

# FREN 4105A/8803A Spring 2026 Syllabus

Francophone Cinema, CRN 34714/34715, 3 Credits

## Instructor Information

### Instructor

Dr. Chris Ippolito

### Email

cippolito6@gatech.edu

### Sessions

TR 3:30-4:45 PM, Swann 325  
Office hours: TR 2-3 PM in  
Swann 226 + by appointment

Welcome!

This is a film course in French. You watch films home (online on Canvas), and we discuss them in class. **This cross-listed course has 2 sections (4105, 8803). On CANVAS, I'll use the FREN 4105 section for all sections. Canvas sections have been combined.** 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 will be submitted online on Discussions via Canvas, with hard copies for the 2 short essays. All material incl. FILMS 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.**

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

**This is a Core IMPACTS course that is part of the Humanities area.**

-Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

-This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, & philosophical works?

-Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

-Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

## General Information

### Description

This course will explore representations of Francophone regions of the world from Africa to the Caribbean thru films. Fall 2025 focus will be on discovering Africa, the Caribbean, the Middle East and Canada thru film. Special attention to current issues and contemporary societies. All films freely available on CANVAS. **NO TEXTBOOK TO BUY/RENT, COURSE MATERIALS ON CANVAS AND/OR ONLINE.** This course counts for the French major and the new African studies minor. Credit Hrs: 3. Taught in French. **Attributes:** Humanities Requirement.  
Pre- &/or Co-Requisites: NONE

### Course Goals and Learning Outcomes

This course will introduce students to world cinema in French from Africa, etc. Students will: develop their analysis skills related to film and Francophone cultures; analyze documents and content related to Francophone countries with special focus on Africa;

improve their oral and written communication skills at the intermediate level and beyond; and understand the importance of images and other representations for Francophone societies with special focus on Africa.

## Course Requirements & Grading

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

### 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. There will be at least one grade given prior to drop day.*

**Differences b/w undergrads and grads on homework are highlighted in yellow.**

**1/ 20% - Weekly Postings on Canvas:** Include 2 remarks then 2 questions (4 remarks then 4 questions at the 6xxx level) on the material you post on. Write at least 10 lines [20 lines at the 6xxx level], with complete sentences only. Double-check your French. All weekly postings on Canvas (Discussions). Indicate the time(s) of the film sequences(s) you want to talk about.

For the postings, see above and/or please post on what you think are the main points in the film (at least one about technique), give your opinion, analyze differences with other films when relevant, and prepare questions for discussion. For help, you may follow the document “Fiche d’analyse d’un film (template),” see “Fiche Analyse Film Memo,” the other documents on Film Technique on Canvas (including for film vocabulary in French), and other documents on Canvas.

**Grading criteria:** content 50% (arguments, research, originality), format, ABOUT 10 LINES) [[2 to 4 remarks/questions, 15 to 20 lines minimum, full sentences], overall presentation and [written] French (50%). Grades averaged over time.

**2/ 40% - 2 Essays [20% each]:** Two essays on topics related to the course and chosen by student with instructor’s approval. Length: 3 to 4 pages each (8 pages each at the 6xxx level), format: see instructions in writing guide on Canvas. Use APA or MLA style for notes and bibliographical information.

Outline posted on Canvas (not graded but instructor will suggest changes as needed, and approve). Posted on CANVAS in “Discussions.” Outline includes 5 lines minimum: title, thesis statement [defend it: take a position and support it with arguments], 2-3 main arguments proving your point, and in some cases conclusion. Only original essays please: essays written for other classes or available on the internet are not acceptable; this may be checked with other instructors and reliable online search tools). Essay 1 may be on a Francophone film (studied in class) of your choice. Essay 2 may be on a Francophone film dealing with Africa. Use the cinema vocabulary you have on Canvas. Indicate the time(s) of the film sequences(s) you want to talk about. **Grading criteria:**

50%: 1<sup>st</sup> draft graded for content (66,66%: arguments, research, originality), organization, overall presentation and quality of [written] French (33.33%); grades may include A+, A, A-, B+, B, B-, etc. at this point.

50%: 2<sup>nd</sup> draft [if necessary; after 1<sup>st</sup> correction by instructor, who will underline each mistake in French and make other remarks] graded for French and any improvement linked to instructor’s remarks in the margin.] PLEASE RETURN THE 2<sup>ND</sup> DRAFT WITH THE CORRECTED 1<sup>ST</sup> DRAFT.

