

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE



OFFRE DE FORMATION MASTER

(Mise à jour/ juin 2025)

ACADEMIQUE

Etablissement	Faculté / Institut	Département
Université Mohamed BOUDIAF M'SILA	Faculté des Lettres et des Langues	Lettres et langue anglaise

Domaine :Lettres et langues étrangères

Filière : Langue Anglaise

Spécialité : **Littérature et Civilisation**

Année universitaire : **2025-2026**

Etablissement : Université de M'sila Intitulé du master : **Littérature et Civilisation**
Année Universitaire : 2025-2026

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي



عرض تكوين ماستر (تحيين/ جوان 2025)

أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة محمد بوضياف، المسيلة	كلية الآداب واللغات	الآداب واللغة الانجليزية

الميدان: آداب ولغات أجنبية

الشعبة: اللغة الانجليزية

التخصص: أدب وحضارة

السنة الجامعية: 2025-2026

SOMMAIRE

I - Fiche d'identité du Master	-----
1 - Localisation de la formation	-----
2 - Partenaires de la formation	-----
3 - Contexte et objectifs de la formation	-----
A - Conditions d'accès	-----
B - Objectifs de la formation	-----
C - Profils et compétences visées	-----
D - Potentialités régionales et nationales d'employabilité	-----
E - Passerelles vers les autres spécialités	-----
F - Indicateurs de suivi de la formation	-----
G - Capacités d'encadrement	-----
4 - Moyens humains disponibles	-----
A - Enseignants intervenant dans la spécialité	-----
B - Encadrement Externe	-----
5 - Moyens matériels spécifiques disponibles	-----
A - Laboratoires Pédagogiques et Equipements	-----
B- Terrains de stage et formations en entreprise	-----
C - Laboratoires de recherche de soutien au master	-----
D - Projets de recherche de soutien au master	-----
E - Espaces de travaux personnels et TIC	-----
II - Fiche d'organisation semestrielle des enseignement	-----
1- Semestre 1	-----
2- Semestre 2	-----
3- Semestre 3	-----
4- Semestre 4	-----
5- Récapitulatif global de la formation	-----
III - Programme détaillé par matière	-----
IV – Accords / conventions	-----

I – Fiche d'identité du Master
(Tous les champs doivent être obligatoirement remplis)

1 -Localisationde laformation:

**Faculté(ouInstitut) :Faculté desLettresetdesLangues Département :
Département des Lettres et de Langue Anglaise**

2- Partenairesde laformation*:

- Autres établissement suniversitaires:
Néant
- Entreprises et autres partenaires socioéconomiques:
Néant
- Partenaires internationaux:
Néant

*=Présenter les conventions

3–Contexte et objectifs de la formation

A–Conditionsd'accès (*indiquerlesspécialitésdelicencequi peuvent donner accès au Master*)

Les Diplômes

Licence en Anglais LMD (3annéesd'études)

Licence d'enseignement(classique), option Anglais(4annéesd'études)

Autres

Nombre de places pédagogiques disponibles

Sélection des candidatures se fait sur la base de classement qui prend en considérationleprofilde la formation,évaluation,progression,compensation, rattrapage, redoublement, etsanctions disciplinaires

B-Objectifs de la formation()

1. Knowledge

During this Master program of study, students will be able to:

Distinguish and describe important historical and literary periods relating to the United Kingdom and the United States and recognize the various actors who shaped the character of both countries; describe events and developments in Anglo-American history and literature in terms of causation, continuity, change; Understand different interpretations and debates in history and literature; Recognize the importance of sources (primary and secondary) in the production of historical and literary writings.

2. Skills

Students will be able to:

Recall facts and produce coherent historical and literary writings; think critically and produce rational oral arguments in the context of a class discussion; identify relevant literatures in specific fields and distinguish a good scholarship from poor one; respect ethical practices and observe scientific objectivity through regular written assignments of varying lengths.

Ultimately, the student should be able to formulate his/her own Master dissertation and conduct research in a scholarly manner as this program represents a crucial step which opens upon doctoral research.

C – Profils et compétences métiers visés (*en matière d'insertion professionnelle - maximum 20 lignes*) :

This Master program seeks to further and deepen students' knowledge of Anglo-American histories and literatures.

History and literature are closely interrelated. Literature is the product of its context; its context is always to some extent historical. But history too is literature, otherwise how may one

classify Booker T. Washington's *Up from Slavery: An Autobiography* (1901) or Tony Blair's *A Journey: My Political Life* (2010)? The purpose of this project, therefore, is to present history and literature as a tandem. But why should one engage in such an educational program?

Although English as a language forms a significant part of this Master, its historical context looms high. In a global age where western values of political democracy and economic liberalism are sweeping the world, it is imperative for our students to get relevant knowledge about western societies, particularly the USA and the UK, so as to understand today's prevailing patterns and be able to approach them critically and analytically.

Acquiring English is necessary in our webbed environment but understanding the cultures lying behind it is even more so. Cultural studies provide our students with a cultural dimension needed in language acquisition; this will enable them to develop better understanding of the world around them. But this cannot be acquired without training students in appropriate methods and skills. Theoretical and methodological tools are hence introduced to enhance the students' ability to interact with other societal patterns that are alien to them.

All this is accompanied by the module of Teaching English as a Foreign Language which gives an opportunity to students of such specialty to develop a set of skills needed for the activity of foreign language teaching as well as modules which aim at making better citizens and professionals in the areas of legislation, communication competences, and work ethics.

D-Potentialités régionales et nationales d'employabilité

Employability of the graduates of this Master is possible both at a regional as well as a national level. The market of employment is large enough to absorb them:

First, at a regional level, employment opportunities are offered at the various levels of national education. Although the urban areas seem to be fully provided for with English teachers, the remote rural areas are still in need for our university graduates.

Second, local economic actors, mainly those in the import-export trade, seem to favor graduates from our department; either for handling information on the web or accompanying them on their business trip abroad. Already, a number of Licence-Degree holders are employed as such.

Last, the Master graduates have a predilection for post-graduate studies. Enrolling in a Master's degree qualifies for access to doctoral studies, hence the possibility of recruitment at a university level. At this level, there is a terrible lack of a qualified teaching staff. Our future Master graduates will certainly help as student-teachers while working on their doctoral dissertation.

E – Passerelles vers d'autres spécialités

Specialité:DidactiquedesLanguesEtrangères

- CriticalThinking
- AcademicWriting
- Communicationcompetences

F – Indicateurs de suivi de la formation

ThisMasterin“Anglo-AmericanStudies”offersoneformofpersonalresearchwork:
standardization of curriculum at term of which a written “Mémoire ”is foreseen.

G–Capacitéd’encadrement (donnerlenombred’étudiantsqu’ilestpossiblede prendre en charge) : **120 étudiants**

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité : Littérature et Civilisation

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
1. Nassima AMIROUCHE	Langue Anglaise	Doctorat	Prof	Cours, TD, Encadrement mémoire	
2. Mohamed GOUFFI	Langue Anglaise	Doctorat	Prof	Cours, TD, Encadrement mémoire	
3. Youcef BENNA	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
4. Abia AHMED KADI	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
5. Mohamed SENOUSI	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
6. Bachir SAHED	Langue Anglaise	Doctorat	MCA	Cours, TD, Encadrement mémoire	
7. Ilhem DJAALAB	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
8. Sarah BOUGHOUFA	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
9. Sabah FERRAH	Langue Anglaise	Doctorat	MCB	Cours, TD, Encadrement mémoire	
10. Karima LAOUIDJI	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
11. Amel BENIA	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
12. Khaoula REBAHI	Langue Anglaise	Magister	MAA	Cours, TD, Encadrement mémoire	
13.					
14.					
15.					
16.					
17.					
18.					

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)



B : Encadrement Externe :**Etablissement de rattachement :**

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

L'Université de M'Sila est dotée de deux laboratoires multimédia, fonctionnels depuis 2006. Dans le cadre du cursus LMD, deux autres laboratoires seront réceptionnés aux cours de l'année universitaire 2015/2016

Intitulé du laboratoire : Laboratoire numérique de langue N°01

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd , hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

Intitulé du laboratoire : Laboratoire numérique de Langue N°2

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd , hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

B- Terrains de stage et formation en entreprise : Néant

Lieu du stage	Nombre d'étudiants	Durée du stage

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

Semestre 1:

Spécialité : Littérature et Civilisation

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
British Literature (BL)	45h00	1h30	1h30		55h00	2	4	40%	60%
British Civilisation (BC)	67h30	1h30	3h00		82h30	3	6	40%	60%
Literary Theory and Criticism (LTC)	45h00	1h30	1h30		55h00	2	4	40%	60%
African Studies (AFS)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology (RM)	60h00	1h30	2h30		65h00	3	5	40%	60%
Free and open-source software (FOSS)	45h00	-	3h00		55h00	2	4	100/%	-
UE découverte									
Teaching English as a Foreign Language (TEFL)	45h00	3h00	-		5h00	2	2	-	100/%
UE transversales									
Ethics and Deontology (ED)	22h30	1h30	-		2h30	1	1	-	100/%
Total Semestre1	375h00	12h00	13h00		375h00	17	30		

Semestre 2:

Spécialité : Littérature et Civilisation

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
American Literature (AL)	45h00	1h30	1h30		55h00	2	4	40%	60%
American Civilisation (AC)	67h30	1h30	3h00		82h30	3	6	40%	60%
Literary Theory and Criticism (LTC)	45h00	1h30	1h30		55h00	2	4	40%	60%
African Studies (AFS)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology (RM)	60h00	1h30	2h30		65h00	3	5	40%	60%
Advanced Academic Writing (AAW)	45h00	-	3h00		55h00	2	4	100%	-
UE découverte									
Teaching English as a Foreign Language (TEFL)	45h00	3h00	-		5h00	2	2	-	100%
UE transversales									
Computer Programming (CP)	22h30	-	1h30		2h30	1	1	100%	-
Total Semestre2	375h00	10h30	14h30		375h00	17	30		

Semestre: 3

Spécialité : Littérature et Civilisation

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Contemporary British and American Literature (CBAL)	45h00	1h30	1h30		55h00	2	4	40%	60%
Contemporary British and American Civilization (CBAC)	67h30	1h30	3h00		82h30	3	6	40%	60%
Literary Theory and Criticism (LTC)	45h00	1h30	1h30		55h00	2	4	40%	60%
Comparative Literature (CL)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Techniques to Write a Scientific Paper (TWSP)	60h00	1h30	2h30		65h00	3	5	40%	60%
Advanced Academic Writing (AAW)	45h00	-	3h00		55h00	2	4	100%	-
UE découverte									
Educational Psychology (EP)	45h00	3h00	-		5h00	2	2	-	100%
UE transversales									
Artificial Intelligence (AI)	22h30	-	1h30		2h30	1	1	100%	-
TotalSemestre3	375h00	10h30	14h30		375h00	17	30		

Semestre4:

Domaine : Lettres et Langues Etrangères
Filière : Langue Anglaise
Spécialité : Littérature et Civilisation

Finalisation du mémoire de Master et Présentation devant un Jury

	VHS	Coeff	Crédits
Travail Personnel	/	/	/
Rédaction de Mémoire	750h	17	30
Total Semestre4	750h	17	30

2- Récapitulatif global de la formation: (indiquer le VH global séparé en cours, TD, pour les 04 semestres d'enseignement, pour les différents types d'UE)

VH \ UE	UEF	UEM	UED	UET	Total
Cours	337h30	00	67h30	67h30	405h
TD	270h	315h	67h30	00h	585h
TP	-	-	-	-	-
Travail personnel	741h	360h	15h	8h	1125h
Autre Mémoire	750h	/	/	/	750h
Total	2099	675h	150h	75h30	3000h
Crédits	84	27	6	3	120
% en crédits pour chaque UE	70%	22,5%	5%	2,5%	100%

III - Programme détaillé par matière (1 fiche détaillée par matière)

Intitulé du Master: Littérature et Civilisation
Semestre :1
Intitulé de l'UE: Fondamentale
Intitulé de la matière: British Literature (BL)
Crédits: 4
Coefficients:2

Objectifs de l'enseignement :

- To explore the relationship between literature and its historical, philosophical, and religious contexts during key periods in British history.
- To analyse representations of heroism, identity, and morality as they evolve across different literary movements.
- To examine how literary texts reflect and critique cultural and ideological frameworks such as Romanticism, Gothicism, and early Modernism.
- To develop students' ability to interpret complex texts through critical thinking, textual analysis, and contextual understanding.

Connaissances préalables recommandées:

- A solid background in literary terms, genres, and basic critical theory.
- Familiarity with major historical and cultural periods in British and European history.
- Proficiency in academic reading and writing in English.
- Ability to engage in textual analysis and critical discussion.

Contenu de la matière:

Chapter I: British Literary Modernism: Themes and Style

- Narrative Experimentation in Modernist Fiction
- Myth and Intertextuality in Modernist Literature
- Urban Landscapes in Modernist Fiction
- Gender and Voice in Modernist Narratives

Chapter II: Representative Works of British Literary Modernism

- British Literary Modernism in Joseph Conrad's *Heart of Darkness*
- Modernist Techniques and Themes in Virginia Woolf's *Mrs Dalloway*
- Modern Consciousness in James Joyce's *Ulysses*
- The Critique of Totalitarianism in George Orwell's *1984*
- Theatre of the Absurd in Samuel Beckett's *Waiting for Godot*

Chapter III: British Literary Postmodernism: Themes and Style

- Playfulness and Metafiction: Self-referential texts/ Breaking the fourth wall (John Fowles' authorial intrusions in *The French Lieutenant's Woman*)
- Rejection of Grand Narratives: Scepticism of absolute truths/Multiple perspectives (Salman Rushdie's *Midnight's Children*, challenging official histories)
- Movements: Magic Realism (Rushdie, Carter); Campus Novel (David Lodge, Malcolm Bradbury); Granta Generation (McEwan, Barnes)

Chapter IV: Narrative Techniques

- Unreliable Narration: Multiple conflicting versions (*The Collector's* shifting perspectives)
- Pastiche & Parody: Mixing high and low culture (Angela Carter's *Fairy Tale* revisions)
- Blurring Fiction/Reality: Fictional authors (*Possession's* nested narratives)

Chapter V: Major Themes

- Historiographic Revision: Reimagining history (Jean Rhys' *Wide Sargasso Sea*)
- Consumer Culture Critique: Media saturation (Martin Amis' *Money*)
- Identity Fragmentation: Postcolonial identities (Zadie Smith's *White Teeth*)

Chapter VI: Key Works and Legacy

- *Midnight's Children* (Rushdie): Postcolonial identity; Magical realism
- *Nights at the Circus* (Carter): Feminist revisionism; Carnavalesque style
- Contemporary Influence: On 21st century literature; Digital-age adaptations

Mode d'évaluation : Examen final + contrôle continu

Références:

- Billy, Ted. *Critical Essays on Joseph Conrad*. Boston, Mass.: G.K. Hall and Co., 1987.
- Bloom, Harold. *Joseph Conrad's Heart of Darkness*. New York: Infobase Publishing, 2008.
- Butler, C. (2002). *Postmodernism: A very short introduction*. Oxford Paperbacks.
- Collins, Sue. *Approaching Literature*. London: Hodder & Stoughton, 1992.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin Books, 1998.
- Hassan, I. (1987). *The postmodern turn: Essays in postmodern theory and culture*. Ohio State University Press.
- Hoffmann, G. (2005). *From modernism to Postmodernism: Concepts and strategies of postmodern American fiction*. Rodopi.
- Jameson, F. (1992). *Postmodernism, or, the cultural logic of late capitalism*. Duke University Press.
- Lyotard, J. (1984). *The postmodern condition: A report on knowledge*. University of Minnesota Press.
- Martin, Stephen. *English Literature*. London: Pearson Education, 2000.
- Sahed, Bachir. *Decolonizing the Mind: Postcolonial Discourse in the Selected Works of Chinua Achebe, Ngugi Wa Thiong'o and V. S. Naipaul*. Tlemcen: Tlemcen University Press, 2022.

Intitulé du Master: Littérature et Civilisation
Semestre :1
Intitulé de l'UE: Fondamentale
Intitulé de la matière: British Civilisation (BC)
Crédits: 6
Coefficients:3

Objectifs de l'enseignement :

- Explore British Civilisation
- Analyse Partisan Perspectives in English
- Understand Historical Milestones
- Evaluate Contemporary Issues
- Enhance Critical Thinking in English
- Build Vocabulary and Terminology
- Interpret historical events in light of theories
- Understand intersections of politics, culture, history and society

Connaissances préalables recommandées:

- Intermediate English Proficiency
- Basic Knowledge of British History
- Understanding of Political Terms
- Interest in Social and Cultural Issues
- Critical Thinking Skills

Contenu de la matière :

Chapter I: The UK and Decolonization: The Loss of the Empire

- Impact of World Wars on The Empire
- Rise of Nationalist Movements in Colonies across Asia, Africa, and the Caribbean
- Changing International Attitudes
- The End of the Raj and the Domino Effect
- Economic and Political Shifts at Home

Chapter: II the Commonwealth Formation

- Formation of the Commonwealth
- Economic Context
- Partisan Perspectives

Chapter III: The UK in the 1970s: A Decade of Crisis and Change

- Conservative Government under Edward Heath (1970–74)
- Conservative Government: Harold Wilson (1974–76)/ James Callaghan (1976–79)
- Major Economic Problems
- Cultural and Social Shifts

Chapter IV Thatcher and Thatcherism

- Thatcherism Historical and Ideological Roots of Thatcherism
- Assessing the Legacy of Thatcher and Thatcherism

Chapter V: UK in the 1990s: A Nation in Transition

- John Major: 1990–97: Conservative Government
- Tech Boom Beginnings

Chapter VI: Devolution and Modern Challenges

- Devolution Referendums (1997)
- Cultural Identity and Decline of Civilization
- Partisan Perspectives

Chapter IV: Presentations for Students

- Politics and Government: The Role of the State in Economic Management
- International Relations: Brexit and Its Partisan Implications

- The Legal System: Crime and Punishment Perspectives
- The Economy: Economic Inequality and Welfare Policies
- Social Services: The NHS Debate
- Education: Curriculum Content and School Discipline
- Social Services: The NHS Debate
- Education: Curriculum Content and School Discipline

Mode d'évaluation : Examen final / contrôle continu

Références:

- **Books**
 - *Political Partisanship in Britain: The Battle for Hearts and Minds.*
Author: Geoffrey Evans
 - *Partisanship and Political Change in Britain: From the Glorious Revolution to Brexit.* Author: Philip Norton
- **Reading material prior for each specific lecture**
 - *The General Strike of 1926* by Historic UK
 - "Votes for Women: The Suffrage Movement in Britain" by BBC History
 - "The Commonwealth: A Historical Overview" by The Royal Commonwealth Society
 - "Winston Churchill and World War II" by History.com
 - "Devolution in the UK: A Brief Overview" by Parliament.uk

Intitulé du Master: Littérature et Civilisation

Semestre :1

Intitulé de l'UE: Fondamentale

Intitulé de la matière: Literary Theory and Criticism (LTC)

Crédits: 4

Coefficients:2

Objectifs de l'enseignement :

- Understand major literary theories and their historical contexts.
- Critically analyse literary texts using different theoretical frameworks.
- Engage with contemporary theoretical debates.
- Develop an advanced critical approach to textual interpretation.
- Apply theory to various literary and cultural texts.

