



Ecole Internationale de Genève
International School of Geneva

STUDY DAY

JOURNEE D'ETUDE ET DE REFLEXION

20th June – 20 juin 2016



Areesha Ibrar, Campus des Nations

Programme

Crowne Plaza Hotel
Ave Louis-Casaï 75-77, 1216 Cointrin

Dear Students, Chers Elèves,

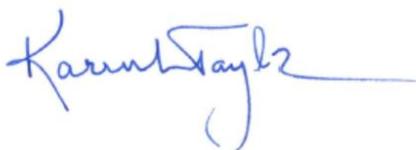
Rites of passage are important for marking moments of transition in life. This is what you will be experiencing as you enter the next stage of your academic lives, whether that be through the IGCSE, the Swiss Maturité, or the IB. As of next year you will begin to think more concretely about applying to university, about the courses you may wish to pursue there, about potential careers.

On Monday, June 20th 2016, Year 11 students from La Grande Boissière, La Châtaigneraie and the Campus des Nations will come together for The International School of Geneva's Study Day. This day will serve as a rite of passage and offers you the opportunity to participate in a conference, designed especially for you, that will allow you to explore new subjects and ideas presented by highly qualified and distinguished speakers.

Le philosophe Edgar Morin nous enjoint à "reconnaître l'unité et la complexité humaines en rassemblant et organisant des connaissances dispersées dans les sciences de la nature, les sciences humaines, la littérature et la philosophie, et de montrer le lien indissoluble entre l'unité et la diversité de tout ce qui est humain."

You are the next generation of global citizens who will be called upon to face both the challenges as well as the opportunities of an increasingly complex world that requires mental flexibility in order to engage in a transdisciplinary application of knowledge to solve problems. It is our hope that the approach we have taken in organising this conference, as well as the diversity of subject matter presented, will contribute to the breaking down of disciplinary walls and will encourage you to think creatively about important questions that touch the human condition.

J'espère que vous trouverez cette Journée d'étude et de réflexion intéressante et instructive. Je me réjouis de tous vous retrouver le 20 juin prochain.



Dr Karen L. Taylor
Director of Education

PROGRAMME

Students will check in at the reception desk as from 9.00. The first session at 9h20 is for all students. In sessions 1 to 4, there will be a choice. Session 4 will include discussion groups.

Les élèves doivent se présenter à l'accueil dès 9.00. La première session à 9h20 est destinée à l'ensemble des élèves. Il sera possible de choisir parmi les conférences proposées dans chacune des sessions de 1 à 4. La session 4 sera suivie d'une discussion en groupes.

Time / Heure	Room / Salle	Code	Speakers / Intervenants	Theme / Thème	Language / Langue
09.20 – 09.40	New-York Londres		Mrs Vicky Tuck <i>Director General, The International School of Geneva</i>	Opening / Ouverture	English / Français
Session 1					
10.00 – 10.50	Lisbonne Copenhague	a	Dr Karen Taylor <i>Director of Education The International School of Geneva</i>	L'image de la femme au 18ème siècle	Bilingue / Bilingual
	New-York	b	Mr Robert Johnson <i>Research Assistant at the Geschwister-Scholl-Institut for Politics, Ludwig Maximilians Universität (LMU), Munich</i>	What were they thinking? Understanding the rise and fall of Nazism	English
	Paris Munich	c	Mr David Smith <i>Alumnus, LGB '76 Director of Triple Line, development assistance programmes</i>	International Aid and Development Consultancy	English
	Londres	d	Dr Nicolas Winssinger <i>Professor of chemistry University of Geneva</i>	Small molecules that changed our lives	English
	Zurich	e	Me Jeremy Lack <i>Avocat & ADR Neutral</i>	La neurobiologie du conflit et les MARCs (méthodes appropriées pour la résolution des conflits)	Français
10.50 – 11.10	Coffee Break / Pause-Café				