**3/ 20% - 2 Mini-Presentations [or lead of a conversation] in class based on your 2 essays [20%].** Includes posting a Pwpt on Canvas. See syllabus schedule for presentation days. Attach your PowerPoint presentation with at least 5 slides (10 slides at the 6xxx level, including a short commented bibliography on the selected topic). Attach your PowerPoint presentation with at least 5 slides. Double-check your French. Always finish your presentation with at least one question addressed to class. Indicate the time(s) of the film sequences(s) you want to talk about.

**Grading criteria:** Grading criteria: content 50% (arguments, research, originality), effective delivery, overall presentation and [spoken and written] French (50%). Grades averaged over time.

Visual/Audio Support: use any props that will make your talk more interesting and easier to follow for the audience: pictures, links, video/audio files (mandatory for any presentation on film/music), maps, statistics, charts, realia, etc. You may have brief notes, but they must be on index cards. Do not (just) read what is on your slides in class. Remember your Spoken French will be evaluated.

Prepare documentation of all your sources to turn it, including Internet sites. If you have to use a reference (quote) on a slide, document it on the same slide in smaller characters (link, full bibliographical information including page numbers).

**4/ 20% - Active Participation and Attendance** (+ all homework completed on time). Active participation and in-class activities including exercises assigned for a specific class. French only in class; participation required (quantity 25%, quality 25%; French 25% [French only in class]; attendance/lateness 25%); 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 practice your French and present your point of view/ideas to class. Please be on time for class too.

A+ (96-100)	A (90-95)	B (80-89)	C (70-79)	D (60-69)	F (<60)
Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared Rarely participates	Never prepared Never participates
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Comments are generally vague or drawn from outside of the assigned material	Demonstrates a noticeable lack of interest in the material (ongoing)
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)	Group dynamic and level of discussion are not affected by the student's presence	Demonstrates a noticeable lack of interest (on occasion)	Group dynamic and level of discussion are significantly harmed by the student's presence
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	

## All weekly postings on Canvas (Discussions)

(WATCH movies before Monday class on Canvas. READ relevant excerpts and documents for the week if any (for MON). Documents available on Canvas.)

## 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: **movies and selected documents** and links on each unit studied **on the syllabus and/or CANVAS**

**These 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**

## Additional Materials/Resources

Recommended: at the advanced level, a good bilingual dictionary (Robert, Robert-Collins, Harraps...), and a unilingual, French-French dictionary, both giving examples of appropriate sentences including the considered word; for grammar/writing at this level, use L.-F. Hoffmann's *L'Essentiel de la grammaire française*, Pearson, 3<sup>rd</sup> edition, 1997: <https://www.amazon.com/LEssentiel-Grammaire-Francaise-Travaux-Pratiques/dp/0130807591>, and J. Morton's *English Grammar for Students of French*, Olivia & Hill, 7<sup>th</sup> edition, 2013, as needed (also used at the intermediate level): <https://www.amazon.com/English-Grammar-Students-French-Learning/dp/0934034427>.

## 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 (outlines and drafts) also to be turned in class at the dates indicated on this syllabus.

### **Attendance and Participation**

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. (On participation, see above.)

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.

### **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 (Doctor's letter etc.). Missed exams: F for the exam, except in cases above; however, all late exams (if any) will be penalized like late assignments. Late assignments: usually penalized by a grade decrease: A > B for 1 day/week, 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.

### Student Use of Mobile Devices in the Classroom

Cell phones off in class (and kept in your bag/pocket) except when explicitly allowed by instructor for a class activity. Bring your computer/tablet.

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### Communication Policy

Welcome to my office and/or BJ site! Do not hesitate to email as soon as you feel you have any problem and/or need help with anything. I will be happy to inform you on your grades. You do have a section on your syllabus that is designed to help you on calculating it. 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

- <https://afatl.com/> ("Alliance française" in Atlanta).
- <http://www.tv5monde.com/> (website de TV5monde: includes many programs on Africa)
- <https://www.wordreference.com/> (online French-English dictionary)
- <http://www.linternaute.com/dictionnaire/fr/> (online French dictionary),
- <https://www.cnrtl.fr/>: (French-French official dictionary with many examples of sentences)
- <https://www.linguee.com/english-french> (translating sentences)
- <http://www.laits.utexas.edu/tex/gr/index.html#v> (French Grammar Review)
- App duolingo: <https://www.duolingo.com/>

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, Nice, Dakar), SLS-French in Metz, French Internships (please note: this is the exciting part, but you need to plan ahead)

The French Program website <https://modlangs.gatech.edu/languages/french>

French Program Instagram: <https://www.instagram.com/frenchgatech/>

French Program Facebook: <https://www.facebook.com/GatechFrench/>

o The French LBAT <https://modlangs.gatech.edu/lbat/france>

o The Senegal LBAT <https://modlangs.gatech.edu/lbat/senegal>

o The Serve-Learn-Sustain (SLS) Program at GT-Europe in Metz, France <https://sls-france.gatech.edu/>  
 The 1-year MS in global Media and Cultures <https://gmc.iac.gatech.edu/ms-gmc>  
 The 1-year MS in Applied Languages and Intercultural Studies <https://gmc.iac.gatech.edu/ms-alis>

Information for a minor in French (15 credits).

