AFR 147A (HIST 80/ AMER 180 /Special Topics)  Kendra Field and Khary Jones
“Stranger In the Village”: Race, Nation, and Belonging in History and Film
Through the lens of African American expatriates in France – epitomized by James Baldwin’s 1953 essay, “Stranger in the Village” – this course explores the construction of racial and national categories and identities in the long twentieth century. Incorporating biography, memoir, literature, and film, we will explore the historical experiences, creative production, and identifications of African-descended writers, artists, and exiles in France. While our sustained focus will remain on the life and writings of James Baldwin, additional figures will range from W.E.B. Du Bois and Josephine Baker to Richard Wright and Anita Reynolds to Ta-Nehisi Coates. Ultimately, we will use this exploration as the foundation for interrogating contemporary questions of race, nation, and belonging, including students’ present-day experiences of travel, migration, and diaspora.

CEE 194  David Gute
Global Health Crises: Epidemics, the Environment, and Public Policy
Find out why the control of global disease requires not only solid science but also effective public policy and politics. This course examines the growing health challenges posed by both emerging and reemerging diseases associated with environmental degradation, the increasing mobility of people, global climate change, and changes in human host factors. We probe the pathologic basis of diseases such as Ebola, H1N1, HIV/AIDS, malaria, anthrax, small pox, avian flu, and the drug-resistant strains of familiar diseases such as tuberculosis, and review how they are transmitted and distributed globally looking across person, place, and time. We will also provide opportunities for class participants to gain access and familiarity with the many international health and environmental organizations in Geneva to gain a more “hands on” appreciation of how global intervention strategies are conceived, implemented and assessed as to their efficacy.

CHBE 194 Matthew Panzer
Wine Chemistry and Engineering
Modern vinification (winemaking) is both an art and a science; moreover, having a basic understanding of important chemical engineering principles is essential to the successful production of quality wine, especially on a large commercial scale. This course will introduce students from all backgrounds to the basic chemistry underlying the biochemical conversion of sugars into alcohols via fermentation, as well as the various processing and purification steps required to transform grapes on the vine into bottles of grand vin. Fundamental chemical engineering concepts, including: material and energy balances, reaction equilibria, mass transfer, and thermodynamics will be discussed in the context of winemaking, using both conceptual and numerical examples. With its many celebrated growing regions (Bordeaux, Champagne, Loire, Provence, etc.) and rich winemaking history, France provides an ideal setting for deeply immersing oneself in discovering the many fascinating aspects of wine production.
**CLS 185  Bruce Hitchner**

*Greeks, Gauls, Romans, and Barbarians: The History and Archaeology of France in the Iron Age, Roman Empire and Early Medieval Period*

The origins of France owes much to the contact, interaction and accommodation that took place between the peoples of ancient Gaul, the Greeks who settled along its Mediterranean shore, and the Romans who conquered and ruled Gaul for almost five hundred years. This course will explore this rich process of cultural creation and identity formation through an exploration of the following questions:

Who were the Gauls? How did they express their identity culturally, ecologically politically, socially in cult and ritual, and in material culture and productivity? Why did the Greeks migrate to and settle in southern Gaul? What did it mean to be a Greek in Gaul? How were the Greek poleis or city-states different if it all from those in Greece, southern Italy and Sicily, and Asia Minor? How did Greeks and Gauls interact and find a middle ground? How did the Romans become involved in Gaul? How did they engage with the Greeks and Gauls? Who were the Romans in Gaul? Why did Rome eventually conquer all of Gaul? And how did Roman, Greek, and Gallic culture combine to shape the early identity and cultural legacy of France? To answer these many questions, the course will draw on the richness of recent archaeological discoveries, the diverse accounts of ancient writers, the exciting new research and analyses of modern historians and archaeologists, and a study tour of the great Gallo-Roman town, Vienne.

**EC 91-1  Melissa McInerney**

*International Lessons for the Social Safety Net: Health, Unemployment, and Related Public Policies in France and the United States*

Government provision of education, health insurance, unemployment insurance, and other parts of the social safety net vary greatly between France and the United States. Not surprisingly, health outcomes, labor force participation, and other key outcomes also differ between the two countries. In this course, you will learn key concepts from public economics, which is the study of government spending and taxation. These concepts will help build an overall understanding of the different institutions prevalent in France and the United States that give rise to differences in program participation, labor market outcomes, and health. Throughout the course, we also will consider how these public programs serve migrants and how migrants impact the income distribution and the unemployment rate.

