



**Georgia Institute of Technology
Georgia Tech Europe
First-Year Study Abroad**

****Gateway to France, Europe, and the World!***
Syllabus for GTE 2000

Course information

(*This syllabus and schedule will be modified slightly as some travel and excursion plans are finalized. You will have the complete syllabus and schedule on the first day of class. Syllabus will also be proofread and edited)

Day, Time & Location

Tuesdays 1:00-1:50p.m., “Salle Verte” +Weekend Travel (schedule below)

Instructor Information

Instructor

Dr. Jennifer Orth-Veillon

Email

jorthveillon@georgiatech-metz.fr

Drop-in Hours & Location

Room 227, Tuesdays 2-4pm or by appointment

Assistant Instructor

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Drop-in Hours & Location

TBA

Program Assistants

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Drop-in Hours & Location

TBA

General Information

Description

This course takes advantage of the FYSA study abroad experience in the geographical location of Georgia Tech’s campus in Europe to explore the concepts and practices of mindful learning. Engaging in active and experiential learning will help students cultivate an ethos of mindful travel and make the most of starting the college experience abroad. The course seeks to facilitate the development of intercultural sensitivity and sharpen critical thinking skills as a strong foundation for cross-cultural competence, collaboration amidst diversity and global leadership. These core goals of the class and the FYSA program align well with GT’s new strategic plan outlined here: <https://strategicplan.gatech.edu/focus/global>

Context: Why Metz?

The city of Metz and the “Grand Est” region with its over two-thousand-year history provides a rich backdrop to examine the legacies of the Roman empire that dramatically shaped Europe’s development. In addition to its Gallo-Roman heritage, Metz was an independent republic before it became part of France and later would become the epicenter of the rivalry, power struggle and shifting borders between France and Germany. The area is steeped in the history of three major wars—the Franco-Prussian war and the First and Second World Wars that finally culminated in the peace and reconciliation that gave birth to the European project and continues to shape the European Union today. This historical framing introduces students to the meaning of ‘place’ for situating concepts of identity, nationalism, and borders-- central for a critical and well-informed understanding of the processes of globalization shaping our world today.

European integration in many ways presents a microcosm for understanding contemporary global politics, particularly the challenges of preserving cultural diversity and defending national interests while constructing the institutions and policies necessary for the globalizing, interdependent world we inhabit. The study of the three wars and the ways in which they influenced the creation of the European Union (EU) today serves as a model of society in general. It especially highlights the values one society defends within an international system and as such offers an intellectual laboratory for examining the societal debates and contested histories that are so resonant today.

The role that France has played in global history cannot be underestimated and as such will provide a broad frame of intellectual and comparative reference for activating mindful learning concepts. From its Gallo-Roman roots to the Enlightenment, its role in the war of American Independence, to the reverberations of the French revolution and the Napoleonic wars, from the Franco-Prussian War to the two world wars, up through her colonial past, and present leadership role in the EU, France has made a dramatic impact on the world! Moreover, France’s vast artistic and cultural heritage, intellectual and philosophical influences as well as major contributions to science and innovation mean that a focus on France and the French will provide for an endlessly rich springboard for inspired discussions, cross-cultural comparison and challenging debates throughout the semester!

Content: What to Expect in This Class

Through a mix of field trips and site visits, lectures, readings, and discussions, students will gain an understanding of the significance of the region and the centrality of France and French-German relations to the construction of the post-war European project and to global politics today. The primary goal of the course is to situate the socio-cultural and political contexts within which students are living to enhance their intercultural learning experience as they travel throughout France and across Europe and to activate and apply mindful learning practices for personal growth and academic development. As a one-credit hour course meeting merely one hour per week, the class can only hope to be an “*amuse-bouche*” that will whet the appetite for deeper exploration of French and European history and culture in the global context and set the stage for continuous, life-long mindful learning and mindful travel!