Time / Heure	Room / Salle	Code	Speakers / Intervenants	Theme / Thème	Language / Langue
Session 2					
11.10 – 12.00	Paris Munich	a	Dr Conrad Hughes <i>Campus and Secondary principal, LGB The International School of Geneva</i>	Prejudice	English
	New-York	b	Mr Robert Johnson <i>Research Assistant at the Geschwister-Scholl-Institut for Politics, Ludwig Maximillians Universität (LMU), Munich</i>	Guilt and Reconciliation in Germany: dealing with the Nazi past	English
	Londres	c	Ms Rasha Hammad <i>Alumna, La Chât '84 Founder & CEO of Youth Underground</i>	Human trafficking: Why should you care?	English
	Zurich	d	Mr Jeremy Lack <i>Attorney & ADR Neutral</i>	The Neurobiology of Conflict and ADR (Appropriate Dispute Resolution)	English
	Lisbonne Copenha gue	e	M. Manuel Fadat <i>Historien et critique d'art, spécialiste des dimensions politiques et sociales dans l'art contemporain et spécialiste des arts du verre contemporains</i>	<i>Olympia</i> de Manet: Quand la peinture fait scandale !	Français
Session 3					
12.10 – 13.00	Zurich	a	Mrs Jaspreet Oberai <i>Geography teacher The International School of Geneva</i>	What on earth is being International-minded?	English
	Paris Munich	b	Mr David Smith <i>Alumnus, LGB '76 Director of Triple Line, development assistance programmes</i>	International Aid and Development Consultancy	English
	New-York	c	Mr Alejandro H. Rodriguez-Giovo <i>English and TOK Teacher, Archivist The International School of Geneva</i>	Neo-Darwinism: Pure Science or Ideology?	English
	Londres	d	Dr Serge Hazanov <i>Mathematics and TOK Teacher The International School of Geneva</i>	The Joy of Maths	English
	Lisbonne Copenha gue	e	M. Aimeric Vacher <i>Docteur en histoire médiévale et en linguistique médiévale anglaise et celtique, Professeur à l'Ecole Internationale de Genève</i>	Histoire des théories du complot	Français
13.00 – 13.50	Lunch / Déjeuner				

Time / Heure	Room / Salle	Code	Speakers / Intervenants	Theme / Thème	Language / Langue
Session 4					
14.00 – 14.50 and 15.00 – 15.30	Lisbonne Copenha gue	a	Dr Conrad Hughes <i>Campus and Secondary principal, LGB The International School of Geneva</i>	Prejudice	English
				Reflection and Discussion	
	Zurich	b	Mrs Jaspreet Oberai <i>Geography teacher The International School of Geneva</i>	What on earth is being International-minded?	English
				Reflection and Discussion	
	New-York	c	Ms Rasha Hammad <i>Alumna La Chât '84 Founder & CEO of Youth Underground</i>	Human trafficking: Why should you care?	English
				Reflection and Discussion	
	Londres	d	Mrs Anne Spencer <i>College and personal Counsellor</i> Ms Jill Gorton Young <i>English and TOK Teacher The International School of Geneva</i>	Self, All or the Golden Rule?	English
				Reflection and Discussion	
	Paris Munich	e	Dr Karen Taylor <i>Director of Education The International School of Geneva</i>	L'image de la femme au 18ème siècle	Bilingue / Bilingual
				Réflexion et Discussion	

SPEAKERS INTERVENANTS

M. Manuel Fadat

Doctorant en sciences de l'art (orienté sur les arts contemporains), ayant une formation en histoire de l'art (DEA niveau master) mais également en ingénierie culturelle (DESS niveau master), qu'il exerce à temps partiel en free lance pour réaliser des projets scientifiques et culturels de structures artistiques, ou pour réaliser des expositions, Manuel Fadat est également spécialiste et critique d'art du verre.

Il a enseigné l'histoire de l'art et l'esthétique durant quelques années en indépendant (Université Paris 1 comme attaché d'enseignement et de recherche ; Université de Montpellier pour les formations aux concours ; Ecole de photographie Images Ouvertes ; Beaux-Arts de Montpellier ; CERFAV ...) et donné de nombreuses conférences.