**ENG 10  Michael Ullman**

*Non-Fiction Writing*

In this course we will work on our writing by composing and discussing weekly papers on subjects, some autobiographical and others that specifically take advantage of our life in Talloires. Students will write autobiographical papers on aspects of their experience, including descriptions, profiles of individuals they have met, and reflective pieces. They might be called upon to interview and profile a member of their host family, for instance. They might describe a particular walk or mountain. Or they might write about incidents from their own pasts. For inspiration and as a guide to writing about the self, and about the Annecy area, we will read, discuss and comment on the first six books of Rousseau’s Confessions. By writing, reading and discussing our work, we should be able to improve our capabilities as writers, and deepen our experience in France.
**ENV 105 George Ellmore**

*Flowers of the Alps*

Communities in alpine settings enrich the world culturally and floristically. The Talloires region is home to hundreds of floral species that impact human enterprise as sources of food, medicine, climate indicators, and inspiration in art, literature and architecture. Through direct work with plants in their native habitat, this course enables us to answer "What plant is that?", and use new knowledge as a tool to measure species spread and environmental shifts in a changing climate. Visiting world-class ‘plantscapes’ in the Talloires uplands, we get first-hand experience with alpine flora, ecology, climate change, and the basis of scientific evidence. Students will become locally proficient at spotting important plant groups. They recognize plant uses throughout the world, and become local resources for sharing knowledge (botany, geography, wild edibles, design of green roofs, terroir) with French families and friends in the Haute Savoie. We will study the Talloires region’s dramatic and world-class display of montane and alpine floral diversity. Lectures will treat plant architecture and life history in enough detail to make use of professional dichotomous keys for identifying plants. Sessions will highlight current findings on floral biology, the role of wild bees in promoting food security, ways to recognize prominent members of important plant families, their human and ecological relevance, and the design of dichotomous keys. Outdoor field sessions will involve recognizing alpine species in their native environment and evaluating shifts in alpine vegetation as plants respond to deviations in growing season and resource availability associated with climate change.

**FR 21 FR 22 Anne Taieb**

*Communication, Culture, et Couleur Locale*

Experiencing full immersion in a French-speaking region is the best way to improve rapidly and discover a new culture. The course aims to promote oral and written fluency in French. Thus, careful preparation of written assignments for the course and active class participation are essential. Consistent application in spoken and written French is the focus of the continuing grammar review at this level. Students will cover the grammar lessons of French 21 or French 22 separately but will work together on readings, discussions, and projects. For insight into contemporary France, the readings will come primarily from the local media to highlight the historical, social, and cultural aspects of the Alps region as well as the rest of the country and nearby Switzerland. Through weekly writing assignments, students will report on their experience and reflect on their observations. The term project will be to produce a newspaper or magazine, based on the students’ study of the various newspapers and materials discussed in class. Other course work includes reading articles and short stories, written and oral grammar exercises, weekly papers, occasional short oral presentations, a mid-term exam, and a final exam. Taught in French.

**MUS 97 FR 42 Gérard Gasarian and Joe Auner**

*Music, Literature, and Culture in Paris from the Second Empire Through the Belle Époque (1850-1918)*

The course is deeply engaged with the ways in which poetry, literature, and the arts can help us understand French culture during years of enormous change, and the ways in which broader cultural developments, politics, notions of race, class, and gender had an impact on all the arts. We will be engaging in many issues and debates about arts and culture that still have great relevance for the present moment in France and that will provide students more tools for understanding their everyday experience in Talloires. Because this course integrates close readings of art works within their broader cultural contexts, the discussions and readings will also provide tools for students to make connections with their other courses in Talloires and their course work prior to and after their experiences in France.
**PHY 06 Hugo Beauchemin**

*Physics for Humanists*

A course “Physics for Humanists” is intended for those who are intellectually and emotionally curious but do not intend to specialize in the natural sciences. Facts and concepts of modern physics, and their development through the history of mankind will be studied. The objective of the course is to provide the students with a sufficient background in modern physics to allow them to understand what lays behind the great discoveries such as the Higgs boson that are reported in newspapers and popular sciences magazines. The interaction between mathematics and physics will be discussed, but without using mathematics. The question "What is the world made of?" will be answered from a point of view of elementary particle physics. Current ideas about the structure of space-time, quantum physics, the structure of matter (quarks, leptons and their interactions) and their connection with cosmology will be presented. Students will engage in philosophical discussions about the nature of science and “reality”. The course will close on the current unresolved problems particle physicists are trying to solve, such as the origin of dark matter and black holes.

**SOC 149 Sarah Sobieraj**

*Sociology of Travel and Tourism*

Travel and tourism are experiences of personal value, but they also have profound social, economic, political, historical, and environmental significance. Travel and tourism are of particularly great consequence for France, which attracts more tourists than any country in the world. This course will introduce students to sociological perspectives on travel and tourism by blending theoretical and empirical readings with direct field study. We will ask questions such as: How do meanings get ascribed to places? How are tourist attractions created, sold, and consumed? What narratives about place, history, and community are constructed and how do these stories shape our understandings of the places that we visit and the people who inhabit them? How does tourism reinscribe or erode inequalities of race, class, gender, and national origin? The course work will provide students with a new lens for understanding tourism as a global phenomenon, as well as their own experiences – as routine behaviors such as taking photographs, buying souvenirs, exploring new foods, interacting with locals, and sightseeing become imbued with new significance.