Connaissances préalables recommandées:

- General Knowledge of Literary History
- Analytical Reading Skills in Literary Texts

Contenu de la matière :

Chapter 1: Introduction to Literary Theory and Criticism

- Definition of theory and criticism
- Difference between literary theory and literary criticism
- Evolution of literary theory from classical to contemporary periods

Chapter 2: Formalism and New Criticism

- Russian Formalism (Shklovsky, Jakobson)
- Anglo-American New Criticism (Brooks, Wimsatt & Beardsley)
- Concepts: "Defamiliarization," "Close Reading," "Intentional Fallacy"

Chapter 3: Post-Structuralism and Deconstruction

- Introduction to post-structuralism
- Jacques Derrida's concepts of *différance* and logocentrism
- Julia Kristeva's intertextuality, the semiotic vs. symbolic order
- Ronald Barthes' Death of the author
- Foucault and discourse analysis
- **Key Texts for Analysis : (TD Sessions)** *A Very Old Man with Enormous Wings* – Gabriel García Márquez *The Yellow Wallpaper* – Charlotte Perkins Gilman
- **Theoretical Texts:**
Jacques Derrida's of Grammatology (1967), *Writing and Difference* (1967)
Ronald Barthes' The Death of the Author (1967)
Michel Foucault's *The Order of Things* (1966)

Chapter 4: Psychoanalytic Criticism

- Introduction to psychoanalytic criticism
- Sigmund Freud's concepts of the unconscious, repression, id/ego/superego.
- Jacques Lacan's reinterpretation: The Mirror Stage
- Carl Jung's archetypes and the collective unconscious
- Object Relations Theory developed by Melanie Klein, Donald Winnicott, and Otto Kernberg
- Attachment Theory developed by John Bowlby
- Relational Psychoanalysis Spearheaded by Stephen Mitchell and Jessica Benjamin
- **Key Texts for Analysis : (TD Sessions)** "The Tell-Tale Heart" – Edgar Allan Poe, *The Necklace* by Guy de Maupassant, *If* by Rudyard Kipling
- **Theoretical Texts:**
Sigmund Freud's The Interpretation of Dreams (1900), *Beyond the Pleasure Principle* (1920)

Jacques Lacan's *Écrits* (1966), *The Four Fundamental Concepts of Psychoanalysis* (1973)
Psychological Types (1921), *Man and His Symbols* (1964)

Mode d'évaluation : Examen final + contrôle continu

Références :

- Barry, Peter. 1995. *Beginning Theory: An Introduction to Literary and Cultural Theory*.
- Dobie, Ann B. 2012. *Theory into Practice: An Introduction to Literary Criticism*.
- Elizabeth Wright. 2013. *Psychoanalytic Criticism: Theory in Practice*.
- Ellmann, Maud. 1994. *Psychoanalytic Literary Criticism*.
- Freud, Sigmund. 1899. *The Interpretation of Dreams*.
- Greenberg, Jay R., and Mitchell, Stephen A. 1983. *Object Relations Theory in Psychoanalytic Criticism*.
- Guerin, Wilfred L. et al. 2005. *A Handbook of Critical Approaches to Literature*.
- Hooks, bell. 2000. *Feminist Theory: From Margin to Center*.
- Jonathan Culler. 2011. *Literary Theory: A Very Short Introduction*.
- Mcleod, John. 2000. *Beginning Postcolonialism*. Manchester University Press, 2000.
- Sahed, Bachir. *Decolonizing the Mind: Postcolonial Discourse in the Selected Works of Chinua Achebe, Ngugi Wa Thiong'o and V. S. Naipaul*. Tlemcen: Tlemcen University Press, 2022.
- Terry Eagleton. 2008. *Literary Theory: An Introduction*.

Intitulé du Master: Littérature et Civilisation
Semestre :1
Intitulé de l'UE: Fondamentale
Intitulé de la matière: African Studies (AFS)
Crédits: 4
Coefficients:2

Objectifs de l'enseignement :

- The courses first take us in a journey into African early history before colonisation.
- We try to shed light on the plague of colonialism including its nature, discourse and policy responses it triggers. We shall also present how the winds of decolonisation blew on the African continent and the challenges that the newly independent countries faced.
- The courses offer an inside insight into the nature of African literature where we attempt to put flesh on the bones of many questions such as contested definitions, language debates, movements, schools of thoughts and characteristics.
- We make accessible some post-colonial theories, which otherwise would be either difficult or impossible for students, teachers or researchers to fully utilise while analysing an African literary piece or any literatures written in formerly colonised societies.

Connaissances préalables recommandées:

- African Literature
- African History

Contenu de la matière :

- Ancient African Civilisations
- The Scramble for Africa
- Slavery in Africa
- Winds of Decolonisation
- Challenges to African Unity

Mode d'évaluation : Examen final + contrôle continu

Références :

- Ashcroft, Bill. *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. London: Routledge, 1989.
- _____, Gareth Griffiths & Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge, 2013.
- Bhabha, Homi K. *The Location of Culture*. New York: Routledge, 1994.
- _____. *Nation and Narration*. London: Routledge, 1990.
- Edward W. Said. *Beginnings: Intention and Method*. New York: Basic Books, 1975.
- _____. *Culture and Imperialism*. New York: Vintage, 1994.
- _____. *Covering Islam*. London: Vintage, 1997.
- _____. *Orientalism*. New York: Vintage, 1979.
- Eyoh, Dickson & Zeleza, Paul Tiyambe. *Encyclopedia of Twentieth-Century African History*. London: Routledge, 2003.
- Frantz, Fanon. *The Wretched of the Earth*. New York: Grove Press, 1963.
- _____. *Black Skin, White Masks*. London: Pluto Press, 1986.
- Iliffe, John. *Africans: The History of a Continent*. Cambridge University Press, 2007.
- Irele, F. Abiola & Gikandi, Simon. *The Cambridge History of African and Caribbean Literature*. Cambridge University Press, 2004.

- Gikandi, Simon. *Encyclopedia of African Literature*. New York: Routledge, 2003.
- Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.
- Memmi, Albert. *The Colonizer and the Colonized*. London: Souvenir Press, 1974.
- Page, Willie F. *Encyclopedia of African History and Culture (500 to 1500)*. New York: Facts on File, 2005.
- Senoussi, Mohammed. *The Fall into the Abyss of Horror and Terror in Post-9/11 Literature* (PhD. Thesis). Tlemcen University, 2020.
- Shilling, Kevin. *Encyclopedia of African History*. London: Taylor and Francis, 2005.
- Shillington, Kevin. *History of Africa*. New York: Macmillan Publishers Limited, 2005.
- Wa Thiong'o, Ngugi. *Decolonising the Mind: The Politics of Language in African Literature*. Harare : Zimbabwe Publishing House, 1987.
- W. E. B. Du Bois. *The Problem of the Color Line at the Turn of the Twentieth Century: The Essential Early Essays*. Edited by Nahum Dimitri Chandler. Fordham University Press, 2015.
- Young, Robert J. C. *Postcolonialism A Very Short Introduction*. Oxford University Press, 2003.
- _____. *Colonial Desire: Hybridity in Theory, Culture, and Race*. London: Routledge, 1995.

Intitulé du Master: Littérature et Civilisation
Semestre :1
Intitulé de l'UE: Méthodologie
Intitulé de la matière: Research Methodology (RM)
Crédits: 5
Coefficients:3

Objectifs de l'enseignement :

- Introduce students to academic research methods specific to literature and civilisation studies.
- Equip students with the skills to define, structure, and present a research project following academic standards.
- Write a dissertation introduction
- Cite references properly
- Generate a works cited list

Connaissances préalables recommandées:

- Basic understanding of academic writing.
- General knowledge of literary studies and cultural analysis.