Thème : *Olympia* de Manet: Quand la peinture fait scandale !

Session 2 (code e) – 11h10

Olympia est un tableau essentiel, incontournable, grandiose, une explosion dans l'histoire de l'art. Comment un tableau, qui fit scandale en 1865, nous permet à la fois de faire référence à toute l'histoire de la peinture, de parler de représentation, d'analyse des images, de réalisme et de poésie, de la vie des artistes, du goût et des moeurs de la société du XIXe siècle, des rapports entre les humains, mais aussi d'évoquer l'actualité ? C'est ce que nous dévoilerons lors de ce Study Day..



Ms Rasha Hammad

Alumna from La Châtaigneraie campus in 1984. Rasha Hammad is Board President, and the Founder & CEO of Youth Underground. Prior to this position, she was Senior Advocacy & Communications Manager at End Human Trafficking Now (EHTN), and co-founded and EHTN's youth programs, namely the Youth Against Human Trafficking network whose followers she expanded over four-fold in a year.

Rasha was Speech Writer & Policy Adviser to the Executive Director of the Joint United Nations Programme on HIV/AIDS (UNAIDS) in Geneva. She was also a Board Member of Libertà association & helpline, the first hotline for victims of human trafficking in the French-speaking part of Switzerland.

Rasha has a BA in International Studies and Business Management (Honors) from Webster University, Geneva, Switzerland, and was awarded a fellowship for her MA in Mass Communication, emphasis on Journalism, from the American University in Cairo, Egypt. She is a recipient of the Together for Peace Award by Mariapia Fanfani, Rome, Italy, to testify women's contribution to a culture of peace.

Theme : Human trafficking: Why should you care?

Session 2 & 4 (code c) – 11h10 & 14h00

Some 200 years after the abolition of the transatlantic slave trade, we should not have to say, "Don't buy people." But we live in a world where buying people is actually a business – and a very lucrative one where young people are the main targets and the biggest money-makers. What is human trafficking? Why is it happening today? Why is it a collective responsibility?

Dr Serge Hazanov

Serge Hazanov has earned his Masters and PHD degrees in mathematical sciences at the mathematical faculty of the Moscow State Lomonosov University.

Associate Professor, he has been doing research and lecturing at the Moscow University, at several Research Centres in Moscow and from 1990 to 1998, at the Swiss Federal Institute of Technology (EPFL).

From 1998 to 2014, Dr Serge Hazanov has been serving as Head of Maths at the Ecolint Secondary School (LGB). He has been doing research in international mathematical education and is an author of more than a 100 international publications on mathematics and mathematical education.

Dr Hazanov's students often show excellent results at International Mathematical Contests (like AMC).

In parallel, Serge Hazanov has been leading a literary career, working as a journalist for several leading literary magazines in the Soviet Union and later collaborating with a number of Swiss editions (Le Passe-Muraille, Le Temps). He has published more than a 100 poems and stories and 6 books of plays and novels (in Russian and in French). His works were translated into several languages and included into anthologies.

Theme: The Joy of Maths

Session 3 (code d) – 12h10

The talk will touch the following points:

- a) *Why do Ecolint students need to take maths? Can we marry IQ and EQ? What are modern tendencies in international mathematical education?*
- b) *Why do many students hate Maths? What kind of problems can help us to enjoy Maths? Let's try them.*

We will analyse and solve different types of the out-of-the-box thinking problems.

Invited are – those who love maths and especially those who hate it.



Dr Conrad Hughes

Dr Conrad Hughes is Campus and Secondary school Principal at La Grande Boissière, International School of Geneva. He is the co-author of English A: Literature, published by Pearson Baccalaureate.

Theme: Prejudice

Session 2 & 4 (code a) – 11h10 & 14h00

What is prejudice and how do we know when we are being prejudiced? This session will guide us through psychological and sociological theories on prejudice before opening the floor to discussion on what prejudice means to you.



