

# ARBC/FREN/SWAH/WOLO 3420A

## Spring 2026 Syllabus

Introduction to Africa, CRNs 33016, 33017, 33018, 33019, 3 Credits

### Instructor Information

**Instructor**  
Dr. Chris Ippolito

**Email**  
cippolito6@gatech.edu

**Sessions**  
TT 5-6:15 PM, Swann 325  
Office hours: Swann 226, TR 2-3, after class, and by appointment

Welcome! This is an introductory course on Africa, taught in English. **This cross-listed course has 4 sections (ARBC, FREN, SWAH, WOLO). On CANVAS. I'll use the FREN 3420 section for all sections. Canvas sections have been combined. We only use English in class.** You are expected to attend class on campus. A schedule will be posted on Canvas on the first day of the semester. No digital proctoring, no final exam. All course assignments/homework incl. short postings and 2 mini-presentations will be submitted online on Discussions via Canvas, with hard copies for the 2 short essays. All material incl. films (a choice of docs etc.) will be online or on CANVAS. No book/textbook to buy. **Please use your GT email only for all email communications with me. I will use CANVAS announcements and GT email for group + individual emails as needed. Please link your CANVAS box to your GT email box and turn on notifications. Note this course does not carry the Humanities attribute.**

About the instructor: <https://iac.gatech.edu/people/person/christophe-ippolito>

### General Information

#### Description

This interdisciplinary course will use a variety of approaches to study significant aspects of contemporary Africa's societies, cultures, and representations. *No required book or textbook, all learning materials available online. Taught in English.*

Pre- &/or Co-Requisites: NONE

#### Course Goals and Learning Outcomes

This course will introduce students to Africa. Students will:

- develop their analysis skills related to Africa's current issues;
- examine documents and content related to Africa;
- will discuss aspects of ARBC/FREN/PORT/SWAH/WOLO cultures and impacts across the African continent; and
- evaluate the importance of Africa today.

### Course Requirements & Grading

#### Description of Graded Components

*While the final grade given for a course will always be A, B, etc., for the following subcategories, scale can be more detailed: A+ (98-100), A (93-97), A- (90-92), B+, B, B-, etc.*

**1/ 20% - Weekly Postings on CANVAS (TUE each week)**

Post on the material for the week or another document of your choice (do not forget to include in your posting the link(s) you used). Include 2 remarks then 2 questions on the material you post on. Write at least 100-120 words, with complete sentences only. Your postings may be used to support class discussion. Each week, please post on one document only, and put the link for this document in your posting. Be prepared to comment on the type of document/media used (examples: is the selected document a news article from a journal with a well-known political orientation? An interview on TV (if so, on which channel? and is the channel private or public?)? A research article from a recognized scholar?). You may use other excerpts and documents incl videos for the week. Documents available on CANVAS + linked documents on the syllabus. **PLEASE ALWAYS POST ON ONE DOCUMENT ONLY.**  
 -Grading criteria: content (50%), format [2 remarks/questions, 10 lines minimum, full sentences] and overall presentation (25%), writing skills (25%).

**2/ 40% - 2 Short Essays [20% each];** Essays on topic related to the course and chosen by students with instructor's approval (always submit/post an outline for instructor's approval first: at least a title, coherent thesis statement [**defend it: take a position and support it with arguments**], and titles of your 2 or 3 sections; more details [such as titles of sub-sections or examples] appreciated). **Length: 3 to 4 pages each**, format: see instructions in writing guide on CANVAS; they will be discussed in class; **double-spaced papers only, font: Time New Roman 12pt. Use APA or MLA style for notes and bibliographical information including a list of links used, and look for quality sources including research articles.** This is a standard argumentative essay. Make a point—an argument—and back it up with evidence from your sources. Remember that making an argument means taking a position. Make it specific, debatable, and well-supported. **Begin with a clear thesis statement you can modify in your conclusion according to what you have said in sections 1, 2 (and 3 if applicable) of your work.** You will have the option of revising this paper in a 2<sup>nd</sup> draft if you wish.

-Grading criteria: content (50%), overall presentation (25%) and quality of writing (25%)

**3/ 20% - 2 Mini-Presentations in class (based on your 2 essays, posted on CANVAS [10% each]**

**Attach your PowerPoint presentation with at least 5 slides. Speak for 2 to 5 minutes max.** More time is possible, but please speak with the instructor beforehand in this case. **Never repeat exactly what is on your PowerPoint slides:** vary the expression, add relevant comments...

Visual/Audio Support: use any props that will make you talk more interesting and easier to follow for the audience: Pwpt, pictures, links, video/audio files (mandatory for any presentation on film/music), maps, statistics, charts, etc. Anything that could help convince your fellow students about the case you're making.

-Grading criteria: content and choice of appropriate documents (50%), effective delivery (25%), ability to lead class, answer questions (25%).

**4/ 20% - Active participation and attendance** (+ all homework completed on time)

This must consist in all 5 tasks below.

1. Respecting other classroom members
2. Taking part in class discussions
3. Volunteering to answer your instructor's questions / Being able to answer your instructor's questions
4. Focusing on the points that are relevant to the discussion
5. Not doing anything that is unrelated to the discussion. This would include texting, doing homework for another class, browsing, etc.

Participation grades will be posted on Canvas throughout the semester or given to students – approximately every 3 weeks, so that students can gauge their performance.

