



**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.)

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

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:

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.

ChaptGPT/AI

This class will follow the LMC writing program guidelines concerning AI:

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed as long as the guidelines are met.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, when using generative AI tools in the work of this course, you are expected to adhere to these principles:

- **Responsibility:** You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.
- **Transparency:** Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content

directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).

- **Documentation:** You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools in the course without adhering to these principles may be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

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/unacknowledged 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 weekend 7.. Missing a required travel excursion for an unexcused reason 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: no eating or drinking except water in the classroom. No gum chewing.

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

GTE staff and faculty are here to help guide you to the right outlet for your mental health concerns. Remember, mental health is health! The sooner you treat the issue, the sooner you will feel better. Don't hesitate to reach out.

Please refer to guide given by GTE. These will also be posted to Canvas. When in doubt, contact Paul Voss: paul.voss@georgiatech-metz.fr

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. GTE will keep you informed via email and text if the situation evolves.

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.*