Mr Robert Johnson

Originally from Texas, Robert Johnson immigrated to Europe in 2003. He studied at St. Petersburg College and Wayne State University in Detroit, before completing his undergraduate and graduate degrees with honours at the Ludwig Maximilian's Universität in Munich. He is currently writing his doctoral thesis on the History of the Irish in the Caribbean. He has been a licenced guide at the Dachau Concentration Camp Memorial since 2006. When he can escape from his children he still gives the occasional tour of German History and Culture in Munich and has been called an engaging and informative speaker.

**Themes: What were they thinking? Understanding the rise and fall of Nazism
Session 1 (code b) – 10h00**

**Guilt and Reconciliation in Germany: dealing with the Nazi past
Session 2 (code b) – 11h10**

These sessions will examine what lead a civilized and orderly people into the barbarity of Nazism. The Third Reich and its legacy still haunt the world 70 years after the end of the Second World War. This is undoubtedly because there are those remaining who saw first hand the horror of that conflict and also because of the generation born immediately after the war who saw and felt the effects if not the cause. The works of man, even the solidarity of the international community, can often be rebuilt without a trace of the destruction that war can visit. But there is a deeper scar across the corpus of humanity that endures as a result of the horrors of the 1930's and 1940's. The German people who survived the war and live today have taken on the responsibility for a war that they caused, a brutal tyranny that they ignored and then accepted and supported. The ages have condemned them for bringing upon themselves the flood which they unleashed upon Europe and the world. What caused them to make the fateful choices in the 1920's and 1930's which led the world to so much slaughter in the 1940's? We will examine what the many classes and groups that made up Weimar Germany were thinking. Did they hand themselves over to Hitler with a will? If so, why? We will discuss the German cultural identity of then and now in the context of current cultural phenomena such as the Vergangenheitsbewältigung. By the end of the session, the student should have a better understanding of what caused the Germans to welcome the National socialist revolution and what that means to us today.



M. Jeremy Lack

Jeremy Lack est un avocat indépendant, spécialisé dans la prévention et la résolution de conflits, inscrit aux barreaux de Londres et New York ainsi qu'à Genève (comme avocat européen). Il agit en tant que médiateur, conciliateur et arbitre, et collabore avec Neuroawareness.com sur la neurobiologie du conflit. Après avoir obtenu son Baccalauréat International à l'Ecolint en 1984, il a étudié le droit et les sciences physiologiques à Lincoln College, Oxford et a obtenu des diplômes en droit européen de la concurrence et en droit comparatif de droits d'auteur au King's College à Londres. Il enseigne également à l'Université de Genève, l'Université de Neuchâtel, et l'EPFL à Lausanne. Il a vécu et travaillé en France, en Angleterre et aux Etats-Unis.

Thème : Méthodes appropriées pour la résolution de conflits (MARC) : la neurophysiologie du conflit et le potentiel de la médiation pour résoudre les différends

Session 1 (code e) – 10h00

Nous rencontrons tous malheureusement, au cours de notre vie, des conflits auxquels nous devons faire face. A la maison, au travail, avec des voisins, la famille, des associés ou des clients, à l'intérieur de nos frontières ou dans un contexte international, avec d'autres pays,

les conflits font partie de notre vie de tous les jours. Lorsque nous ne parvenons pas à résoudre ces conflits, nous avons tendance à revenir automatiquement sur des automatismes qui ont été conservés tout au long de l'évolution de l'espèce humaine. Nous avons donc tendance à nous tourner immédiatement vers les tribunaux ou l'arbitrage, ce qui conduit à une aggravation des conflits car nous ne savons pas distinguer entre nos émotions et nos intérêts. Depuis ces dix dernières années cependant, la médiation ainsi que des découvertes dans les sciences neurobiologiques nous permettent d'utiliser de nouvelles méthodes pour essayer de résoudre les conflits, en considérant l'avenir autant que le passé, et en tentant de préserver les relations entre les parties. Au cours de cet atelier, nous traiterons du large éventail des méthodes appropriées pour résoudre les conflits qui sont disponibles à toutes les parties engagées dans un conflit, en expliquant notamment ce qui se passe dans le cerveau humain lors d'un conflit. La conférence donnera aux étudiants quelques outils pratiques pour mieux éviter et gérer les conflits auxquels ils seront éventuellement confrontés à l'avenir.