A+ (96-100)	A (90-95)	B (80-89)	C (70-79)	D (60-69)	F (<60)
Actively supports, engages and	Actively supports, engages and	Makes a sincere effort to interact	Limited interaction with peers	Virtually no interaction with	No interaction with peers

listens to peers (ongoing)	listens to peers (ongoing)	with peers (ongoing)	Preparation, and therefore level of participation, are both inconsistent	peers	Never prepared Never participates
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Rarely prepared Rarely participates	Demonstrates a noticeable lack of interest in the material (ongoing)
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	Group dynamic and level of discussion are not affected by the student's presence	Comments are generally vague or drawn from outside of the assigned material	Group dynamic and level of discussion are significantly harmed by the student's presence
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)		Demonstrates a noticeable lack of interest (on occasion)	
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence		Group dynamic and level of discussion are harmed by the student's presence	

Active participation and in-class activities include exercises assigned for a specific class. Attendance essential and part of the grade (**one point taken off final grade for each unexcused absence after 2 absences; more than 10 minutes late: half an absence**). Only a GT letter can excuse an absence. Please make a constant effort to present your point of view/ideas to class. Please be on time too.

**Extra Credit (1) and Grade Dispute Policies and Procedures (2)** (1) NO extra-credit; (2) GT Policies and Procedures apply.

Readings and homework on the syllabus for a session should be done before that session: post in 'Discussions' on CANVAS and **follow the format indicated below in "Course Requirements and Grading" otherwise your work may not be reviewed/graded.**

**ALL POSTINGS TO BE MADE ON CANVAS ("Discussions") incl. essay outlines. ESSAYS ALSO TO BE PRINTED AND GIVEN TO ME IN CLASS.**

## Grading Policy

Weekly Postings on Canvas [20% of final grade];  
 2 Essays (40% of final grade, 20% each);  
 2 Mini-Presentations in class based on your 2 essays [20% of final grade, 10% each]  
 Active participation (20% of final grade)

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

A: 90-100 / Superior performance.

B: 80-89 / Above-average, high-quality performance.

C: 70-79 / Average performance.

D: 60-69 / Below-average performance. Needs substantive work.

F: 0-59 / Unacceptable performance.

No posting the 1<sup>st</sup> week, no grade for 2nd week postings. There are usually 16 weeks or so in a course, but the number of presentations is limited (2 presentations unless you want to do a third one).

## Course Materials

NO REQUIRED BOOK: Web-based material.

Course packet: selected documents and links on each unit studied on the syllabus and/or CANVAS

Some materials are meant for GT students registered for this course only. Please do not share them and do not put them on the web: by doing so, you might have copyright issues.

## Course Website and Other Classroom Management Tools

On Canvas.

## 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.

I am interested in your work, not in that of a friend or material copied from the Internet or any other source. Avoid plagiarism at all costs, and always quote all your sources. Any form of cheating (be it on an essay or a test or any other assignment) is discouraged and will affect your grade. Internet-based tools make it extremely easy today to find out whether somebody pasted material from the Internet or other sources.

### Accommodations for Individuals 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 in order to set up a time to discuss your learning needs.

### Assignment Turn-In

All postings including weekly assignments, essays and final presentation (or project) are due on the first day of the week unless indicated otherwise on the syllabus.

All written assignments (Essays, Weekly Postings, Presentations slides (including all materials used for the Project) have to be posted on CANVAS at the dates indicated on this syllabus.

**Essays (drafts, final versions) also to be turned in class at the times indicated on the schedule.**

## **Attendance and/or Participation**

**2 unexcused absences maximum. Any additional absences will result in 2 points off your final grade (for instance, from a 90% to a 88%) unless you provide a valid and verifiable written excuse (as may be the case for athletics events, for instance) or have secured instructor's permission (send an email a week before in this case). More than 10 minutes late: half an absence (more than 30: one).**

In the event of a medical emergency or an illness that is severe enough to require medical attention, students are responsible for contacting the Office of the Dean of Students as soon as possible to report the medical issue or emergency, providing dated documentation from a medical professional and requesting assistance in notifying their instructors. The medical documentation will be handled confidentially within the Dean of Students Office and will inform a decision as to whether communication with instructional faculty is appropriate. It is the expectation of the Institute that instructional faculty will honor a request from the Office of the Dean of Students to excuse a medical emergency or illness and allow make-up of the work missed, including homework, quizzes, presentations, examinations, or other class assignments.

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://www.catalog.gatech.edu/rules/4/>

## **Collaboration & Group Work**

Encouraged as long as you respect the rules set by this syllabus and GT policy on the matter

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

No extensions/late assignments/rescheduled exams allowed, except if authorized by instructor in writing, or in case of documented absences excused by a letter from the Dean of Students. Missed exams: F for the exam, except in cases above; however, all late exams (if any) will be penalized like late assignments. Late assignments: penalized by a grade decrease: warning for 1 day, A > B for a week or 2 warnings, A > C for 2 weeks, etc.).

Again, all written assignments (Essays, Weekly Postings, Presentations (including all PowerPoint presentations and all materials used for the Final Presentation) have to be posted on **CANVAS** by the dates indicated on this syllabus

## **Student-Faculty Expectations**

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations - that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech. The use of cell phones for any purpose (receiving or making telephone calls, receiving and sending text messages) is forbidden. Cell phones should be turned off and put away before class begins. No food or drink in the classroom.