Contenu de la matière:

- Choosing your research topic
- Narrowing down your research topic
- Types of Title
- Plagiarism
- Referencing Guidelines
- MLA and APA Citations

Mode d'évaluation : Examen final + contrôle continu

Références :

- Anderson, Gary. *Fundamentals of Educational Research*
- Dunleavy, Patrick. *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Red Globe Press, 2003.
- *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
- *Publication Manual of the American Psychological Association*. 7th ed., American Psychological Association, 2020

Intitulé du Master: Littérature et Civilisation

Semestre :1

Intitulé de l'UE: Méthodologie

Intitulé de la matière: Free and open-source software (FOSS)

Crédits: 4

Coefficients:2

Objectifs de l'enseignement :

Comprendre les logiciels libres permet aux étudiants de découvrir une alternative solide aux logiciels propriétaires, en leur fournissant les compétences nécessaires pour s'intégrer efficacement dans l'écosystème technologique moderne, en leur apportant des connaissances sur les outils pratiques spécifiques à l'open source.

Connaissances préalables recommandées :

- Connaissances de base sur l'utilisation de l'outil informatique.

Contenu de la matière:

Chapitre I : Introduction générale (10%)

- Définitions et histoire des logiciels libres et open source.
- Différences entre logiciels libres, open source et logiciels propriétaires.
- Philosophie et enjeux éthiques des logiciels libres.
- Types de licences (GPL, LGPL, MIT, Apache, BSD, Creative Commons).

Chapitre II : S'adapter à MX Linux (45%)

- Présentation générale de MX Linux : origines, caractéristiques et avantages.
- Comparaison avec d'autres distributions Linux (Ubuntu, Debian, Fedora).
- Découverte de l'environnement de bureau Xfce personnalisé par MX Linux.
- Gestionnaire de paquets : MX Package Installer, Synaptic, APT.
- Installation, suppression, et mise à jour des logiciels.
- MX Tools : présentation et utilisation (MX Snapshot, MX Tweak, MX Boot Options).
- Personnalisation du système : thèmes, panneaux, raccourcis clavier.
- Introduction au terminal Linux et Commandes de base (navigation, gestion des fichiers et dossiers, édition).

Chapitre III : S'adapter à LibreOffice (45%)

- Présentation générale de LibreOffice (historique, caractéristiques, avantages).
- Présentation rapide des applications intégrées (Writer, Calc, Impress, Draw, Base).
- Traitement de texte avec LibreOffice Writer.
- Tableur avec LibreOffice Calc.
- Présentations avec LibreOffice Impress.
- Initiation au LibreOffice Base.
- Dessin vectoriel avec LibreOffice Draw.

Mode d'évaluation: Contrôle continu (100%).

Références :

- **Shotts, W. E. (2019).** *The Linux Command Line: A Complete Introduction*. No Starch Press.
- Documentation officielle du projet Debian (www.debian.org).
- Documentation officielle LibreOffice (documentation.libreoffice.org).
- Fogel, K. (2017). *Producing Open Source Software: How to Run a Successful Free Software Project*. O'Reilly Media.
- Jean-François Sehan (2020). *LibreOffice - Guide pratique*. Eyrolles.
- Laurent, S. (2009). *Comprendre l'Open Source : logiciels libres, licences libres, logiciels gratuits*. Eyrolles.
- **MX Linux Official User Manual (accessible gratuitement en ligne).**
- Stallman, R. M. (2002). *Free Software, Free Society: Selected Essays of Richard M. Stallman*. Press.
- Weber, S. (2004). *The Success of Open Source*. Harvard University Press.

Intitulé du Master: Littérature et Civilisation

Semestre :1

Intitulé de l'UE: Découverte

Intitulé de la matière: Teaching English as a Foreign Language (TEFL)

Crédits: 2

Coefficients:2

Objectifs de l'enseignement:

- Understand the principles of language teaching and learning, including theories of language acquisition and pedagogical approaches.
- Understanding of effective lesson planning, materials development, and instructional strategies for teaching English language skills (listening, speaking, reading, writing).
- Use practical classroom management techniques and strategies for creating inclusive and supportive learning environments.
- Use a variety of assessment techniques and tools for evaluating English language proficiency and monitoring student progress.

Connaissances préalables recommandées:

- The students should have acquired the principle concepts and background knowledge of didactics and applied linguistics.

Contenu de la matière:

CHAPTER I: Theoretical background

- Definition of TEFL
- English as a Foreign Language
- A historical overview of TEFL
- TEFL Vs TESL
- The importance of TEFL as an educational experience
- Teaching Vs Learning
- Didactics Vs TEFL
- Pedagogy Vs Andragogy
- Researching English language teaching
- Teachers and learners roles
- Approaches to language – approaches to teaching
- Learner-centered teaching

CHAPTER II: English language teaching Methods and approaches

- The difference between an approach, method and technique
- Language Theories within the context of TEFL (structuralism, behaviourismetc)
- Learning theories within the context of TEFL (behaviourism, social constructivism...etc)
- Approaches of English language learning in EFL classrooms
 - Standard based approach
 - Competency based approach
 - Communicative Language Teaching approach
 - Content based approach
 - Content and Language Integrated Approach (CLIL)
 - Humanistic Approach
- The difference between an approach, method and technique
- Language Theories within the context of TEFL (structuralism, behaviorismetc)
- Learning theories within the context of TEFL (behaviourism, social constructivism...etc)
- Approaches of English language learning in EFL classrooms
 - Standard based approach
 - Competency based approach
 - Communicative Language Teaching approach
 - Content based approach

- Content and Language Integrated Approach (CLIL)
- Humanistic Approach
- Eclectic approach
- Methods of English language Teaching
 - Grammar Translation Method
 - The Direct method
 - Audiolingual method
 - The Silent method
 - Suggestopedia
 - Total Physical Response
 - Communicative language teaching
 - New methods (game-basedetc)

CHAPTER III: Lesson Planning

- Principles of lesson planning
- Components of a lesson Plan
- The importance of lesson planning process
- Teaching objectives and goals
- Bloom Taxonomy

CHAPTER IV: Teaching Materials/Material development

- Teaching materials (importance, classifications...etc)
- Correlate to teaching material
- Learning styles and context
- Designing Teaching Materials
- Designing Teaching activities
- Practice with sample lesson plans

Chapter V: Teaching Language Skills

- Teaching Language Skills
- Teaching Receptive skills
- Teaching productive skills

Integrating language skills in lesson planning and classroom activities

Mode d'évaluation : Examen 100%

Références

- Chapelle, C. A. (2017). "The Handbook of Technology and Second Language Teaching and Learning." Wiley.
- Harmer, J. (1992). The Practice of English Language Teaching. London: Longman
- Hubbard, P. (2016). "Computer-Assisted Language Learning: Critical Concepts in Linguistics." Routledge.
- Hudson, T (2007) Teaching Second Language Reading: A guide to teaching reading skills for teachers of English as a foreign language. Oxford
- Kroll, Barbara: Teaching Writing in the ESL Context: Research Insights for the Classroom. Cambridge, 1990
- Luoma, Sari (2004). *Assessing Speaking*. Cambridge: Cambridge University Press
- Nunan, D. (1999); Second English Teaching and Learning. Boston, Heinle & Heinle Publisher.
- Stockwell, G. (2013). "Technology and the Curriculum: A Practical Guide for Primary and Secondary Teachers." Routledge.
- Warschauer, M., & Kern, R. (Eds.). (2017). "Network-Based Language Teaching: Concepts and Practice." Cambridge University Press.

Intitulé du Master: Littérature et Civilisation
Semestre :1
Intitulé de l'UE: Transversales
Intitulé de la matière: Ethics and Deontology (ED)
Crédits: 1
Coefficients:1

Objectifs de l'enseignement

- Sera abordée, dans cette matière, la charte d'éthique et de déontologie qui réaffirme des principes généraux issus de normes universelles ainsi que de valeurs propres à notre société, et qui doivent être le moteur de la démarche d'apprentissage, de la méthodologie dans la recherche et de mise en œuvre de l'éthique et de la déontologie universitaires.

Connaissances préalables recommandées

- L'étudiant doit avoir des connaissances en linguistique et en didactique. La maîtrise des concepts clés de ces deux disciplines en rapport avec la méthodologie, l'éthique universitaire et la rédaction scientifique est également requise.

Contenu de la matière

- L'enseignement en présentiel de cette matière doit représenter un outil de mobilisation et de référence rappelant les grands principes qui guident la vie universitaire et inspirent les codes de conduite et les règlements qui en découleront, à savoir :
 - L'intégrité et l'honnêteté;
 - La liberté académique ;
 - La responsabilité et la compétence;
 - L'exigence de vérité scientifique, d'objectivité et d'esprit critique;
 - Les droits et les obligations des acteurs de l'enseignement supérieur et la recherche scientifique.Le travail personnel permettra aux étudiants:
 - de mettre en pratique les connaissances acquises de cet enseignement lors de travaux de rédaction de synthèses et de comptes rendus, se basant sur des articles relatifs à leur sujet de mémoire;

Modalité d'évaluation: Examen 100%

Références :

- E. Vergès, « Ethique et déontologie de la recherche scientifique, un système normatif communautaire », in « Qu'en est-il du droit de la recherche ? », Dir. J. Larrieu, éd. LGDJ, 2009.
- M. Dauchet, « Ethique et déontologie du scientifique », RIC et ED SPI, LIFL, 2013.
- M. Salathé, L'intégrité dans la recherche scientifique : Principes de base et procédures, Académies suisses des sciences, Bern, 2008.
- J-N. Darde, H. Maurel-Indart et M. Touzeil-Divina, Le plagiat de la recherche scientifique, éd. LGDJ, 2011.
- J. Moret-Bailly, Plagiat et déontologie académique, éd. LGDJ, 2010
- J. Birman, Généalogie du plagiat, éd. LGDJ, 2011
- P-J. Benghozi, Publications et plagiat à l'ère d'internet : réponses collectives à de nouvelles pratiques, éd. LGDJ, 2009.
- J. Guglielmi, Plagiat de la recherche et fonctions du droit, éd. LGDJ, 2012.