Jeremy Lack is an independent attorney specialised in conflict prevention and resolution, registered with the bars of England and Wales, New York and Geneva (as a European lawyer). He acts as a mediator, conciliator and arbitrator, and works with Neuroawareness.com on the neurobiology of conflict. After graduating from Ecolint in 1984, Jeremy studied at Lincoln College, Oxford, where he studied law and physiological sciences, and received graduate diplomas in European competition law and comparative copyright laws from King's College in London. He also teaches at the University of Geneva, the University of Neuchâtel and the EPFL in Lausanne. He has lived and worked in France, England and the United States.

Theme: Alternative Dispute Resolution (ADR): The Neurophysiology of Disputes and the Potential of Mediation in Resolving Conflicts

Session 2 (code d) – 11h10

We are all unfortunately confronted from time to time with disputes in our lives. Whether at home, work, with neighbours, family, business partners or with clients, domestically or in an international context with other countries, disputes have become part of our daily lives. Whenever we are unable to negotiate a resolution to these disputes, we tend to act automatically and instinctively, based on evolutionarily conserved responses. We thus revert immediately to litigation or arbitration and allow conflicts to escalate as we cannot separate our interests from our emotions. In the last ten years, however, mediation and recent breakthroughs in neurosciences have revealed new ways of trying to resolve disputes, focusing on the future as much as the past, and trying to preserve a relationship between the parties. The workshop will try to present the rich range of possibilities that appropriate dispute resolution has to offer to all of the parties involved in a dispute, and will also try to explain some of the things that happen in the human brain during conflicts. It will also suggest a few "take-home" skills to assist students in better preventing and resolving conflicts in their own lives.



Ms. Jaspreet Oberai

BA and MA In Geography, B,Ed. and undertaking studies in Life coaching and Counselling at the moment. Lived in Delhi, London and Geneva. Been associated with Ecolint since 1995, as a parent and teacher of Geography, Global awareness, History and ToK.

Theme: What on earth is being International-minded?

Session 3 (code a) – 12h10

A term that has been used ever so often in the context of International Education, and yet at times wholly misunderstood. I will try and make sense of the term, focusing especially on prejudice, and linking it to being International minded.



Mr Alejandro H. Rodriguez-Giovo

Alejandro H. Rodriguez-Giovo was born in Buenos Aires but spent most of his childhood and adolescence in New York and in Geneva, where he attended the International School for nine years. He went on to study Law at the University of Buenos Aires and then English Literature at the University of York (where he was the editor of the student magazine), and later took post-graduate courses at the University of Geneva (most notably with George Steiner) and the University of Bath.

In the professional sphere, he was employed as a columnist and reporter by the Buenos Aires Herald, as a translator and editor by the World Health Organization, the International Labour Organization and the International Organization for Migration, and as an assistant professor of English by the American College of Switzerland and Webster University, before joining the International School of Geneva as a teacher of English and Theory of Knowledge in 1989. He later became successively the Head of Theory of Knowledge and Head of the Department of English. In September 2011 he took up the post of Foundation Archivist.

Mr Rodriguez-Giovo has inspected schools in various countries on behalf of the Council of International Schools (CIS).

Theme: Neo-Darwinism: Pure Science or Ideology?

Session 3 (code c) – 12h10

Although the scientific community generally accepts that neo-Darwinism (Darwin's theory of evolution updated thanks to our current understanding of genetics) offers the best explanation of how life on our planet developed after its mysterious inception about 4.5 billion (thousand million) years ago, some of its most prominent exponents – notably Richard Dawkins and Daniel Dennet – have adopted a discourse that could reasonably be described as (a) inflexibly dogmatic, (b) scornfully dismissive of other scientists or thinkers who harbour doubts concerning the comprehensive validity of neo-Darwinism, and (c) stridently and militantly atheistic in its interpretation of what it embraces as unchallengeable scientific certainties.