Course Goals and Learning Outcomes

- Understand basic concepts of intercultural sensitivity, worldview structures and mindful learning
- Situate Metz, France and the Grand Est region and Europe in broad historical, cultural, and geopolitical contexts
- Develop and sharpen critical thinking skills and apply them to concepts and debates around identity, globalization, and notions of globalism and global citizenship
- Attain confidence and skills for independent and mindful travel
- Understand and analyze socio-cultural and political developments and current societal debates in France and Europe and be capable of considering these phenomena in cross-cultural, cross-regional and cross-national contexts

Course Requirements & Grading

COURSE ASSESSMENT

Participation and Attendance: 25%

Fall break projects + presentation: 25 %

Independent travel & Instagram posts: 25 %

Final reflective essay: 25 %

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

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| A | 90-100% Excellent (4 quality points per credit hour) |
| B | 80-89% Good (3 quality points per credit hour) |
| C | 70-79% Satisfactory (2 quality points per credit hour) |
| D | 60-69% Passing (1 quality point per credit hour) |
| F | 0-59% Failure (0 quality points per credit hour) |

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.

Description of Graded Components

PARTICIPATION: Attendance in class on Tuesdays and on weekend trips is mandatory unless otherwise specified, and roll will be taken. As this is primarily an active learning course with accompanying weekend site-visits and excursions, punctuality, engaged participation and attentiveness during the class and the trips are necessary to attain a good grade for the attendance portion of the final grade. Excused absences must be justified in writing to the instructor by the GTE administration. Each unexcused absence from class or a trip will result in 5 points taken off your final grade.

Participation and Classroom Conduct

Good participation entails not only speaking and sharing your thoughts on a regular basis, but also being considerate and respecting the views of others. To earn high points in the participation part of the final grade, students will have demonstrated their awareness of the different functions of classroom comments by:

1. varying their discussion strategies,
2. considering what they say before they say it,
3. taking intellectual risks, and
4. always respecting the feelings of peers by not interrupting classmates while speaking and acknowledging interesting ideas.

ASSIGNMENTS: The fall break projects and in-class presentations must be more than a mere recollection of visits and travels and are intended to encourage creativity, teamwork and mindful learning, capturing the experiences as well as providing an understanding and interpretation of the culture (s) engaged with throughout the semester. An emphasis in both projects should be placed on the following elements: (1) development and articulation of your worldview, (2) reflections on how the study abroad and FYSA experience enhanced your self-understanding, (3) concrete examples of how travel, study and learning

abroad clarified your intellectual and career aspirations. **Note that the final essay as well as the mid-and post-program surveys will constitute a portion of the course assignments.**

READINGS: There is no required textbook for this course. Suggested background texts as well as mandatory readings (articles, excerpts from books, official documents) and short films and Ted Talks or podcasts will be posted on Canvas.

RUBRICS AND DETAILED ASSIGNMENT DESCRIPTIONS: For each assignment, you will receive a detailed assignment description well in advance of the deadline, which will include the grading rubric. I aim to return your assignments graded within one week of the due date. Delays may be longer with long travel weekends.

Course Materials

Course Texts and Materials

Suggested background texts as well as mandatory readings (articles, excerpts from books, official documents and short films and Ted Talks or podcasts will be posted on Canvas.

Course Website and Other Classroom Management Tools

Course Canvas Site and Course Instagram Account

Course Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations. This includes using AI to complete any portion of your work. Your work is your own. AI is not your work.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Collaboration & Group Work

Aside from group projects, all work must be your own. Work created by AI is not considered your work. If any portion of a group project is suspected of being completed by someone or something other than your group, all group members will be investigated and reported. Your written work will be checked with plagiarism software. Suspected cases of plagiarism/AI use will result in reporting to the Office of Student Integrity.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

All extensions must be pre-approved before the due date by the instructor and, if deemed necessary by the instructor, justified by the Gatech administration. Missing class does not automatically grant you an extension on an assignment due date.

Policy on Missed Required Travel

You are required to attend ALL required travel excursions unless otherwise specified until after Fall Break, which ends on November 5th. Travel is optional on the Parent Weekend if your family is visiting. Missing a required travel excursion will result in being reported to the Office of Student Integrity for “failure to comply.” This offense is serious and will remain on your Georgia Tech record for the remainder of your time at the institution. This means that this offense will show up whenever you apply for a fellowship, internship, or other opportunity at Gatech.

Student Use of Mobile Devices in the Classroom and on Guided Visits

Use of portable technology (cell phones, laptops, tablets, etc.) during class time is not permitted except for class-specific activities, which must be approved by the instructor. However, please remember that your success in this class will hinge in part on your attention to in-class discussion and content: please refrain from using your device during class except at designated times, and do your best to focus on the task at hand. Otherwise, please leave your laptop in your bag, turn off your cell phone, and resist the urge to text your mom.