## **Communication Policy**

Office hours each week, for everybody in the class. You can email if these hours are not convenient to you. Do not hesitate to email as soon as you feel you have any problem and/or need help with anything. I will also be happy to help you as much as I can with your homework assignments, your latest essay/project, any issue pertaining to the course, the French program at Georgia Tech, or queries on French and Francophone cultures. When I am not in my office, the best way to reach me is to email me, rather than leave a message on my office voice mail. No emails after 8 pm except in some urgent cases (family or personal emergency resulting in your absence on next day of class, for example).

## Statement on Diversity and Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of 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.

## Helpful Links

### African languages and area studies at GT

-ARABIC: <https://modlangs.gatech.edu/languages/arabic>, contact Natalie Khazaal, [nkhazaal3@gatech.edu](mailto:nkhazaal3@gatech.edu)

-ENGLISH: <https://www.lmc.gatech.edu/>; also check the Black Media Studies program.

-FRENCH: see below

-SWAHILI and WOLOF: languages not taught this year, but it's possible to study Wolof for students participating in our Senegal LBAT study abroad program in Dakar.

### Student Associations-

-GT African Student Association: <https://gatech.campuslabs.com/engage/organization/african-student-association>, contact [asa.gt.secretary@gmail.com](mailto:asa.gt.secretary@gmail.com)

-GT African American Student Association: <https://m.facebook.com/pages/category/Campus-Building/Georgia-Tech-African-American-Student-Union-137918842969172/> ,  
<https://gatech.campuslabs.com/engage/organization/gtaasu>

-GT Black Graduate Student Association: <https://gatech.campuslabs.com/engage/organization/black-graduate-students-association>

### School of Modern Languages

-The School of Modern Languages Website [www.modlangs.gatech.edu](http://www.modlangs.gatech.edu) (Placement test, Registration questions, Student Resources, International Plan, Study abroad, LBAT (Paris, Dakar...))

-The MS in global Media and Cultures <https://gmc.iac.gatech.edu/> (ML and LMC)

-The 1-year MS in Applied Languages and Intercultural Studies

<https://modlangs.gatech.edu/graduate/ms-alis> (In recent years, ML MS projects on Africa have studied issues such as civil rights (in the DRC), foreign aid, democracy, China's role, or gender.)

- The 5-year BS/MS in Applied Languages and Intercultural Studies

<https://modlangs.gatech.edu/graduate/bsms-alis>

### French

-FREN <https://modlangs.gatech.edu/languages/french>

-FREN Minor/Major: contact Chris Ippolito, [cippolito6@gatech.edu](mailto:cippolito6@gatech.edu)

- Majors: The School of Modern Languages offers its majors the opportunity to **certify their language skills for free with the Global Seal of Biliteracy**. Recognized in more than **50 countries**, the seal is a verifiable international credential that certifies language proficiency at one of three levels – functional, working, or professional fluency. See <https://modlangs.gatech.edu/students/global-seal-biliteracy>.

-Information for a minor in French (15 credits beyond 2002; ALIS Major in French: 4 more courses only).

Minor declaration form: <http://www.registrar.gatech.edu/docs/pdf/MINORCHANGE.pdf>

(Modern Language Advisor for Minors and Majors: Dr. Mirla Gonzalez, [mgonzalez96@gatech.edu](mailto:mgonzalez96@gatech.edu))

-French Club

Course Schedule (All assignments are due the first day of the week (TUE) unless otherwise noted):