The speaker will first provide a brief overview of Darwinian evolutionary theory, its premises and how it operates. He will then examine two distinct issues:

Leaving aside faith-based, creationist convictions that are irrelevant to our empirical analytical approach, does neo-Darwinism succeed in explaining convincingly and exhaustively every instance and aspect of the development of life? Are there any valid, rational and scientifically substantiated objections or reservations that deserve to be considered?

If we decide that neo-Darwinian evolutionary theory is absolutely watertight and accounts satisfactorily for the multifarious characteristics, adaptations and specializations of all living organisms, past and present, would this conclusion necessarily be incompatible with the existence of God, and hence with all forms of religious belief? Can science, at least in principle, provide the answers to all human questions? Are there areas of valid speculation that lie beyond its reach? Are scientists more qualified to arrive at philosophical conclusions than philosophers are to arrive at scientific ones?



Mr David Smith

David graduated from Ecolint in 1976 and completed a BA (Joint Honours) at the University of Nottingham in Economics/ Agricultural Economics in 1979 and an MSc in Agricultural Economics from the University of Oxford in 1981. He completed an MBA from City University Business School (CASS), London in 1994.

He was as an economist with the National Farmers' Union in London (1981-1990) and then moved with his family to Goroka, Papua New Guinea (1990-3) and worked as an economist and then general manager of the Coffee Industry Cooperation (1990-3).

He returned to the UK in London in 1993 and completed an MBA and then joined a consultancy company Food and Agriculture International in 1995 working mainly on economic transformation in the agriculture sector in East and Central Europe.

David set up Triple Line Consulting in 1999 with 2 other business partners and the company grew to 28 staff specialising in the design, monitoring and evaluation of development assistance programmes for a range of clients including the World Bank, UK AID (DFID), the European Union, Comic Relief, Shell Foundation, Common Fund for Commodities, Aga Khan Fund for Economic Development.

Triple Line was acquired by IPE Global in 2014, an Indian consultancy company with offices in London, India, Bangladesh, Kenya, Ethiopia, Manila and Myanmar. David is the director if IPE Global operations in Africa and leads on the private sector development practice of Triple Line in London.

Theme : International Aid and Development Consultancy

Session 1 & 3 (code c & b) – 10h00 & 12h10

The world of International Aid and Development and the support that richer countries provide to the developing world has changed significantly since the formation of the World Bank and IMF at Bretton Woods in July 1944 which led to the subsequent emergence of a number of UN development and national aid agencies to support economic development and poverty reduction.

Since the introduction of the millennium development goals in 2000 and the sustainable development goals in 2015, the context and aims of the support provided by development agencies has further changed with significant implications for graduates seeking a career in this area.

This talk will be based on the experience of an international development practitioner over the last 30 years and cover the different roles and careers that Ecolint graduates could consider and the skill set required and the resulting lifestyle choice.



Mrs Anne Spencer

Mrs Anne Spencer was College Counsellor for North American Universities at the International School of Geneva La Châtaigneraie and Year Coordinator of Year 11 until 2007. American, she has held every position in private schools except for athletic director and business manager. As Head of School she was frequently faced with making decisions in the vast grey area where finding "the best" solution was not clear. Raised in the New York area, she graduated with a BA in History from Wellesley College, then took master's degrees in history from both Columbia University and Washington University. She has just completed another master's degree in counselling from Webster University and is in private practice in the Geneva area, both for college counseling and for personal counseling.

Ms Jill Gorton Young

Ms Jill Gorton Young teaches Theory of Knowledge and English at the International School of Geneva, La Châtaigneraie. She was educated in England and South Africa, qualifying as a teacher at the University of Cape Town. She has taught in township schools in South Africa and Zimbabwe, in comprehensive schools in England (London and Manchester) and international schools in Ethiopia and Portugal. She has been head of a faculty, head of department, and chair of a staff association. In all these roles, difficult ethical choices have regularly presented themselves, as well as in her roles as teacher and as parent. Now she tries to give students the tools to face similar questions in TOK. Her interests include literature, theatre, and music.

Theme: Self, All or the Golden Rule?