<https://modlangs.gatech.edu/degrees/minors-language-studies>

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))

**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>.

**Course Schedule** (all assignments are due the first day of the week unless indicated otherwise)

(all movies in French are available in Media Gallery on Canvas and subtitled unless indicated otherwise; when a movie is in French only, you can select an alternate movie with subtitles)

Date	Topic	Assignments, due dates, and more
Week 1, 1/13-15	Intro, maps, instructions: how to use media in French, links, documents... Introduction, methodology, cinema technique Film excerpts: may include excerpts of <i>La Vie sur terre</i> (Life on Earth).	<b>[no postings this week]</b> Postings and Presentations are to be made in French. <b>Please put movies excerpts' times (ex. : 53'22'')</b> in your postings. Relevant links also welcome. [In class: Hist., Afr., trailers, fav. Movies]
Week 2, 1/20-22	Americas: Caribbean FILM: <i>Rue Cases-Nègres</i> (Sugar Cane Alley, Euzhan Palcy, 103 mns, 1983) or <i>Sankofa</i> (Haile Gerima, 124 mns, 1993)	<b>[postings not graded this week; training for the following weeks]</b> <b>Watch and Post on <i>Rue Cases-Nègres</i></b> (present on an aspect of the movie) or <i>Sankofa</i> [In class: île, colo., <a href="https://ile-en-ile.org/caraibes/">https://ile-en-ile.org/caraibes/</a> , chansons, code noir]
Week 3, 1/27-29  Verif. of Part. in Class 1/21-27	FILM: short films ( <i>courts-métrages</i> ) you like and selected. Justify your choice. For those available online, give a link in your posting. You may also use excerpts of longer movies when possible. We can watch (some of your) FILM Excerpts or more in class if possible.	<b>Post on</b> a short (film) you like and be ready to explain why and analyze it technically, using the documents on canvas. The film may be in English or in French, but the short presentation has to be in French.
Week 4, 2/3-5	Middle East / Canada FILM: <i>Incendies</i> (Fires, Denis Villeneuve, 130 mns, 2011; on representations of Lebanon)	<b>Watch and Post on <i>Incendies</i></b>  [In class: Essay Preparation]
Week 5, 2/10-12	Americas: Canada FILM: <i>Mommy</i> (Xavier Dolan, 138 mns, 2014; on parent-child-relationships)	<b>Post Essay 1 outline (on material studied weeks 1-4 or other topic)</b> <b>Watch and Post on <i>Mommy</i></b>
Week 6, 2/17-19	North Africa / Maghreb / Algeria FILM: Gillo Pontecorvo, <i>La Bataille d'Alger</i> (The Battle of Algiers, 1966, 120 mns) [on the French/Algerian independence war]	<b>Post and Bring to class Essay 1 Draft</b> <b>Watch and Post on <i>La Bataille d'Alger</i></b>  [In class: Essay Preparation: workshop]