Date	Topic	Assignments, due dates, and more
Week 1, 1/13-15	Introduction. Maps, media and other resources, and how to use them. Subregions. Images of Africa	<a href="#">[no postings this week]</a> MAPS: <a href="https://www.axl.cefan.ulaval.ca/afrique/AFRIQUE-MAP-clic.htm">https://www.axl.cefan.ulaval.ca/afrique/AFRIQUE-MAP-clic.htm</a> (FR) <a href="https://www.cia.gov/the-world-factbook/static/bd0fd4375b21514438e9b9435d8b7c4a/afrika_pol-1.pdf">https://www.cia.gov/the-world-factbook/static/bd0fd4375b21514438e9b9435d8b7c4a/afrika_pol-1.pdf</a> (ENGL map) <a href="https://commons.wikimedia.org/wiki/Atlas_of_Africa">https://commons.wikimedia.org/wiki/Atlas_of_Africa</a> (other maps) GENERAL INFO: <a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a> , <a href="https://en.wikipedia.org/wiki/Portal:Afrika">https://en.wikipedia.org/wiki/Portal:Afrika</a> , <a href="https://guides.uflib.ufl.edu/african_studies">https://guides.uflib.ufl.edu/african_studies</a> <a href="https://library.princeton.edu/visual_materials/maps/websites/afrika/maps-continent/continent.html">https://library.princeton.edu/visual_materials/maps/websites/afrika/maps-continent/continent.html</a> (maps 1554-1880), <a href="https://en.wikipedia.org/wiki/African_Union">https://en.wikipedia.org/wiki/African_Union</a> NEWS: <a href="https://www.theguardian.com/world/afrika">https://www.theguardian.com/world/afrika</a> , <a href="https://africanarguments.org/">https://africanarguments.org/</a> [Doc. for class: PICS+ AFsanscolo.docx, film: <i>Life on earth / Activities: borde</i> ] [discuss borders, recent news on Afr., City, a country...]
Week 2, 1/20-22	A short history of Africa before & during colonization. Independence. Neocolonial issues.	<a href="#">[postings not graded this week]</a> <b>Post on</b> <i>A Short History of Africa</i> on Canvas (pp. 20-41), (pp. 20-41), Fanon, "Concerning Violence," 36-78, in <i>The Wretched of the Earth</i> ( <a href="http://www.openanthropology.org/fanonviolence.htm">http://www.openanthropology.org/fanonviolence.htm</a> ), <a href="https://www.aehnetwork.org/textbook/the-slave-trades-out-of-afrika/">https://www.aehnetwork.org/textbook/the-slave-trades-out-of-afrika/</a> (15 pp.), <a href="https://www.aehnetwork.org/wp-content/uploads/2016/01/Bolt.The-Partitioning-of-Africa.pdf">https://www.aehnetwork.org/wp-content/uploads/2016/01/Bolt.The-Partitioning-of-Africa.pdf</a> (15 pp.) or <a href="https://revolution.chnm.org/d/335/">https://revolution.chnm.org/d/335/</a> (Code Noir; 5 pp.) or post on another topic linked to African history. For more, see <a href="https://en.unesco.org/general-history-afrika">https://en.unesco.org/general-history-afrika</a> [Doc. for class: films: <i>Adwa</i> (Ethiopia), <i>Yeelen</i> (Mali), <i>Jean Rouch</i> ] [study (an aspect of) a colony, black code, development in 1 country...]
Week 3, 1/27-29	African relations with USA, China, India, Europe, Brazil, ...	<b>Post on</b> <a href="https://www.brookings.edu/articles/competing-in-afrika-china-the-european-union-and-the-united-states">https://www.brookings.edu/articles/competing-in-afrika-china-the-european-union-and-the-united-states</a> (3 pp.), <a href="https://www.wilsoncenter.org/event/beyond-the-big-three-afrikas-economic-relations-brazil-india-the-gulf-states-turkey-and-japan">https://www.wilsoncenter.org/event/beyond-the-big-three-afrikas-economic-relations-brazil-india-the-gulf-states-turkey-and-japan</a> (5 pp.), ( <a href="https://www.cfr.org/background/china-afrika">https://www.cfr.org/background/china-afrika</a> (5 pp.)), <a href="https://www.aljazeera.com/news/2022/12/13/what-to-expect-as-us-afrika-summit-kicks-off-in-washington">https://www.aljazeera.com/news/2022/12/13/what-to-expect-as-us-afrika-summit-kicks-off-in-washington</a> (2 pp.) or post on another document of your choice on international relations with Africa. Look at <a href="https://afrika.cgtn.com/">https://afrika.cgtn.com/</a> (China Global Television Network). [Docs for class: <i>Chinafrica</i> book, <i>Françafrique</i> , <i>Lebanese in Afr.</i> ]
Week 4, 2/3-5	Economy, Business, Development, Ressources, Mines, Transportation	<b>Post on</b> an African company or entrepreneur or city/country's econ. success or <a href="https://www.afdb.org/en/knowledge/publications/afrika-economic-outlook">https://www.afdb.org/en/knowledge/publications/afrika-economic-outlook</a> (2025) or <a href="https://blogs.afdb.org/">https://blogs.afdb.org/</a> (African Development Bank, entrepreneurship) or <a href="https://blogs.worldbank.org/afrikacan">https://blogs.worldbank.org/afrikacan</a> or <a href="https://www.brookings.edu/blog/afrika-in-focus/">https://www.brookings.edu/blog/afrika-in-focus/</a> or another document of your choice on African development. See <a href="https://en.wikipedia.org/wiki/Afrika#Economy">https://en.wikipedia.org/wiki/Afrika#Economy</a> For reference: UN Report on Africa 2020: innovative finance for private sector development in Africa at <a href="https://repository.uneca.org/handle/10855/43834">https://repository.uneca.org/handle/10855/43834</a> [Docs for class:, <i>Mines</i> , <i>Towards a united market?</i> (ZELC)]
	Cities, Demographics	<b>Or post on</b> <a href="https://www.worldbank.org/en/programs/afrika-regional-studies/publication/afrika-cities-opening-doors-to-the-world">https://www.worldbank.org/en/programs/afrika-regional-studies/publication/afrika-cities-opening-doors-to-the-world</a> (32 pp.), <a href="https://www.aehnetwork.org/wp-content/uploads/2016/01/Meier-zu-Selhausen.Growing-Cities.pdf">https://www.aehnetwork.org/wp-content/uploads/2016/01/Meier-zu-Selhausen.Growing-Cities.pdf</a> (15 pp.),