Intitulé du Master: Littérature et Civilisation
Semestre : 2
Intitulé de l'UE: Fondamentale
Intitulé de la matière: American Literature (AL)
Crédits: 4
Coefficients: 2

Objectifs de l'enseignement:

- To critically examine the thematic and stylistic developments of Modernism and Postmodernism in American literature, exploring how historical, social, and philosophical contexts shaped these literary movements.
- To analyse major modernist and postmodernist texts in terms of narrative innovation, aesthetic experimentation, and their engagement with cultural paradigms such as identity, truth, history, and representation.
- To explore key literary techniques—such as fragmentation, stream of consciousness, metafiction, intertextuality, and pastiche—and evaluate how they reflect broader theoretical concerns like the crisis of meaning, deconstruction of metanarratives, and the construction of subjectivity.
- To foster an understanding of how literature responds to and critiques dominant ideologies—such as capitalism, consumerism, patriarchy, racism, and nationalism—through the study of both canonical and marginalized voices in American literary tradition.

Connaissances préalables recommandées:

- A prior course in American Literature or English Literature
- Basic understanding of modern history and cultural studies
- Strong reading comprehension and writing skills

Contenu de la matière:

Chapter I: American Literary Modernism: Themes and Style

Chapter II: Representative Works of American Literary Modernism

- Modernist Poetry: T.S. Eliot's *The Waste Land* / Ezra Pound's *The Cantos*
- Failure of the American Dream: F. Scott Fitzgerald's *The Great Gatsby* / John Steinbeck's *The Grapes of Wrath*
- Modernist Drama: Arthur Miller's *Death of a Salesman* / *The Crucible*

Chapter III: Postmodernism and Contemporary Fiction

- Postmodern narrative techniques: Metafiction, Intertextuality, Pastiche, Collage, Mixing High and Low Culture
- Speculative genres: science-fiction, post-apocalypse, dystopian fiction, Magic Realism

Chapter IV: Classic American Postmodern Texts: *The Crying of Lot 49* by Thomas Pynchon, *White Noise* by Don DeLillo, *Catch-22* by Joseph Heller

Chapter V: Speculative Fiction: *The Road* by Cormac McCarthy / (Alt: *Fahrenheit 451* by Ray Bradbury; *Slaughterhouse 5* by Kurt Vonnegut).

Chapter VI: Narratives from the Periphery: *The Woman Warrior* by Maxine Hong Kingston. / *Beloved* by Toni Morrison.

Mode of Evaluation: Examen final + contrôle continu

Références :

- Butler, C. (2002). *Postmodernism: A very short introduction*. Oxford Paperbacks.
- Collins, Sue. *Approaching Literature*. London: Hodder & Stoughton, 1992.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin Books, 1998.
- Fincham, Gail. *Literary Landscapes: From Modernism to Postcolonialism*. Palgrave Macmillan, 2008.

- Hassan, I. (1987). *The postmodern turn: Essays in postmodern theory and culture*. Ohio State University Press.
- Hoffmann, G. (2005). *From modernism to Postmodernism: Concepts and strategies of postmodern American fiction*. Rodopi.
- Jameson, F. (1992). *Postmodernism, or, the cultural logic of late capitalism*. Duke University Press.
- Lehan, Richard. *Literary Modernism and Beyond: The Extended Vision and the Realms of the Text*. Louisiana State University Press, 2012.
- Lyotard, J. (1984). *The postmodern condition: A report on knowledge*. University of Minnesota Press.
- Martin, Stephen. *English Literature*. London: Pearson Education, 2000.
- Millard, K. (2000). *Contemporary American fiction*.
- Pütz, M., & Freese, P. (1984). *Postmodernism in American literature: A critical anthology*. Thesen Verlag.
- Richter, D. H. (1989). *The Critical Tradition: Classic texts and contemporary trends*. Forge Books.

Intitulé du Master: Littérature et Civilisation
Semestre : 2
Intitulé de l'UE: Fondamentale
Intitulé de la matière: American Civilisation (AC)
Crédits : 6
Coefficients : 3

Objectifs de l'enseignement:

- Explore American Civilization: Gain a comprehensive understanding of key aspects of American civilization, including political structures, social movements, and cultural shifts in the 20th and 21st centuries.
- Analyze Partisan Perspectives in English: Learn to compare and contrast left-wing and right-wing political ideologies in American history, using English to express ideas and arguments.
- Understand Historical Milestones: Study significant events such as the 9-11, Civil Rights, WWII, and the formation of the surveillance state.
- Evaluate Contemporary Issues: Investigate modern challenges like debates over healthcare, education, and economic inequality.
- Enhance Critical Thinking in English: Practice analysing historical events, evaluating differing viewpoints, and discussing their societal impacts in English.
- Build Vocabulary and Terminology: Expand English vocabulary related to politics, history, and social issues to better participate in discussions and presentations.

Contenu de la matière:

Chapter I: Four Schools of Thought in American Foreign Policy

- The Hamiltonian School of Thought
- The Jeffersonian School of Thought
- Jacksonian Schools of Thought
- The Wilsonian or Transcendentalist School of Thought

Chapter II: The Tumultuous Seventies: Protests of Minor Groups

- Richard M. Nixon 1969-1974: Watergate and other scandals
- The Anti-war Movement: Student Activism and Students for a Democratic Society (SDS)
- The Rise of Environmentalism
- The Women's Rise: Feminist Movement
- Abortion issue
- The Sexual Revolution of the 1960s
- The Status of Minorities: The Latino Movement
- The Native American Movement
- 1973 Oil Crisis
- The Iranian Hostage Crisis

Chapter III: Ronald Reagan's Administration: Domestic Affairs and Foreign Affairs

- Conservatism and the Rise of Ronald Reagan
- Economic liberalism
- Foreign Affairs Reagan Doctrine of "the evil empire"
- Document analysis: Reagan's "Evil Empire Speech" (8 March 1983)

Chapter VI: The Gulf War and USSR Dissolution

- The Iran–Iraq War
- The Iraq–Kuwait War
- Reforms by Mikhail Gorbachev
- Nationalism and Independence Movements
- Failed August 1991 Coup
- NATO and EU Eastward Expansion

Chapter V: The End of the Cold War: "New World Order" and American Unipolarity

- Mikhail Gorbachev's Reforms (Glasnost & Perestroika)
- The fall of the Berlin Wall (1989)
- the USSR dissolution and the end the Cold War
- The US as a global leader: victory of Democracy and capitalism

Chapter VI: Introduction to the Clash of Civilizations Theory

- Overview of Samuel Huntington's Clash of Civilizations theory
- Discussion on the key concepts and principles of the theory
- Partisan Perspectives: Compare leftist views with right-wing narratives.
- Reading: Excerpts from Huntington's "The Clash of Civilizations and the Remaking of World Order"

Chapter VII: Understanding American Civilization Post-1990

- Exploration of American identity and values in the post-Cold War era
- Analysis of American foreign policy shifts in the 1990s and beyond.
- Partisan Perspectives: Compare leftist views with right-wing narratives
- Reading: Foreign Policy: Theories, Actors, Cases. by: Steve Smith, Amelia Hadfield, and Tim Dunne

Chapter VIII: Terrorism at Home

- World Trade Centre Attack of (1993)
- Attacks on US Embassies in Africa (1998)
- Al-Qaeda's and the U.S: the beginning of a Clash of Cultures

Chapter IX: Clash of Civilizations in American Foreign Policy

- Examination of how the Clash of Civilizations theory applies to American foreign relations
- Case studies on U.S. interventions and conflicts in the Middle East, Asia, and beyond.
- Partisan Perspectives: Compare leftist views with right-wing narratives.
- Reading: Foreign Policy: Theories, Actors, Cases. by: Steve Smith, Amelia Hadfield, and Tim Dunne

Chapter X: Presentations for Students

- Post-9/11 Wars: The War on Terror and its Impact on American Foreign Policy
- Internal Divisions in America: Polarization, Partisanship, and Social Cohesion
- Identity Politics in the United States: Ethnicity, Race, and Gender
- The Surveillance State: Privacy, Security, and Civil Liberties in the Digital Age
- Islamophobia and Anti-Muslim Sentiment: Challenges to Religious Tolerance and Pluralism
- Environmental Justice and Climate Change: Perspectives on Sustainability
- Economic Inequality and Social Mobility: Challenges to the American Dream
- Immigration and Border Security: Debates and Policies in a Globalized World
- Healthcare Access and Reform: Equity, Quality, and Affordability in the Post-1990s Era
- Gender Equality and Women's Rights: Progress, Challenges, and Future Directions
- Cyber Warfare and Information Warfare: Emerging Threats in the Digital Age

Mode d'évaluation : Examen final + contrôle continu

Références :

- **Books**
 - **ForeignPolicy:Theories,Actors,Cases.**by:SteveSmith,Amelia Hadfield, and Tim Dunne
 - **The Clash at 20 Abridged:** What did Samuel P. Huntington's "The ClashofCivilizations?"getright andwrong,andhowdoesit looktwo decades later?