Session 4 (code d) – 14h00

Purpose:

- 1) Exploration of and practice in addressing difficult ethical issues*
- 2) Introduction to the study of Ethics, a significant area of TOK*

Content:

Interactive, relevant, mind-bending games on how to make challenging choices and resolve baffling dilemmas.

After a brief introduction to some major ethical theories, participants will form teams to investigate thorny cases involving choices with no obvious solutions. Using the ethical theories presented, the teams will make decisions, which they will then justify to the whole group. Each team will receive an appropriate award.



Dr Karen Taylor

Karen Taylor is Director of Education at the International School of Geneva. Prior to coming to Ecolint, she taught history at The American School in Switzerland, Sidwell Friends School, Georgetown University and gave public lecture series at the Smithsonian Institution's Resident Associate Program in Washington, DC. Dr. Taylor's research and publications have focused principally on pedagogical literature of the eighteenth century and its links to Enlightenment epistemology.

Theme : L'image de la femme au 18ème siècle

Session 1 & 4 (code a & e) – 10h00 & 14h00

It is a commonplace to refer to the centrality of epistemology, the nature of human knowledge, to the Enlightenment, a period in which the capacities of reason and judgment were applied to every aspect of human endeavour and experience. Pedagogical innovation changed the nature of schooling, access to which began to expand beyond the social and economic elite and across gender.

A travers une analyse comparative de textes et d'images, cette présentation explorera l'image et le rôle de la femme dans les milieux intellectuels et culturels français au dix-huitième siècle.



M. Aimeric Vacher

Docteur en histoire (Paris-Sorbonne) et docteur en anglais (City University of New York), Aimeric Vacher s'est très tôt spécialisé dans les mondes légendaires et mythologiques. Rôliste depuis 30 ans et collectionneur des bande-dessinées d'heroïc-fantasy, il est très intéressé par l'imaginaire qu'il étudie et analyse dans toute sa dimension. Spécialiste de Batman, il a aussi publié un dictionnaire des monstres et est collaborateur du magazine Mythologie(s).

Thème : Histoire des théories du complot

Session 3 (code e) – 12h10

Billy Bat nous l'enseigne, les premiers pas sur la Lune auxquels le monde a assisté en 1969 ne sont qu'un mensonge cinématographique. Ceci n'est en fait qu'un exemple parmi les nombreux complots que les Illuminati et autres organisations conspirationnistes fomentent contre les peuples au-delà du cadre de ce manga. Mais comment expliquer la construction et le succès relatif de ces théories développant, parfois de manière très farfelue, des phénomènes totalement fantaisistes ? Surtout, comment les repérer et les déconstruire ? A l'ère d'internet et de ces formidables capacités d'information, il apparaît nécessaire de répondre à ces questions pour que l'individu et le citoyen puissent s'épanouir, réfléchir, et agir en toute liberté d'esprit et de conscience.



Dr Nicolas Winssinger

Nicolas Winssinger is professor of chemistry at the University of Geneva and heads the department of Organic Chemistry. He received his higher education at Tufts University where he discovered the exciting world of fundamental research. He then joined the laboratory of K.C. Nicolaou, a prominent synthetic chemist, for his PhD at the Scripps Research Institute in La Jolla California. He next joined the lab of P.G. Schultz as an NIH postdoctoral fellow before accepting a faculty position at Pasteur University in France.

His research interests lie at the crossroad of molecular sciences and life science. Nicolas has received several awards for his scientific work and is recognized for his contributions in the area biosupramolecular chemistry where he pioneered encoding technologies to accelerate the discovery of molecules that can selectively perturb a biological pathway of interest or report on the expression of a gene.

Thème : Small molecules that changed our lives

Session 1 (code d) – 10h00

Not all molecules are created equal and some small organic molecules have had an amazing impact on our history and daily lives. The lecture will go through an eclectic sample of small molecules with big impact. Some have been devastating and some have been life-saving, some are not as notorious but amusing nonetheless, but they sure have changed the world we live in. Can you think of a molecule that has impacted your life, or in the larger context, our society?