Date	Topic	Assignments, due dates, and more
		<a href="https://www.hoover.org/research/africa-2050-demographic-truth-and-consequences">https://www.hoover.org/research/africa-2050-demographic-truth-and-consequences</a> (20 pp.), [study an Afr. City, development in 1 country...]
Week 5, 2/10-12	North Africa Islam: differences and similitudes from Morocco to Egypt and Sahel. The Arab Spring and its aftermath.	<b>Post Essay 1 outline (on material/issues studied weeks 1-4 or other topic)</b> <b>Read</b> <i>A Short History of Africa</i> on Canvas (pp. 42-44) <b>Post on</b> <a href="https://www.pewforum.org/2010/04/15/executive-summary-islam-and-christianity-in-sub-saharan-africa/">https://www.pewforum.org/2010/04/15/executive-summary-islam-and-christianity-in-sub-saharan-africa/</a> (18 pp.) or <a href="https://www.cfr.org/article/arab-spring-ten-years-whats-legacy-uprisings">https://www.cfr.org/article/arab-spring-ten-years-whats-legacy-uprisings</a> (3 pp.) or <a href="https://inthesetimes.com/article/morocco-oasis-es-sfalat-tafilalet-abandoned-village-climate-change-ghost-town">https://inthesetimes.com/article/morocco-oasis-es-sfalat-tafilalet-abandoned-village-climate-change-ghost-town</a> (14 pp.) or a country or city in North Africa [Doc. for class on Moroccan society, Fes, Marrakech, Algeria, Tunisia, Egypt 2011, sufism] Essay Preparation: workshop [Doc. for class: films: <i>The Battle of Algiers</i> , <i>Days of Glory</i> , <i>Desert Ark</i> , <i>Cairo Station</i> ] [focus on geography, a country/city, strengths... for all subregions]
Week 6, 2/17-19	West and Central Africa today	<b>Post and Bring to class Essay 1 Draft</b> <b>Read</b> <i>A Short History of Africa</i> on Canvas (pp. 45-54, 59-63), and <a href="https://en.wikipedia.org/wiki/Alliance_of_Sahel_States">https://en.wikipedia.org/wiki/Alliance_of_Sahel_States</a> or <a href="https://www.arte.tv/en/videos/114573-012-A/mapping-the-world/">https://www.arte.tv/en/videos/114573-012-A/mapping-the-world/</a> Nigeria, Fr/Engl subtitles, or Sahel <a href="https://4.bp.blogspot.com/-I_yve_LoeQs/VWfl47WdXWI/AAAAAADQ8o/0xqhusFL-Q/s1600/Base%2Bcroquis%2Bfinal%2BSahara.jpg">https://4.bp.blogspot.com/-I_yve_LoeQs/VWfl47WdXWI/AAAAAADQ8o/0xqhusFL-Q/s1600/Base%2Bcroquis%2Bfinal%2BSahara.jpg</a> <b>Post on</b> current news in <a href="https://www.independent.co.uk/topic/west-africa">https://www.independent.co.uk/topic/west-africa</a> , or <a href="https://www.aljazeera.com/africa/">https://www.aljazeera.com/africa/</a> or Ghana President Nana Akufo lectures French President Macron ( <a href="https://www.youtube.com/watch?v=yfqzVKV_ORI">https://www.youtube.com/watch?v=yfqzVKV_ORI</a> ) or a country or city in West and Central Africa See <i>La vie sur terre</i> - Abderrahmane Sissako / <i>Folon</i> - Salif Keita: <a href="https://www.youtube.com/watch?v=W7qy3PcimHo">https://www.youtube.com/watch?v=W7qy3PcimHo</a> [Docs for class: <a href="https://www.anthro.ox.ac.uk/militant-masks-youth-performance-and-insecurity-nigeria">https://www.anthro.ox.ac.uk/militant-masks-youth-performance-and-insecurity-nigeria</a> , Africa Country Risk 14.docx» and «oil and gas in West Africa.pdf, Education in Ivory Coast, Justice in RDC, Liberia blog, Sony Labou Tansi...] [Doc. for class: films: <i>Lumumba</i> , <i>Mobutu</i> , <i>Kinshasa Kids</i> , <i>Félicité</i> , <i>The Wedding Party</i> , <i>Black Girl</i> , <i>Faat Kine</i> , <i>Xala</i> , <i>Sembene</i> , <i>Timbuktu</i> , <i>Kirikou and the Sorceress</i> , <i>Mrs. Brouette</i> , <i>Life on Earth</i> , <i>Dreams of Dust</i> , <i>Darratt</i> , <i>Faraw</i> , <i>Chocolat</i> , <i>Borders</i> , <i>A Trip to the Country</i> ]
Week 7, 2/24-26	East Africa, the Great Lakes sub- region Indian ocean islands today [+Neocolonialism and protests in Mayotte]	<b>Post and Bring to class Essay 1 (final version)</b> <b>Read</b> <i>A Short History of Africa</i> on Canvas (pp. 55-58) <b>Post on</b> current news in <a href="https://www.independent.co.uk/topic/east-africa">https://www.independent.co.uk/topic/east-africa</a> , <a href="https://www.theeastafrican.co.ke/">https://www.theeastafrican.co.ke/</a> , <a href="https://allafrica.com/eastafrica/">https://allafrica.com/eastafrica/</a> , <a href="https://theconversation.com/us/topics/east-africa-5517">https://theconversation.com/us/topics/east-africa-5517</a> or articles on the East African Community (EAC) site: <a href="https://www.eac.int/">https://www.eac.int/</a> or Faces Of Africa - Haile Selassie: The Pillar of a Modern Ethiopia, part 1 & 2 ( <a href="https://www.youtube.com/watch?v=bVki9t3anJU">https://www.youtube.com/watch?v=bVki9t3anJU</a> ), or a country or city in East Africa See The President {Obama} Speaks to the Kenyan People (42 nns) <a href="https://www.youtube.com/watch?v=x_Kw9YnNXJk">https://www.youtube.com/watch?v=x_Kw9YnNXJk</a> [Doc. for class on Wangari Maathai and Kenya, Mayotte, Rwanda; films : <i>A Small Country</i> , <i>Hotel Rwanda</i> , <i>Out of Africa</i> ]
Week 8, 3/3-5	South Africa today From Durban to Maputo	<b>Mini-Presentation 1 (based on essay 1)</b> <b>Read</b> <i>A Short History of Africa</i> on Canvas (pp. 64-70)