- Reading materials prior to each specific lecture are referenced in the syllabus
- A. Ralph Epperson. New World Order.
- David Mauk John Okland. American Civilization: An Introduction. (Routledge, 2002)
- Frances Whitney & Nathan Glick. An Outline of American History. United States Information Agency, 1994.
- George-Macaulay Trevelyan. A Shortened History of England. Baltimore : Penguin Books, 1959.
- H. G. Wells. The New World Order.
- James N. Rosenau. Crisis Theory and World Order. State University of New York Press, 2002.
- O'Callaghan, Bryn. An Illustrated History of the USA 2004. Edinburgh: Longman, 2004.
- Robert V. Remini. A Short History of the United States: Harper Collins eBooks , 2009.
- Walter Russell Mead. Special Providence: American Foreign Policy and How It Changed the World.

Intitulé du Master: Littérature et Civilisation

Semestre : 2

Intitulé de l'UE: Fondamentale

Intitulé de la matière: Literary Theory and Criticism (LTC)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement :

- Understand major literary theories and their historical contexts.
- Critically analyse literary texts using different theoretical frameworks.
- Engage with contemporary theoretical debates.
- Develop an advanced critical approach to textual interpretation.
- Apply theory to various literary and cultural texts.

Connaissances préalables recommandées:

- General Knowledge of Literary History
- Analytical Reading Skills in Literary Texts

Contenu de la matière:

Chapter 1: Marxist Literary Criticism

- Base and Superstructure (Marx, Engels)
- Class struggle, historical materialism, ideology
- Ideology and Hegemony (Gramsci, Althusser)
- Neo-Marxism developed by the Frankfurt School
- Eco-Marxism developed by John Bellamy Foster, Andreas Malm, Jason W. Moore
- Key Texts for Analysis : (TD Sessions) "The Necklace" – Guy de Maupassant, London by William Blake
- **Key Theoretical Texts:**
Karl Marx & Friedrich Engels: *The Communist Manifesto* (1848), *Das Capital* (1867)

Chapter 2: Feminist Literary Criticism & Gender Theory

- Early feminist literary criticism (Woolf, Showalter)
- Patriarchy and traditional gender roles
- Intersectional feminism developed by Kimberlé Crenshaw, Patricia Hill Collins, bell hooks
- Ecofeminism developed by Vandana Shiva, Karen Warren, Ariel Salleh
- Key Texts for Analysis : (TD Sessions) "A Rose for Emily" – William Faulkner, "Girl" – Jamaica Kincaid
- **Theoretical Texts:**
Mary Wollstonecraft's *A Vindication of the Rights of Woman* (1792)
Virginia Woolf's *A Room of One's Own* (1929)
Simone de Beauvoir's *The Second Sex* (1949)
Bell Hooks' *Ain't I a Woman?* (1981)

Chapter 3: Postcolonial Literary Criticism

- Edward Said's Orientalism and Eurocentrism.-
- Homi Bhabha's "Hybridity", "Mimicry" and the "Third Space"
- Spivak's Subaltern Studies
- Ngugi's Decolonizing Literature
- Postcolonial Feminism by Chandra Mohanty, Lila Abu-Lughod, Sara Suleri
- Environmental and Eco-Postcolonialism developed by Rob Nixon, Amitav Ghosh, Elizabeth DeLoughrey
- **Key Texts for Analysis : (TD Sessions)** "The Guest" – Albert Camus, "The Courter" – Salman Rushdie
- **Theoretical Texts:**
Edward Said's Orientalism (1978), *Culture and Imperialism* (1993)

Homi Bhabha's *The Location of Culture* (1994)
 Frantz Fanon's *Black Skin, White Masks* (1952), *The Wretched of the Earth* (1961)
 Gayatri Spivak's *Can the Subaltern Speak?* (1988)
 Ngũgĩ wa Thiong'o's *Decolonizing the Mind*
 Chinua Achebe's *Things Fall Apart* (1958), *An Image of Africa* (1975)

Mode d'évaluation : Examen final + contrôle continu

Références :

- Barry, Peter. 1995. *Beginning Theory: An Introduction to Literary and Cultural Theory*.
- Dobie, Ann B. 2012. *Theory into Practice: An Introduction to Literary Criticism*.
- Elizabeth Wright. 2013. *Psychoanalytic Criticism: Theory in Practice*.
- Ellmann, Maud. 1994. *Psychoanalytic Literary Criticism*.
- Freud, Sigmund. 1899. *The Interpretation of Dreams*.
- Greenberg, Jay R., and Mitchell, Stephen A. 1983. *Object Relations Theory in Psychoanalytic Criticism*.
- Guerin, Wilfred L. et al. 2005. *A Handbook of Critical Approaches to Literature*.
- Hooks, bell. 2000. *Feminist Theory: From Margin to Center*.
- Jonathan Culler. 2011. *Literary Theory: A Very Short Introduction*.
- McLeod, John. 2000. *Beginning Postcolonialism*. Manchester University Press, 2000.
- Sahed, Bachir. *Decolonizing the Mind: Postcolonial Discourse in the Selected Works of Chinua Achebe, Ngugi Wa Thiong'o and V. S. Naipaul*. Tlemcen: Tlemcen University Press, 2022.
- Terry Eagleton. 2008. *Literary Theory: An Introduction*.

Intitulé du Master: Littérature et Civilisation
Semestre : 2
Intitulé de l'UE: Fondamentale
Intitulé de la matière: African Studies (AFS)
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

- The courses first take us in a journey into African early history before colonisation.
- We try to shed light on the plague of colonialism including its nature, discourse and policy responses it triggers. We shall also present how the winds of decolonisation blew on the African continent and the challenges that the newly independent countries faced.
- The courses offer an inside insight into the nature of African literature where we attempt to put flesh on the bones of many questions such as contested definitions, language debates, movements, schools of thoughts and characteristics.
- We make accessible some post-colonial theories, which otherwise would be either difficult or impossible for students, teachers or researchers to fully utilise while analysing an African literary piece or any literatures written in formerly colonised societies.

Connaissances préalables recommandées:

- African Literature
- African History

Contenu de la matière :

- What is African Literature?
- The Politics of Language in African Literature
- Oral Tradition and the Written Word
- Pan-Africanism
- The *Négritude* Movement
- Post-colonialism
- Frantz Fanon: The Gospel of Post-colonial Studies
- Albert Memmi

Mode d'évaluation : Examen final + contrôle continu

Références :

- Ashcroft, Bill. *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. London: Routledge, 1989.
- _____, Gareth Griffiths & Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge, 2013.
- Bhabha, Homi K. *The Location of Culture*. New York: Routledge, 1994.
- _____. *Nation and Narration*. London: Routledge, 1990.
- Edward W. Said. *Beginnings: Intention and Method*. New York: Basic Books, 1975.
- _____. *Culture and Imperialism*. New York: Vintage, 1994.
- _____. *Covering Islam*. London: Vintage, 1997.
- _____. *Orientalism*. New York: Vintage, 1979.
- Eyoh, Dickson & Zeleza, Paul Tiyambe. *Encyclopedia of Twentieth-Century African History*. London: Routledge, 2003.
- Frantz, Fanon. *The Wretched of the Earth*. New York: Grove Press, 1963.
- _____. *Black Skin, White Masks*. London: Pluto Press, 1986.
- Iliffe, John. *Africans: The History of a Continent*. Cambridge University Press, 2007.
- Irele, F. Abiola & Gikandi, Simon. *The Cambridge History of African and Caribbean Literature*. Cambridge University Press, 2004.
- Gikandi, Simon. *Encyclopedia of African Literature*. New York: Routledge, 2003.

- Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.
- Memmi, Albert. *The Colonizer and the Colonized*. London: Souvenir Press, 1974.
- Page, Willie F. *Encyclopedia of African History and Culture (500 to 1500)*. New York: Facts on File, 2005.
- Senoussi, Mohammed. *The Fall into the Abyss of Horror and Terror in Post-9/11 Literature* (PhD. Thesis). Tlemcen University, 2020.
- Shilling, Kevin. *Encyclopedia of African History*. London: Taylor and Francis, 2005.
- Shillington, Kevin. *History of Africa*. New York: Macmillan Publishers Limited, 2005.
- Wa Thiong'o, Ngugi. *Decolonising the Mind: The Politics of Language in African Literature*. Harare : Zimbabwe Publishing House, 1987.
- W. E. B. Du Bois. *The Problem of the Color Line at the Turn of the Twentieth Century: The Essential Early Essays*. Edited by Nahum Dimitri Chandler. Fordham University Press, 2015.
- Young, Robert J. C. *Postcolonialism A Very Short Introduction*. Oxford University Press, 2003.
- _____. *Colonial Desire: Hybridity in Theory, Culture, and Race*. London: Routledge, 1995.