During guided visits, cell phone use for texting, surfing the internet, or calling is not permitted. You may take notes and photos, but please refrain from posting them to social media accounts until after the visit is over.

Additional Course Policies

Eating: unless pre-approved or part of a class activity, eating and chewing gum is not permitted in the classroom

Hats: wearing baseball caps or other hats are not permitted during class in the classroom or on guided visits. Hats are permitted outside during guided visits for protection from sun, rain, snow, or cold.

Contacting the instructor by email: Outside of traveling on the weekends, the instructor will respond to all emails within the business workday (9am-6pm). If you send an email after 6pm or over the weekend, do not expect a response until the following business day. Please follow the instructions given to you by the GTE administration for contacting me by phone during travel times.

Campus Resources, Physical and Mental Health Resources for Students

TBA

Information Related to Covid-19

Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find campus operational updates, Frequently Asked Questions, and details on campus surveillance testing and vaccine appointments on the [Tech Moving Forward](#) site.

Recordings of Class Sessions and Required Permissions

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Diversity and Inclusion

GTE supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

Teaching philosophy

The belief that learning must be natural, collective, and discussion-based is at the heart of my teaching philosophy. I do not consider myself the autocrat of this experience, but as a fellow traveler who acts as a facilitator and leader rather than a master. My goal is for students to develop, through an inquiry of creative texts, images, and technologies, the capacity for individual expression through a collaborative process. As such, they acquire a greater understanding of both diversity and universality among their peers, in their own communities, and in the world. As a teacher, there is no greater joy for me than to see students become confident individuals in class and in their production of creative materials.

Course and Excursion Schedule

*All classes take place on Tuesdays 1 to 1:50 p.m. The accompanying weekend travel details with specific departure and return times will be provided on a separate document.

** The day you see a required assignment or reading/viewing is the date that it is due for that class. For example, Adiche’s talk must be viewed BY August 22nd. The “other required reading in preparation for weekend travel” is material that must be reviewed before during the weekend excursion date, like on the bus. For example, “Engineering the Roman Empire” should be read by August 26th when we go to Trier.

Week 1

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel + Bus Ride Discussions |
|-----------|---|--|---|
| August 22 | <p>Introductions and discussion of intercultural sensitivity and mindful learning concepts.</p> <p>Mindful Learning & Intercultural Sensitivity Concepts: Ellen Langer “Mindfulness over Matter” link here and here</p> <p>*Review recording: DMIS presentation</p> <p>Big Concepts & Ideas to be introduced for continuous exploration throughout the semester: identity, national and cultural identities, worldviews-- where they come from and how to distinguish worldviews from ideologies; meaning and myth, ideas around what it means to be American, French, Chinese, Indian, etc., a human, a global citizen; the distinction between stereotypes and generalizations; notions of mindful learning and mindful travel.</p> <p>*The material and concepts covered in this first class are</p> | <p>Chimamanda Ngozi Adichie’s TED talk “The danger of a single story”</p> <p>Watch the TED talk and consider what single stories you have about France, the French people, Europe and Europeans (Italians, Spaniards, etc.) You might also think about what single stories or stereotypes Europeans might have of Americans or whatever your nationality may be. Jot down a few thoughts or what you think the main “take-away” or insight is from her talk. What do you most fear would be the single story about yourself? What would you most desire that story to be?</p> <p>“We all need to have our stories heard” by Enuma Okoro (<i>Financial Times</i>, May 21, 2021)</p> <p>“The Human Factor: Why Data is not enough” by Gillian Tett (<i>Financial Times</i>, May 28, 2021)</p> <p>*PDFs on Canvas</p> | <p>Watch “Engineering the Roman Empire” link posted on Canvas.</p> <p>Watch “How the Franco-Prussian War Broke Out”</p> <p>OPTIONAL: In addition to our September 23 tour of organized tour of Metz, please help yourself to Prof. Serafin’s autonomous walking guide to Metz found here.</p> |

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| | foundational and thus will be revisited and discussed throughout the semester in class and during the weekend excursions. | | |
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Weekend 1: 26-27 August

