marne 77454 Marne-la-Vallée cedex 2

Ground floor - Office B02

Email: vie.etudiante@univ-eiffel.fr

Phone: +33 (0)1 71 40 81 89

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 ETUDIANTS (UPEC)

Maison des Étudiants

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

Email: association@u-pec.fr

Phone: +33 (0)1 45 17 65 21

Opening hours: Monday to Friday, from 10.00am to 6.00pm.

▪ ACCESSIBILITY AND DISABILITY

UPEC RESOURCES

Cellule Handicap

Phone: +33 (0)1 45 17 13 83

Email: handicap@u-pec.fr

More information:

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

UPEM/UNIVERSITE GUSTAVE EIFFEL RESOURCES

Service de Santé Universitaire - Pôle Accueil Handicap - Copernic - Office 0V100

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

Email: accueilhandicap@u-pem.fr

More information:

<http://www.u-pec.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

▪ **ENT: ENVIRONNEMENT NUMERIQUE 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-pec.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 (Administration)

Office OS036, building COPERNIC

Email: Christelle.Otin@univ-eiffel.fr

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

BIBLIOTHEQUE HISTORIQUE POËTE 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/>

BIBLIOTHEQUE DU MAIL DES MECHES - FONDS URBANISME (UNIVERSITE PARIS-EST CRETEIL - UPEC)

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

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

CENTRE DE DOCUMENTATION ET MEDIATHEQUE 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 – URBACONSEIL

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>



École d'Urbanisme de Paris Alumni

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.

« HARCELEMENT 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.

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

¹ Article 621-1 du Code Pénal.

² Article 222-33 du Code Pénal.

³ Article 222-22 du Code Pénal.

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 SPECIFICITES LIEES AU MONDE DE L'ENSEIGNEMENT SUPERIEUR

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 ETES 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 ETES TEMOIN 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'EXTERIEUR DE L'ETABLISSEMENT :

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-signalement.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 : vieetudiante.harcelement@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 depuis 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.

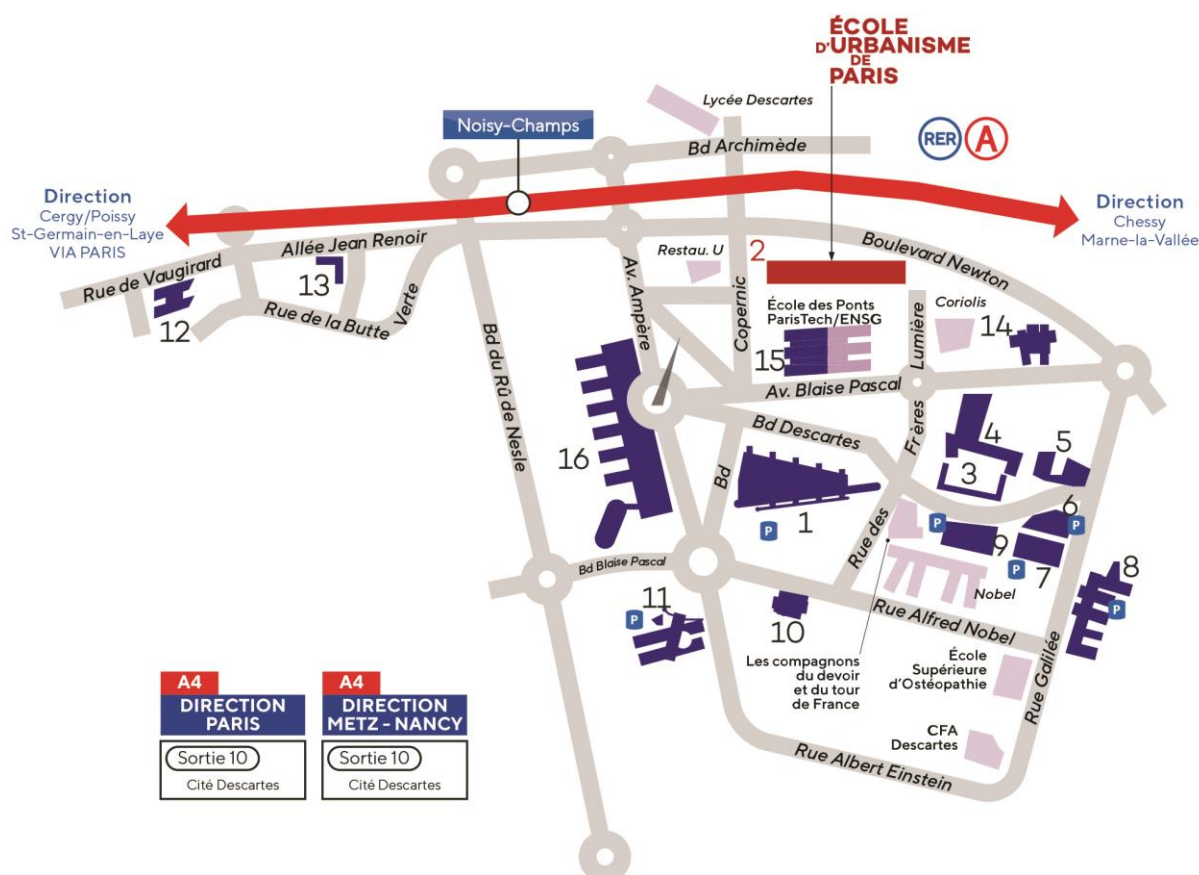
Ce plan d'action se poursuit en 2024-2025 par un ensemble de manifestations de sensibilisation et de prévention dont les modalités seront communiquées via les membres et le site internet de l'école.

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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