Intitulé du Master: Littérature et Civilisation

Semestre : 2

Intitulé de l'UE: Méthodologie

Intitulé de la matière: Research Methodology (RM)

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement :

- Deepen students' understanding of academic research practices in literature and civilisation.
- Guide students in the development of their thesis through structured research components and academic standards.

Connaissances préalables recommandées:

- Familiarity with basic research methodology
- Ability to formulate and refine a research topic

Contenu de la matière :

- Research Proposal Elements
- Parts of the dissertation
- Writing abstracts
- Writing Acknowledgments
- Writing Literature review
- Writing a dissertation introduction

Evaluation Mode: Examen final + contrôle continu

References:

- Anderson, Gary. *Fundamentals of Educational Research*
- Dunleavy, Patrick. *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Red Globe Press, 2003.
- *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
- *Publication Manual of the American Psychological Association*. 7th ed., American Psychological Association, 2020

Intitulé du Master: Littérature et Civilisation

Semestre : 2

Intitulé de l'UE: Méthodologie

Intitulé de la matière: Advanced Academic Writing (AAW)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

- To introduce the purposes and features of academic reading and writing.
- To differentiate academic writing from other genres.
- To familiarize students with common academic text types and structures.
- To develop effective reading strategies and critical thinking skills.
- To promote academic integrity through proper referencing and citation.
- To learn summarizing, paraphrasing, and integrating sources.
- To expand academic vocabulary and improve writing style.
- To support students in producing clear, structured academic texts.

Connaissances préalables recommandées:

- Identify the steps in the article process;
- Describe the primary components of the article;
- Demonstrate scholarly writing skills including acumen, clarity, and conciseness, on a topic related to their articles interest.

Contenu de la matière:

- Purposes of academic reading and writing
- Academic writing versus other genres
- Common types of academic writing
- Reading:
 - Types of texts
 - Academic resources
 - Reading strategies
 - Developing critical approaches
- Writing Report and research paper
- Types of research reports : Brief reports and Detailed reports;
- Report writing: Structure of the research report
- Formulation rules for writing the report:
- Preliminary section,
- Main report, Interpretations of Results and Suggested Recommendations;
- Guidelines for presenting tabular data, Guidelines for visual Representations

Modalité d'évaluation: Contrôle continu 100%

Référence:

- Belcher, W.L. (2009). Writing your journal article in twelve weeks: A guide to academic publishing success. Thousand Oaks: California.
- Philip Gerard. Creative Nonfiction: Researching and Crafting Stories of Real Life. Long Grove, IL: Waveland Press, 1996. ISBN 9781577663393
- Publication Manual of the American Psychological Association (6th Ed). (2001). Washington, DC: American Psychological Association.
- Walt Harrington, ed. Intimate Journalism: The Art and Craft of Reporting Everyday Life. Thousand Oaks

Intitulé du Master: Littérature et Civilisation

Semestre : 2

Intitulé de l'UE: Découverte

Intitulé de la matière: Teaching English as a Foreign Language (TEFL)

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement:

This course will continue the tendency of didactics, but in a more practical way. It will make

future English teachers aware of how much they should know about teaching in terms of use of resources, activities, exercises, microteachings, testing and assessment in order to improve the English language learning process.

Connaissances préalables recommandées

- To learn the use of the English resources, testing and assessment, its applicability and functionality, types of materials and evaluation so as to
- To learn activities that help future teachers to assist their students in the English language acquisition
- To learn the use of resources in order to obtain meaningful results.
- To learn activities that facilitates teaching grammar, vocabulary and pronunciation.
- To learn activities that facilitates teaching grammar, vocabulary and pronunciation
- To learn and identify different testing, including on it, the four skills.

Contenu de la matière:

- Lesson Planning
- Teachers' Feedback
- Assessment, Evaluation, And Testing
- Use of English Resources.
- Using Textbooks
- Using Games in the Classroom.
- Using Newspapers in the Classroom.
- Using Movies, Pictures Songs, and Video Clips in the Classroom.
- Doing Project Work.
- Using Short Stories and Poems.

Modalité d'évaluation: Examen 100%

Références:

- Munby, J. (1978). Communicative syllabus design. Cambridge: Cambridge University Press.
- Nunan, D. (1988). Syllabus Design. Oxford University Press.
- Peregoy, S. F. & Boyle, O. F. (2000). Reading, writing, & learning in ESL: A resource book for K-12 teachers, second edition. NY, NY: Longman.
- Prator, C. H. and Celce-Murcia, M. (1979). An outline of language teaching approaches. In Celce-Murcia and McIntosh (1979). Richards, J. and Rodgers, T. (1982). Method: approach design and procedure. TESOL Quarterly, 16/2: 153-68.
- Willis, J. (1996). A framework for task-based learning. NY, NY: Longman.

Intitulé du Master: Littérature et Civilisation
Semestre : 2
Intitulé de l'UE: Transversales
Intitulé de la matière: Computer Programming (CP)
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement:

- Maîtrise des méthodes pour l'analyse statistiques en Sciences Sociales et Humaines.
- Aptitude à utiliser des logiciels : R, SPSS, Python, Excel avancé, JMP (avec licence).
- Aptitude à construire et traiter un corpus de textes à partir du Web.

Connaissances préalables recommandées:

- Bases en informatique générale
- Initiation à la logique algorithmique ou à un langage de programmation
- Notions de base en statistiques appliquées aux sciences humaines et sociales

Contenu de la matière:

Chapitre 1. Connaissances informatiques et traitement informatique textuel (1 semaine)

- Logiciel et matériel,
- Principes de la programmation,
- Utilisation d'internet,
- Gestion de bases de données,
- Principes d'extraction et analyse de corpus textuels.

Chapitre 2 : Maîtrise des méthodes pour l'analyse statistiques en sciences sociales (1 semaine)

- Les variables,
- Moyenne,
- Ecart type et variance,
- Analyse de la variance,
- Loi de probabilités usuelles,
- Test de Khi-deux,
- Coefficient de corrélation,
- Analyse linéaire simple,
- Analyse linéaire multiple,
- Introduction à l'analyse factorielle.

Chapitre 3 : Logiciels et outils pour le traitement de textes (5 semaines)

- **Apprentissage pratique obligatoire:**
 - R,
 - SPSS Application aux enquêtes,
 - Python : analyse de textes (Bibliothèques en Python: NLTK, spaCy, gensim, pandas, etc.),
 - Programmation en Python:
- Boucles et conditions
 - Fichiers,
 - Librairie de base
 - Ecriture de scripts pour:
 - traiter des fichiers textes (recherche, tri)
 - gérer des rapports simples (PDF, Excel)
 - Excel :
 - Fonctions avancées,
 - Les macros,
 - Application aux enquêtes,
 - Analyses de base,
 - Programmation en Excel de la régression linéaire,

- Tableaux croisés et Graphiques:
 - Tableaux croisés,
 - Histogrammes,
 - Diagrammes en barres,
 - Araignée,
 - Etc.
- **Apprentissage optionnel** (Obligatoire si Acquisition de la licence):
 - Utilisation du JMP,

Chapitre 4 : Extraction de textes et Analyse de données textuelles (3 semaines)

- Construction d'un corpus de textes:
 - Types de corpus textuels: discours, articles, tweets...,
 - Applications: extraction d'informations, clustering,
 - Approche par scraping, API.
- Les créateurs de contenu et leur rôle dans la production et la diffusion de l'information.
- Les questionnaires, les questions ouvertes et les entretiens.

Chapitre 5 : Normalisation et vectorisation de Textes (2 semaines)

- **Standardisation de textes :**
 - Standardisation de textes:
 - Suppression de la ponctuation, des chiffres, des caractères spéciaux.
 - Conversion en minuscules, suppression des espaces blancs superflus.
 - Tokenisation: découper un texte en mots ou phrases.
 - Applications.
- **Normalisation de textes :**
 - Suppression des mots vides: stopwords ("le", "et", "à").
 - Stemming (Lemmatization): réduire les mots à leur racine ou forme canonique (utilisation d'un algorithme).
 - Détection et gestion des fautes d'orthographe (optionnel).
 - Application.
- **Vectorisation de textes :**
 - Sac de mots (Bag of Words): Représentation matricielle du texte.
 - TF-IDF: Term Frequency-Inverse Document Frequency pour extraire l'importance des mots dans un corpus.
 - Word Embeddings: Introduction aux représentations vectorielles des mots (Algorithmes Word2Vec, GloVe).
 - Applications.

Travaux dirigés:

Chapitre 1:

- Exercices simples de programmation,
- Vue d'un SGBD du type ACCESS.

Chapitre 2 :

- Applications manuelles sur les méthodes statistiques (moyenne, écart-type, variance...) sur des cas SHS,
- Application d'analyse factorielle.

Chapitre 3 :

- Exercices de Python.
- Exercices sur les fonctions et les macros d'Excel.
- Tableaux comparatifs des langages R, SPSS, Python faisant apparaître les avantages et les inconvénients,
- Approfondir la notion de corpus de textes en SHS,

Chapitre 4 :

- Notions d'extraction de corpus de textes à partir de sites Web, email, etc :
 - Structuration d'un site Web, email et toute autre source d'information
 - Approche d'extraction par scraping,
 - Approche d'extraction par API.