Theme: “Origins: Gallo-Roman heritage and crossroads of the Franco-Prussian War”

Saturday, August 26: (all day until 7pm) Trier, Germany guided visits of Roman Amphitheatre and Roman Baths, UNESCO World Heritage Churches, Porta Nigra and visit of the Roman aqueducts just outside of Metz Ars-sur-Moselle / Jouy-aux-Arches

Choice of free travel in the afternoon: Other UNESCO Heritage Sites, Karl Marx Museum

Sunday, August 27: (from 1:30pm to 5:30pm) Gravelotte, Museum of Franco-Prussian War and Annexation

Week 2

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel + Bus Ride Discussions |
|-----------|---|--|---|
| August 29 | <p>Here. Now. WWI.</p> <p>France and Lieux de Memoir/Realms/Sites of Memory</p> <p>How does society ask and answer sacred questions in sites of memory?</p> <p>Europe and America at War.</p> | <p>Watch “Bet You Didn’t Know: WWI History”</p> <p>Watch “America Goes to War”</p> <p>Read brief summary of Pierre Nora’s “Realms of Memory,” - “I read the 5,000-page compendium that tries to explain France.” Think about: What is a realm/site of memory? Any examples from the United States?</p> <p>Read excerpt from Jay Winter, “Sites of Memory, Sites of Mourning.” PDF on Canvas.</p> | <p>Read “‘She Never Talked About the War.’ Uncovering the Daring Stories of Women Who Resisted the Nazis in Occupied France.”</p> <p>Watch “Uncover the History of the Battle of Verdun”</p> <p>Watch for 5 minutes: “Battle of Verdun - WW1 - Verdun Gameplay”</p> |

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| | | <p>Optional: Watch “Jay Winter - The memory boom and human rights”</p> <p>Browse and sample some of the podcasts on Confronting the Past. Think about: Can you think of any examples of confronting different collective memory from your hometown?</p> <p>Optional: Read Pierre Nora’s “Between History and Memory: Les Lieux de Mémoire” on JSTOR. You will have to login with your Gatech username and password.</p> | <p>Read “History of the American Battle Monuments Commission” and, if desired, browse the site.</p> <p>Read ““Blessed are they that have the home longing”: St. Mihiel, Pershing, Spiritualism, and Capt. Walker Beale” by Mark Facknitz</p> <p>Optional: Read “The Great War and Memory”</p> |
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Weekend 2: 1-3 September

Theme: “Asking and Answering Sacred Questions: American and French Lieux de Mémoire of WWI”

Friday, September 1: (all day) Château de Marlbrouck + Female Resistance Exhibition (a bit of order but only goes until Sept. 4th. Orienteering Course. Château des Ducs de la Lorraine

Saturday, September 2: (all day) Verdun, Ft. Douamont, Ft. de Vaux, L’abri des pèlèrins, le Village détruit

Sunday, September 3: (all day) Montsec American Memorial, St. Mihiel American WWI Cemetery

Week 3

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel + Bus Trip Discussions |
|-------------|---|--|--|
| September 5 | <p>France and Le devoir de mémoire/The Duty to Remember</p> <p>The Politics of Debated Memory in France, the US, and the world.</p> | <p>Read Jean-Benoît Nadeau, “World War II: The Unforgotten War” from <i>Sixty Million Frenchmen Can’t Be Wrong</i> on Canvas</p> <p>Read “About the Duty of Remembrance” by Jean-Pierre Roux</p> | <p>Watch “Keeping memories of France’s Maginot Line alive”</p> <p>Watch Colette: The French resistance fighter confronting fascism - Oscars 2021</p> |

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| | <p>World War II and the Particular Case of France</p> <p>The Holocaust in France</p> <p>French Resistance</p> <p>Americans in France During WWII</p> <p>Transmission of Intergenerational Memory</p> | <p>Optional: Read “Confronting the Histories of Vichy and European Fascism: Interview with Robert O. Paxton”</p> | <p>Short Documentary Winner</p> <p>Read “Ft. de Metz-Queuleu”</p> <p>Read “France: The Holocaust” from the United States Holocaust Memorial Museum website</p> <p>Read “The Natzweiler-Struthof Camp”</p> <p>Watch a few minutes of “Jack Kirby at War”</p> <p>Watch “Kirby in World War II”</p> <p>Read “The Dead Cannot Go Home: Memory Diplomacy and the American Battle Monuments Commission at 100”</p> <p>Optional - Read “A French University Confronts Medical Crimes and Its Nazi Past”</p> |
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Weekend 3: 8-10 September