Date	Topic	Assignments, due dates, and more
Week 7, 2/24-26	North Africa / Maghreb diaspora FILM: <i>Inch'Allah Dimanche</i> (Yamina Benguigui, 96 mns, 2001)	<b>Post and Bring to class Essay 1 (final version)</b> <b>Watch and Post on <i>Inch'Allah Dimanche</i></b> <i>In class : excerpts of Yamina Benguigui, Mémoires d'immigrés: L'Héritage maghrébin</i> (1997, 160') Other fim excerpts.
Week 8, 3/3-5	North Africa / Sub-Saharan Africa / diaspora FILMS: <i>La Haine</i> (Hate, Matthieu Kassovitz, 98 mns, 1995)	<b>Mini-Presentation 1 (based on essay 1)</b> <b>Watch and Post on <i>La Haine</i></b> Correction Essay 1
3/2	Progress Report Deadline	
Week 9, 3/10-12	Sub-Saharan Africa FILMS: <i>La noire de ...</i> (Black girl, Ousmane Sembène, 1966, 55 mns)	<b>Post Essay 2 outline (on material studied weeks 5-8 or other topic)</b> <b>Watch and Post on <i>La noire de ...</i></b> [In class: documentary excerpts: <i>Sembene</i> Watch discussion on the movie (optional), <a href="https://www.youtube.com/watch?v=5nUCGK-edol">https://www.youtube.com/watch?v=5nUCGK-edol</a> ]
Week 10, 3/17-19	Sub-Saharan Africa <i>Lumumba</i> (Raoul Peck, 120 mns, 2001) or <i>Mobutu, roi du Zaïre</i>	<b>Post and bring to class Essay 2 Draft</b> <b>Watch and Post on <i>Lumumba</i> or <i>Mobutu, roi du Zaïre</i></b> [In class: article on "Cinema of Africa," Sony Labou Tansi, excerpts of <i>Mobutu, King of Zaïre</i> by Thierry Michel, 135 mns, 1999; documentary on the DRC]
3/18	Withdrawal deadline	
Week 11, 3/23-27	SPRING BREAK	
Week 12, 3/31-4/2	Sub-Saharan Africa FILM: <i>Petit Pays</i> (Small Country: An African Childhood, Éric Barbier, 113 mns, 2020; on the Rwanda genocide; in French only) or <i>Rêves de poussière</i> (Dreams of Dust, 86 mns, 2006; on desert, mining, Burkina Faso)	<b>Post and Bring to class Essay 2 (final version)</b> <b>Watch and Post on <i>Petit Pays</i> or <i>Rêves de poussière</i></b> [In class: documents on Rwanda, Sahel]
Week 13, 4/7-9	Sub-Saharan Africa <i>Bamako</i> (Abderrahmane Sissako, 115 mns, 2006 [Mali])	<b>Mini-Presentation 2 (based on essay 2)</b> <b>Watch and Post on <i>Bamako</i>,</b> [In class: excerpts of <i>Vacances au pays</i> (Jean-Marie Téno, Trip to the country [documentary on Cameroon], 75 mns, 2000) or <i>Jean Rouch, cinéaste aventurier</i> (a documentary on J. Rouch, engineer, ethnologist and filmmaker, 55 mns, 2017)]
Week 14, 4/14-16	Sub-Saharan Africa FILM: <i>Timbuktu</i> (Tombouctou, Abderrahmane Sissako, 104 mns, 2014) The Sahel today	<b>Watch and Post on <i>Timbuktu</i></b> Correction Essay 2 [In class: excerpts of these movies or others]
Week 15, 4/21-23	Sub-Saharan Africa FILM: <i>Atlantique</i> (Atlantics, Mali Diop, 104 mns, 2019; on immigration, Senegal; in Wolof with French subtitles) or <i>Félicité</i> (Alain Gomis, 123 mns, 2017; on the DRC/Kinshasa)	<b>Watch and Post on <i>Atlantique</i> or <i>Félicité</i></b> [In class: excerpts of these movies or others]

Date	Topic	Assignments, due dates, and more
Week 14, 4/28	Conclusions / final discussion Last Instructional Day: Review, Wrap-Up. Note classes end early this semester. All work to be submitted online and in class prior to 4/28.	Post on Africa and film (you may recycle an earlier posting)
[TBA] End of Term	NO EXAMINATION	

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

## NOTES

You choose presentations/essays topics, I validate essays outlines/thesis statements.

The course will attempt each time it is possible to draw on material readily available on the internet, including especially videos, music, newspapers, blogs, and social media.

Today, there are about 300 million French speakers in the world, more than half in Africa. In 2050, it is projected that 650 million people or more will speak different varieties of French (as a 1st or 2nd language); most of them will be in Africa.

ML has (strongly advised) **study abroad programs in France (Paris, Metz) and Senegal** and teaches courses at GT-Europe (**with the SLS program on sustainability + service leaning at community organizations at GTL/Metz: contact me for fall 26 if interested**). These programs will help you improve your level in French. You should know there are many French and Francophone communities, organisms and businesses in Atlanta, from Senegal, France, Congo, Cameroon, Belgium, Switzerland. Advised: Visit the High Museum and some of our many African restaurants. Enjoy countless performances by African musicians here.

## THIS COURSE CAN BE TAKEN FOR THE FRENCH MAJOR, THE FRENCH MINOR, AND THE AFRICAN STUDIES MINOR.

Many related courses on Africa for the African studies minor, French minor/major, Mena minor, other IAC majors in ECON, INTA, LMC, Public Policy, and LMC's Black Media Studies minor.

## MINOR IN AFRICAN STUDIES

(see <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.

## 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 ([cippolito6@gatech.edu](mailto:cippolito6@gatech.edu)).

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

**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