Date	Topic	Assignments, due dates, and more
3/2: Progress Report Deadline	The Apartheid Museum in Johannesburg The Okavongo Delta, Botswana	<b>Post on</b> current news in <a href="https://www.aljazeera.com/where/south-africa/">https://www.aljazeera.com/where/south-africa/</a> , <a href="https://www.bbc.com/news/topics/cq23pdgvyl7t/south-africa">https://www.bbc.com/news/topics/cq23pdgvyl7t/south-africa</a> , <a href="https://www.news24.com/news24/SouthAfrica">https://www.news24.com/news24/SouthAfrica</a> or <a href="https://www.apartheidmuseum.org/">https://www.apartheidmuseum.org/</a> or <a href="https://theconversation.com/botswanas-okavongo-delta-is-created-by-a-delicate-balance-but-for-how-much-longer-125323">https://theconversation.com/botswanas-okavongo-delta-is-created-by-a-delicate-balance-but-for-how-much-longer-125323</a> or a country or city such as Durban in South Africa [Doc. for class: films: <i>A Dry White Season</i> , <i>District 9</i> ; videos : Mandela, etc.]
Week 9, 3/10-12	African Diasporas today Immigration in and out of Africa.	<b>Post Essay 2 outline (on material/issues studied weeks 5-8 or other topic)</b> <b>Post on</b> <a href="http://www.experience-africa.de/index.php?en_the-african-diaspora">http://www.experience-africa.de/index.php?en_the-african-diaspora</a> (20 pp.), diaspora in one country (incl USA) or a city (incl Atlanta), African migrants to Europe, or <a href="https://link.springer.com/article/10.1186/s40878-015-0015-6">https://link.springer.com/article/10.1186/s40878-015-0015-6</a> (M.-L. Flahaux, "African migration: trends, patterns, drivers," 25 pp.), or a story on <a href="http://www.mshale.com/">http://www.mshale.com/</a> (African Community News, US) See "Atlanta is a Model for Africa, Says Amb. Andrew Young:" <a href="http://allafrica.com/stories/200207220823.html">http://allafrica.com/stories/200207220823.html</a> Essay Preparation: workshop [Doc. for class: films: <i>Atlantic</i> , <i>Hate</i> , <i>The Pirogue</i> , <i>30 days in Atlanta</i> , <i>Immigrant Memories</i> ]
Week 10, 3/17-19	Sustainable development, NGOs, Foreign Aid, UN objectives Environment, Climate Change	<b>Post and bring to class Essay 2 Draft</b> <b>Post on</b> NGOs involved in Africa (incl. ATL NGOs: Care, Books for Africa, Carter Center...), focusing on what they do there (eesults and how to measure them) : <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> , <a href="https://www.cartercenter.org/">https://www.cartercenter.org/</a> , <a href="https://www.care.org/">https://www.care.org/</a> , <a href="https://www.afd.fr/en">https://www.afd.fr/en</a> (Fr. Agency for development), or African Economic Outlook 2022: Supporting Climate Resilience and a Just Energy Transition in Africa; from the African Development Bank Group; esp. see these 22 slides: <a href="https://www.afdb.org/sites/default/files/2022_aeo_ppt-final-kcu-13-30_hrs.pdf">https://www.afdb.org/sites/default/files/2022_aeo_ppt-final-kcu-13-30_hrs.pdf</a> ), or Wangari Maathai 3rd Nelson Mandela Annual Lecture 2005.wmv (50 mns): <a href="https://www.youtube.com/watch?v=AmVSDk4jYw">https://www.youtube.com/watch?v=AmVSDk4jYw</a> (for Mandela's 87 <sup>th</sup> birthday) See part of the Nobel Lecture by Wangari Maathai (9 mns, optional): <a href="https://www.youtube.com/watch?v=dZap_QlwlKw">https://www.youtube.com/watch?v=dZap_QlwlKw</a> , [VIP Docs for class] [focus on fixing one issue in one country]
Week 11, 3/23-27	SPRING BREAK	
Week 12, 11/5-7 3/31- 4/2	African art, music, communities, myths, literature, architecture, rituals, languages, cultural events... (1)	<b>Post and Bring to class Essay 2 (final version)</b> <b>Post on</b> a movie, a video on art/culture, or a monument such as Great Zimbabwe ( <a href="https://en.wikipedia.org/wiki/Great_Zimbabwe">https://en.wikipedia.org/wiki/Great_Zimbabwe</a> , or works of art, books, rituals, etc. Many African movies are available online or at GT library or on the web. See <a href="https://en.wikipedia.org/wiki/Category:Films_set_in_Africa">https://en.wikipedia.org/wiki/Category:Films_set_in_Africa</a> and <a href="https://www.arte.tv/en/search/?q=africa&amp;genre=all">https://www.arte.tv/en/search/?q=africa&amp;genre=all</a> ARTE on Africa (Engl.) Advised: Visit to the High Museum room on African art. [Docs for class: films incl. Resnais on statues, Leiris in Ethiopia, <i>Black Panther</i> , <i>Wakanda for Ever</i> , <i>Ceddo</i> ; pics on Afr, art] [focus on one art work]
Week 13, 4/7-9	African art... (2) Representations of Africa: beyond stereotypes	<b>Mini-Presentation 2 (based on essay 2)</b> <b>Post on</b> <b>Keita: <i>The Heritage of the Griot</i> (94 mns, 1995, on Canvas)</b> , or an African song you like (include the link to the song video and justify your choice), or