Theme: “The Duty to Remember: WWII, the French Resistance, and the Holocaust”

Friday, September 8 (all day): Ft. Hackenberg/Maginot Line and Ft. de Queuleu

Saturday, September 9 (all day): Natzweiler-Struthof Concentration Camp

Sunday, September 10 (afternoon): Battle site and US Memorial Dornot-Corny and St. Avold WWII American Cemetery

Week 4

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel + Bus Trip Discussions |
|--------------|---|---|--|
| September 12 | <p>What is cultural heritage and cultural patrimony?</p> <p>What's the difference between tangible and intangible cultural heritage?</p> <p>Is cultural heritage a basic human need?</p> <p>How can technology preserve cultural heritage?</p> <p>How does multilingualism shape culture and society?</p> | <p>Watch "Valuing Heritage" TED talk by Justin Gunther</p> <p>Watch "Cultural heritage: a basic human need" Sada Mire</p> <p>Read "How I Embraced a Multilingual Luxembourg as an Immigrant Mom" by Patricia Abdelnour</p> <p>Browse "Culture Heritage and Creativity" on European Commission's website</p> | <p>Browse UNESCO's World Heritage Website</p> <p>Browse European Heritage Days by French Culture Minister</p> <p>Watch "Luxembourg History Documentary"</p> <p>Read "A special place for Luxembourgish: Grand Duchy's native language enjoys renaissance" by Jennifer Rankin</p> |

Weekend 4: 16-17 September

Theme: "Cultural Heritage and Multilingualism"

Saturday, September 16: (all day) Journées de Patrimoine à Metz

Sunday, September 17: (all day) Luxembourg City

Week 5

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|--------------|---|---|--|
| September 19 | <p>What are the complications of post-conflict peace projects?</p> <p>What is the European Union, politically? culturally? socially? spiritually?</p> | <p>PPT Presentation by Dr. Vicki Birchfield - on Canvas</p> <p>Take this short quiz on the EU</p> <p>Browse The European Union in Brief</p> | <p>Read "Strasbourg: The City Which Gave France Its National Anthem" by Gillian Thornton</p> <p>Read the Schuman Declaration</p> |

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| | <p>What are issues of regionality and cultural identity within the EU?</p> <p>How has UNESCO, the Centre Pompidou, and the European Parliament addressed such issues?</p> | <p>Find one article/clip that discusses a contemporary issue facing the European Union today. Be prepared to share in class or on the bus.</p> | <p>Browse Metz: UNESCO City of Music webpage</p> <p>Browse Centre Pompidou Metz website</p> <p>Optional: Browse website Fleeing to Survive. The Jews of Alsace in the Nazi Maelstrom</p> |
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Weekend 2: 22-24 September

Theme: “The Aftermath of Peace and Putting it Together: The European Union, Cultural Diversity, and the City of Metz”

Friday, September 22 (all day): Strasbourg, European Parliament, Alsatian Heritage and Culture

Saturday, September 23 (9am-3pm): Robert Schuman House and the Foundation of the European Union

Sunday, September 24 (10am - 5pm): Inspire Metz Tour

Week 6

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel or Bus Discussions |
|--------------|--|--|---|
| September 26 | <p>French identity through three prisms: The Secular and the Sacred; Post-colonial and Multicultural France; and Innovative and Entrepreneurial /La French Tech! Start-Up Nation</p> <p>Paris Café Project Given</p> | To be determined as Paris itinerary is finalized | To be determined as Paris itinerary is finalized. |

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Weekend 6: 28 September - 1 October PARIS - Schedule still being finalized and will be modified

Theme: The Blurring Lines of the Secular and the Sacred; Post-colonial and Multicultural France; and Innovative and Entrepreneurial /La French Tech! Start-Up Nation

Thursday, September 28: Arrival, Luxembourg Gardens, The Latin Quarter, Paris Intellectual Café Life, La Coupole for dinner

Friday, September 29: Monet’s Water Lilies at L’Orangerie, Tuileries Gardens, Catacombs, Panthéon, Get together with Oxford Students on Pont Vedettes in the evening

Saturday, September 30: Free Day to visit museums and sites in small groups.

