

Ga Tech Lorraine Seminar - GTL-2000-R

Metz, Gateway to France, Europe, and the World!

Syllabus for GTL 2000, Summer 2026

You will be required to attend a mandatory outing the afternoon of Wednesday, June 10th. The outing will start around 1:45 pm and finish at 5:30 pm. Do not make travel plans that conflict with this outing as it is included in your final grade. If you cannot come to this outing, please take another class. The administration will excuse your absences from other classes.

You will also be required to visit the Lafayette Institute and place a photo and short summary of the experience on the class Padlet. Visits will take place in the early evenings on Mondays or Wednesdays.

This syllabus and schedule might be modified slightly throughout the semester.

Days, Times & Locations

Wednesday, May 20th 6-8pm – *Maison de l'Entreprise (MDE) Building, 3 place Edouard Branly, 57000 Metz*

Tuesday, May 26th 6-8 pm - MDE Building, 3 place Edouard Branly, 57000 Metz

Tuesday, June 2nd 6-8 pm - MDE Supelec Building, 3 place Edouard Branly, 57000 Metz

Wednesday, June 3rd 1pm-5pm - *outing to Lorraine American Cemetery*

Tuesday, June 16th 6-8 pm MDE Building, 3 place Edouard Branly, 57000 Metz

Tuesday, June 23rd - 6-8 pm MDE Building, 3 place Edouard Branly, 57000 Metz

Tuesday, June 30th - 6-8 pm MDE Building, 3 place Edouard Branly, 57000 Metz

Instructor & TA Information

Instructor

Dr. Jennifer Orth-Veillon

jov3@gatech.edu

Office 227

Office hours by appointment

Teaching Assistants

General Information

Description

This course takes advantage of the GTE study abroad experience in the geographical location of Georgia Tech's campus in Europe to explore the concepts and practices of mindful travel. Engaging in active and experiential learning will help students cultivate an ethos of mindful travel and make the most of 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/globalLinks to an external site](https://strategicplan.gatech.edu/focus/globalLinks%20to%20an%20external%20site).

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 independent site visits, lectures, and readings, 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, 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

Assessment

2 Content Quizzes: 30 %

Class outing to Lorraine American Cemetery: 10%

Padlet Posting Lafayette Visit: 10%

Photo essay: 50%

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>Links to an external site. for more information about the grading system at Georgia Tech.

Description of Graded Components

Assignments

At the beginning of each class meeting in the MDE building, you will take a short multiple-choice quiz that covers the material presented in the previous class. This is a paper quiz. Your lowest quiz score will be dropped.

Your participation in the D-Day outing on June 3rd demonstrates your dedication to succeed in this class.

You will also have a travel-photo assignment that will culminate in the photo essay. During class, you will receive a lecture on an element of French history and culture as seen through the eyes of a site located in the Metz region. You will be required to go and visit this site on your own and take two pictures (one of a creative angle of the site, and one with you in it, like a selfie). For the Metz sites, you will be given ideas about sites to visit. Some will have you locating certain characteristics or hidden aspects. Then, you will be required to find the equivalent site while on your independent travels throughout Europe. For this site, you will take the same two kinds of pictures. You will also be asked to write briefly about each site to explain why they correspond to each other. For example, a visit to the cathedral in Metz may be paired with a cathedral visited in Milan.

This project should present more than a mere recollection of visits and travels. It is intended to encourage creativity 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 for this project should be placed on the following elements: (1) development and articulation of your worldview, (2) reflections on how the study abroad experience has enhanced your self-understanding, (3) concrete examples of how travel, study and learning abroad clarified your intellectual and career aspirations.

Readings: There is no required textbook for this course. Suggested background texts and readings (articles, excerpts from books, official documents), and short video clip and Ted Talks or podcasts will be posted on the Padlet or Canvas

Rubrics and Assignment Descriptions: For each assignment, you will receive a detailed assignment description well in advance of the deadline, which will include the grading rubric.

Course Materials

Course Texts and Materials

Suggested background texts and readings (articles, excerpts from books, official documents), and short video clip and Ted Talks or podcasts will be posted on the Padlet or Canvas.

The syllabus is on Canvas as are the modules. You will also find the assignment descriptions. However, I am trying to integrate the Padlet site as much as possible. Aside from photo posting and some additional readings/video, which will go on the Padlet site, you will find the same things on the Padlet site as on Canvas.

Course Website and Other Classroom Management Tools

Course Canvas Site and Padlet (available through Canvas). Smartphone with camera, computer.

Course Expectations & Guidelines

Attendance

You may miss one organized course OUTSIDE of the St. Avold outing. This is mandatory. The class quizzes are used for attendance. Therefore, if you don't take a quiz, you will be counted absent.

Leaving class after a quiz and not staying for the the class will result in a zero for the quiz and a zero for the attendance unless you have a justified and pre-approved reason for doing so. I drop the lowest quiz grade so if you miss a quiz, it will be a 0. I will drop this 0 if it is the lowest grade.

You cannot make up quizzes. If you must miss a day with a quiz and you have a justified absence, we can discuss another way to how to evaluate you. Otherwise, it will be a zero. For a justified absence that won't count against your grade, you will need to see Paul Voss, who will send me an email if it can be excused.

Please be on time or even early for the class. You cannot make up a quiz because you were late to class.

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/Links to an external site.>

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.

The quizzes must be taken in class during the time given. Anyone attempting to send the link, QR code to another student not present that day will receive a zero in the class and will be reported to the office of Academic Integrity. We will count students present versus quizzes completed before leaving class. If the numbers do not correspond, the quiz for the day will be considered null and we will take two quizzes the next class.

ChaptGPT/AI

Best advice: DO NOT USE Chatgpt to write the assignments in this course and DO NOT USE Chatgpt or other AI software to create images and DO NOT USE it as your only source of research when visiting sites. The work in this class is meant to be done by having real experiences and writing about that.

Besides, it's usually obvious when students use it to do their work.

However, if you are going to use it, please follow these guidelines:

[Links to an external site.](#) 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

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.

Collaboration & Group Work

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.

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.

Additional Course Policies

Eating: no eating or drinking except water in the classroom. Please eat a snack beforehand to get you through to 8pm. The average French dinner hour? 8pm! So, think of this as a cultural experience.

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 and TA's by email: Outside of traveling on the weekends, the instructor and TA's 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.

Additional Course Information

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. When in doubt, contact Paul Voss: paul.voss@georgiatech-metz.fr

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/Links to an external site.](http://disabilityservices.gatech.edu/Links%20to%20an%20external%20site), 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.

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 Schedule and Themes

Note that you will not have a formal class meeting every week. This doesn't mean that you don't have work to complete. The weeks when class doesn't meet have been left open for you to complete the class project, a photo essay that involves visiting sites in Metz on your own (this is explained in detail below). For the weeks that you don't have formal class meeting, I will be available during class time for student discussions regarding questions about the project or class. And, depending on interest, I will propose voluntary outings some Fridays for those who wish to explore the area with guided themes.

The readings, videos, etc. that you see listed are the materials that will be the basis for course that day. This means that you will need to consult these works prior to the course. For example, the material on the Romans will need to be read by May 26th.

Additional readings, resources, and materials may be added over the course of the semester as the course progresses.