Date	Topic	Assignments, due dates, and more
		<p>Dalida - Helwa Ya Balady <a href="https://www.youtube.com/watch?v=N4b1K9GBLQ4">https://www.youtube.com/watch?v=N4b1K9GBLQ4</a>  حلوة يا بلدي - اليدا - (English subtitles):  <a href="https://www.youtube.com/watch?v=JJBON0hrQIE">https://www.youtube.com/watch?v=JJBON0hrQIE</a>  Johnny Clegg (with Nelson Mandela):  <a href="https://www.youtube.com/watch?v=BGS7Spl7obY">https://www.youtube.com/watch?v=BGS7Spl7obY</a>  Magic System, Premier Gaou (subtitles):  <a href="https://www.youtube.com/watch?v=ZxVoKFIM8tw">https://www.youtube.com/watch?v=ZxVoKFIM8tw</a>  Seydou Boro: Katoucha <a href="https://www.youtube.com/watch?v=fg015rx6COA">https://www.youtube.com/watch?v=fg015rx6COA</a>  (music &gt; <i>Paris Je t'aime</i> seq.)  Umm Kulthum ( أم كلثوم ), "Baeed Anak" (Away from you) (English subtitles)  <a href="https://www.youtube.com/watch?v=pjziPpZG_cw">https://www.youtube.com/watch?v=pjziPpZG_cw</a>  Davido: Feel: <a href="https://www.youtube.com/watch?v=GoWGGiWDSac">https://www.youtube.com/watch?v=GoWGGiWDSac</a>, Fall:  <a href="https://www.youtube.com/watch?v=3lyuym-Gci0">https://www.youtube.com/watch?v=3lyuym-Gci0</a>  Yousou Ndour: 7 Seconds ft. Neneh Cherry  <a href="https://www.youtube.com/watch?v=wqCpjFMvz-k">https://www.youtube.com/watch?v=wqCpjFMvz-k</a>  <a href="http://www.watamukenya.net/en/articles/news/last-news/the-10-most-beautiful-songs-dedicated-to-africa.html#google_vignette">http://www.watamukenya.net/en/articles/news/last-news/the-10-most-beautiful-songs-dedicated-to-africa.html#google_vignette</a>  <a href="https://www.youtube.com/watch?v=lNeP3hrm_k&amp;list=RDbCh58peMl98&amp;index=3">https://www.youtube.com/watch?v=lNeP3hrm_k&amp;list=RDbCh58peMl98&amp;index=3</a> (Miriam Makeba, Pata Pata)  <a href="https://www.youtube.com/watch?v=cS_Yd_iMYWo">https://www.youtube.com/watch?v=cS_Yd_iMYWo</a> Faces of Africa-Fela Kuti:  Father of Afrobeat, Part 1  <a href="https://www.youtube.com/watch?v=5Ts87oRqdfQ">https://www.youtube.com/watch?v=5Ts87oRqdfQ</a> Faces of Africa- Fela Kuti:  Father of Afrobeat, Part 2  [Docs for class: other music videos to discuss]</p>
Week 14, 11/19-21 4/14-16	Governance, Democratic issues, Civil Society, Communities	<p><b>Post on</b> an African political issue or a leader in the following videos:  Nelson Mandela - "I am Prepared to Die" (w/ subtitles) (Rivonia trial) (26 mns) <a href="https://www.youtube.com/watch?v=9Xg-E0LclYg">https://www.youtube.com/watch?v=9Xg-E0LclYg</a>  Nelson Mandela Gives Speech After Release From Prison on Feb. 11, 1990 (with Subtitles) (8 mns) <a href="https://www.youtube.com/watch?v=6lQAc6Y_A48">https://www.youtube.com/watch?v=6lQAc6Y_A48</a>  Nelson Mandela Interview at Town Hall, NYC/ABC, USA (June 21st 1990) (1h13) <a href="https://www.youtube.com/watch?v=WcQIEIRLU1Y">https://www.youtube.com/watch?v=WcQIEIRLU1Y</a>  President Obama Speaks at a Memorial Service for Nelson Mandela (20 mns) <a href="https://www.youtube.com/watch?v=SggOsfjsL0c">https://www.youtube.com/watch?v=SggOsfjsL0c</a>  Faces Of Africa - Sankara's Ghost  <a href="https://www.youtube.com/watch?v=cobVBgQKdlc">https://www.youtube.com/watch?v=cobVBgQKdlc</a>  Faces Of Africa- Kwame Nkrumah  <a href="https://www.youtube.com/watch?v=TMY0iTcspNA">https://www.youtube.com/watch?v=TMY0iTcspNA</a>  See <a href="https://en.wikipedia.org/wiki/BRICS">https://en.wikipedia.org/wiki/BRICS</a>  [Docs for class: film: Bamako; Using Social Networks in Recent African Protest Movements] [focus on protests, explain them, collect data]</p>
Week 15, 11/26 4/21-23	Conclusions / Discussion / Suggestions Ongoing & future Projects on Afr. /	<p><b>Post on</b> your (potential) projects or news on Africa this fall: a recap  Post materials for the Presentations on Canvas (Discussions) if not done yet  Optional: watching and discussing excerpts of films on Africa in class</p>
Week 16, 12/3 4/28	Last Instructional Day(s)	<p>Post on Debate on Africa's present and future  Debate on Africa's future  [Docs for class: Hugon's last pages]</p>
End of Term	NO EXAMINATION	

The above schedule is subject to changes. Any changes will be announced in class, ahead of time. Should you be absent on a day a change is announced, it is your responsibility to remain apprised of that change.