Sunday, October 1: Tour of Station F “The World’s Largest Start-up Campus,” Musée de Quai Branly ou Musée de l’homme, Departure

Week 7

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|--|--|--|
| October 3 | <p>Paris Recap</p> <p>The Artists of Lorraine</p> <p>Why is it important to preserve the memory of local artists and writers? What do they offer us?</p> <p>How does background and childhood influence the way art is created?</p> <p>How is art and artist irreverent of tradition and why is this important?</p> <p>How to read a painting, how to view a writer.</p> | <p>Watch TED Talk Dustin Yellin: A Journey Through the Mind of an Artist</p> | <p>Browse Art in Lorraine site</p> <p>Translate on Google Translate and Browse site La Lorraine des Ecrivains.</p> <p>Browse Paul Verlaine House site</p> <p>Translate on Google Translate and Browse site Georges de la Tour Museum</p> <p>Translate on Google Translate and Browse site Bernard-Marie Koltès Space</p> <p>Browse Jules Bastian-Lepage site</p> |

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Weekend 7: 7 October

Theme: The Artists of Lorraine

Saturday, October 7 (all day): Visits to Verlaine House, Bernard Marie Koltès Space, and Georges de la Tour’s Home, Possible Tour of La Cour d’Or to see Art Nouveau Paintings of Jules Bastian-Lepage

Week 8

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|------------|--|--|--|
| October 10 | <p>The French Principle of Universalism</p> <p>Comparing France & Europe with the United States on Race, Gender ,and Immigration debates and other current issues.</p> <p>Issues of Post-Colonialism</p> <p>When cultural heritage doesn’t have the same meaning for all citizens.</p> | <p>Read “The Story Behind the Poem of the Statue of Liberty”</p> <p>Read “George Floyd’s Killing Forces Wider Debate on France’s Slave-Trading Past”</p> <p>Read “French police killed Nahel because French racism enabled it”</p> <p>Read “Will American Ideas Tear France Apart? Some of Its Leaders Think So”</p> | <p>Read Nancy: UNESCO Heritage City</p> |

Weekend 8: 14 October

Theme: Parents Weekend and travel to Nancy if family is not visiting

Saturday, October 14 (all day): Trip to Nancy

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Week 9 -

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|---|--|---|
| October 17 | <p>Asylum Seekers, Refugees, and Migrants in France</p> <p>The viability of the Dublin Regulation.</p> <p>The politics and ethics of asylum seekers and refugees.</p> <p>Differences between American and French immigration systems.</p> | <p>Read “From Death Threats to a French Dandy, Afghan Contractors Abandoned by the U.S. Struggle to Find Asylum Abroad”</p> <p>Read The Dublin Regulation</p> <p>Browse French Office of Immigration site.</p> | |

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| <p><u><i>Weekend 9: 21 October</i></u></p> <p>Theme: Parents Weekend and Optional Day Travel of choice if Family is not visiting</p> <p>Saturday, October 21</p> |
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Week 11

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|---------------------------------|--|---|
| October 24 | Fall Break Preparation | TBA | TBA |

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| <p><u><i>Weekend 11: 27 October-5 November Fall Break</i></u></p> <p>Theme: From the Moselle to Rome: The Historic Heart of Europe</p> |
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Week 12

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|--|--|---|
| November 7 | Fall Break Recap and getting ready to travel independently | TBA | |

Week 13

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|-------------------------------------|--|---|
| November 14 | Group Presentation Assignment Given | | |

Week 14

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|--------------------------------------|--|---|
| November 21 | Group Presentation in-class workshop | | |

Week 15

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|---------------------------------|--|---|
| November 28 | Group Presentations | | |

Week 16 - Last Week of Classes

| Date | Themes and In-class work | Required Assignment, Reading, Viewing | Other Required Reading in Preparation for Weekend Travel |
|-------------|---|--|---|
| December 5 | Group Presentations LAST CLASS (Discuss final essay prompt; post-program | | |

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| | survey) TBD: Christmas Markets & spin on the Grande Roue! | | |
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Week 17 - EXAM WEEK - in-class written reflective essay