## SOME MORE LINKS

### GENERAL INFO

<https://africasacountry.com/blog>

<https://africa.googleblog.com/>

<http://www.africatoday.com/cgi-bin/public.v0.1.cgi> (Periodical: political, economic, and social issues; Indiana, US)

<https://library.columbia.edu/libraries/global/africa.html> (Bibliographies & Resource Guides in African Studies, Columbia U; on-going compilation of electronic bibliographic resources and research materials on Africa available on the Internet)

### (VIDEOS / GENERAL)

<https://www.arte.tv/en/videos/RC-014036/mapping-the-world/> Le dessous des cartes, Fr/Engl subtitles

<https://www.youtube.com/playlist?list=PLLSjhsOyo4YDSMBHCROkHRbSZ9bMMRahM> L'Afrique décryptée par Le Dessous des cartes | ARTE, Fr/Engl subtitles (list: topics, countries...)

### MINOR IN AFRICAN STUDIES

(<https://modlangs.gatech.edu/degrees/minors-and-certificates/minor-african-studies>)

The Schools of Modern Languages; Economics; International Affairs; Literature, Media and Communications; and Public Policy offer a minor in African Studies. This interdisciplinary minor connects studies of all African regions and countries (North, West, Central, East, South), their languages, their cultures, and their peoples—both concurrently in their national and international relationships as well as longitudinally—over the course of history. This minor is designed for undergraduates who will enter a wide range of careers that can lead directly or indirectly to interactions with the people, social organizations and businesses, and governments of Africa, both abroad and in the U.S.

The College's interdisciplinary [African Studies Minor](#) (15 credits) started in fall 2021 with courses in Economics, International Affairs, Literature, Media and Communication, Public Policy, and Modern Languages (languages and area studies). The minor's focus is on Africa today, with one (1) mandatory course (Introduction to Africa, in English), and four (4) electives, with at least two given in an African language at the introductory, intermediate or advanced level: Arabic, French, Portuguese, Swahili, or Wolof (the language of Senegal, where we have a [study abroad program](#) also open to non-Georgia Tech students). Many related courses on Africa for the African studies minor, French minor/major, MENA minor, and other IAC majors in ECON, INTA, LMC, Public Policy, and LMC's Black Media Studies minor

Requirements: View minor requirements for the African Studies minor in the [Georgia Tech Course Catalog](#). Students wishing to declare a minor should submit the [minor declaration form](#) to [Mirla Gonzalez](#) to allow us to track their progress and gain priority registration. Your main advisor and I will sign this form. For further information please email the minor's advisor, Chris Ippolito.

List of Featured Spring 2026 Courses for the African Studies Minor:

<https://modlangs.gatech.edu/degrees/minors-and-certificates/minor-african-studies>

Featured Fall 2026 Courses approved for the African Studies Minor to be announced this Spring.

**VIP "AFRICA: SERVE, LEARN, SUSTAIN"** (<https://vip.gatech.edu/teams/entry/1237/>)

### STUDY ABROAD PROGRAMS (contact your instructor if interested)

#### Sustainable Development in Rwanda—Spring Break 2026 (in English)

Must take a course linked to the program, as the program is embedded in courses on a list available at <https://sites.gatech.edu/rwanda-study-abroad/> with other relevant information. Courses on Africa include ARBC/FREN/SWAH/WOLO 3420, FREN 4699 and the VIP "Africa: Serve, Learn, Sustain."

2025 Trip Pwpt + pics available. Application Deadline: January 18, 2026. Contacts: [valerie.thomas@isye.gatech.edu](mailto:valerie.thomas@isye.gatech.edu), [tony.giarrusso@design.gatech.edu](mailto:tony.giarrusso@design.gatech.edu), or [cippolito6@gatech.edu](mailto:cippolito6@gatech.edu)

### **LBAT France—in Paris—Summer 2026 (May 11- June 30), in French**

<https://modlangs.gatech.edu/lbat/france>

Explore a variety of districts and diverse communities in a global city. Lodging: in a 17<sup>th</sup>-century building in the heart of Paris, near Notre-Dame & the new swimming pool on the river Seine. Learn about sustainability, arts, urban planning, architecture, economy, business and technology in France. Take 3 courses: FREN 3895 - Environment and Sustainability in Paris, and 2 courses on business and technology.

Improve your French skills through small classes... Make progress towards a French major or minor... Learn about current issues facing French businesses, sustainability and technological trends in France... Experience French culture and history first-hand through site visits... Experiential learning is an integral part of each course.

All courses are conducted in French. Prerequisites: good academic standing & completion of FREN 2001 with an A, or FREN 2002, or AP test score of 5, or IB HL/SL score of 6

Contact Lionel Gall ([lgall@gatech.edu](mailto:lgall@gatech.edu)) or Chris Ippolito

### **SERVE LEARN SUSTAIN France—Fall 2026, Georgia Tech-Europe (in French)**

*Take Georgia Tech French courses at the GT Lorraine\* campus in Metz, France while discovering France and Europe on weekends. 4 courses or 12 credit minimum (15 max.)\**

*\* Prereq.: FREN 2001 (grade A), or 2002; or 400 on French Placement Test*

-FREN 3500: SLS in the Community: A community-based course, supervised volunteering in town with community organizations working on social issues & the environment.

-FREN 3501: On sustainable development in France. In class with guided visits and excursions.

-2 additional GT/GTL courses (including GT core classes, general requirements). Full list of Fall 2026 approved courses available at <https://europe.gatech.edu/en/fall-2026-courses-textbooks>

More information incl. testimonials and application at <https://sls-france.gatech.edu/>

Apply by March 1, 2026, for Fall 26 and/or contact Chris Ippolito