- Rôle de la question ouverte et les entretiens dans la construction de corpus.

Chapitre 5 :

- Exercices sur la tokenisation, lemmatisation.
- Matrices termes – documents
- Vectorisation des termes
- Applications TF/IDF
- Analyse

Travaux pratiques :

Chapitre 1 :

- Les algorithmes,
- Exemples de programmation en utilisant un langage algorithmique,
- Traduction des algorithmes en langage de programmation (C par exemple),
- Exercices pratiques sur Internet,
- Exercices sur le SGBD Microsoft Access.

Chapitre 2 :

- Application manuelle des méthodes statistiques aux textes (chapitre 2) sur un échantillon réel,

Chapitre 3 :

- Exercices de Python.
- Analyses sur des enquêtes sociologiques en utilisant la technologie informatique.
- Importation et gestion de corpus textuels dans Python, R et SPSS.
- Applications informatiques sur les méthodes statistiques (interprétation des résultats) sur des échantillons réels (à télécharger) et en utilisant les langages de programmation étudiés : R, SPSS, Python,
- Application d'Excel sur des textes, numériques, graphismes, tableaux croisés.

Chapitre 4 :

- Applications d'extraction de corpus de textes à partir de sites Web, email, etc :
 - Approche d'extraction par scraping,
 - Approche d'extraction par API.
- Application d'une enquête avec question ouverte et des entretiens.
- Application à la normalisation de textes.
- Application à la vectorisation de textes.

Chapitre 5 :

- Types de corpus textuels : discours, articles, tweets...
- Applications : extraction d'informations, clustering,
- Application des approches scraping et API pour l'extraction de textes (ou de mots, ou d'emails,...) à partir de Sites Web (ou autres).

Modalité d'évaluation : Contrôle continu 100%

Références :

- Pour le chapitre 1 :
 - Ouvrages : Introduction à l'informatique, Principes de la programmation, Gestion de bases de données,
 - Duteil-Mougel Carine (2005) : Les mécanismes persuasifs des textes politiques, Corpus N°4. Lien : <http://corpus.revues.org/357>
 - J. Guilhaumou (2002) : Le corpus en analyse de discours, perspectives historiques.. Corpus N°1. Lien : <http://corpus.revues.org/8>
- Pour le chapitre 2 :
 - Ouvrages classiques sur les variables quantitatives et qualitatives.
- Pour le chapitre 3 :

- E.SchultzetM.Bussonnier(2020):PythonpourlesSHS.Introductionàla programmation de données. Presses Universitaires de Rennes.
- C.Paroissin, (2021): Pratique de la data science avec R : arranger, visualiser, analyser et présenter des données. Paris : Ellipses, DL 2021.
- Chapitre5:
 - BaddariKamelet Herzallah Abdelkarim (2015):Larecherchedel'information, livre – OPU -Algérie.
- Chapitre6:
 - S.Balech et C.Benavent: NLP texte minig V4.0, (Paris Dauphine– 12/2019)
:lien :
[https://www.researchgate.net/publication/337744581_NLP_text_mining_V40 -
une introduction - cours programme doctoral](https://www.researchgate.net/publication/337744581_NLP_text_mining_V40_-_une_introduction_-_cours_programme_doctoral)

Intitulé du Master: Littérature et Civilisation

Semestre : 3

Intitulé de l'UE: Fondamentale

Intitulé de la matière: Contemporary British and American Literature (CBAL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

- Identify key issues and themes that shape the contemporary literary scene.
- Critically analyse contemporary novels that address the experiences of individuals confronting identity issues and racial concerns.
- Read and explore climate fiction that addresses the consequences of climate change and environmental degradation.
- Explore themes related to posthumanist fiction such as the redefinition of humanity in a technologically advanced world.
- Identify the far-reaching impact of the 9/11 attacks and how contemporary literature portrays its aftermath on the American society

Connaissances préalables recommandées:

- Familiarity with Literary Analysis and Critical Theory
- Knowledge of 20th Century British and American Literature
- Awareness of Major Historical and Sociopolitical Events
- Basic Research and Academic Writing Skills

Contenu de la matière:

Chapter 1: Introduction to Contemporary Literature

- Defining Contemporary Literature 1980s-Present
- Historical and Cultural Contexts (post colonialism, global conflicts and migration, the Digital Revolution etc.)
- Characteristics of Contemporary Fiction (The rise of hybrid genres, graphic novels, dystopian fiction etc.)
- Major Themes in Contemporary Literature (Identity struggles, racial discrimination, climate change and environmental collapse, the human-machine relationship, AI, war and trauma)

Chapter 2: Immigration, Diaspora and Multiculturalism

- Defining Immigration, Diaspora and Multiculturalism
- British vs. American Contexts (Post-1945 immigration waves from Africa, Caribbean etc.)
- Themes in Immigration and Diasporic Literature (Identity loss, cultural displacement and dislocation, alienation, cultural hybridity etc.)
- Primary Texts: (TD Sessions) **Zadie Smith, *White Teeth* (2000)**, Jhumpa Lahiri, *The Namesake* (2003)

Chapter 3: Racial and Ethnic Minority Literature

- Defining Race and Ethnic Minority Literature
- Historical and Cultural Contexts
- Themes in Race and Ethnic Minority Literature (Systemic racism and oppression, identity struggles, racial discrimination, racism in the justice system etc.)
- Primary Texts: (TD sessions) *The Hate U Give* by Angie Thomas (2017) & *An American Marriage* by Tayari Jones (2018)

Chapter 4: Posthumanism and the Digital Culture

- Defining Posthumanism: Beyond the human-centered worldview
- Context: The Evolution of Science and Technology (Artificial Intelligence, machine consciousness etc.)

- Themes in Posthumanist Literature (The blurring of boundaries between human and machine, Cyborgs, challenging human anthropocentrism, the dark side of technology)
- Primary Texts: (TD sessions) Kazuo Ishiguro, *Never Let Me Go* (2005), Ian McEwan, *Machines Like Me* (2019)

Chapter 5: Climate Fiction and the Environment

- What is Climate Fiction (Cli-Fi)?
- What is dystopian fiction?
- Themes in Climate Fiction (Climate change and environmental collapse, Ecosystem degradation, human-nature relationship and Anthropocene etc.)
- Primary Texts: (TD Sessions) *Parable of the Sower* (1993) by Octavia E. Butler, *The Carbon Diaries 2015* by Saci Lloyd (2009)

Chapter 6: 9/11 Literature: The Birth of New Narratives

- Defining 9/11 Literature
- Historical context :9/11 attacks and the global war on terror
- Themes in 9/11 Literature (Personal and collective trauma, American identity redefined, alienation and disconnection, Islamophobia, racial stereotypes etc.)
- Primary Texts: Don DeLillo, *Falling Man* (2007), Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

Mode d'évaluation : Examen final + contrôle continu

Références:

- Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. The Belknap Press of Harvard University Press, 1995.
- Butler, Judith. *Precarious Life: The Powers of Mourning and Violence*. Verso, 2004.
- Cheryll Glotfelty & Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. the University of Georgia Press, 1996.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press, 2011.
- Gray, Richard. *After the Fall: American Literature Since 9/11*. John Wiley & Sons Ltd, 2011.
- Moser, Linda T and Kathryn West. *Contemporary Literature 1970—Present*. Facts On File, Inc., 2010
- Nayar, Pramod K. *Posthumanism*. Polity Press, 2014
- Sahed, Bachir. *Decolonizing the Mind: Postcolonial Discourse in the Selected Works of Chinua Achebe, Ngugi Wa Thiong'o and V. S. Naipaul*. Tlemcen: Tlemcen University Press, 2022.
- Vermeulen, Pieter. *Contemporary Literature and the End of the Novel*. PALGRAVE MACMILLAN, 2015.
- Wolfe, Cary. *What is Posthumanism*. University of Minnesota, 2010

Intitulé du Master: Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Contemporary British and American Civilization (CBAC)

Crédits : 6

Coefficients : 3

Objectifs de l'enseignement :

- Explore by comparison and contrast British and American Civilisations
- Analyse history and politics setting common elements and counterpoints between British and American Civilisations
- Understand Historical Milestones in relation to theories borrowed from political sciences and communication frameworks
- Evaluate Contemporary Issues regarding lobbying, pressure groups and foreign policy
- Enhance students' Critical Thinking in English through analysing historical texts
- Enrich the Vocabulary bank and enhance Terminology

Connaissances préalables recommandées:

- Good English Proficiency
- Basic Knowledge of British and American histories and cultures
- Understanding of Political jargon
- Interest in Social and Cultural Issues
- Critical Thinking Skills

Contenu de la matière :

Chapter I: Thatcherism and Reaganism: Common lines of thought

Chapter II: The Implications of British Imperialism on the erstwhile Colonies

Chapter III: Lesson 02: Decolonizing Western Academia

- Analysing Professor Bruce Gilley's most controversial essay "Case for Colonialism" written in Third World Quarterly

Chapter IV: The Rise of the American Empire

- The Roots of the American Empire
- Geographical expansion: the control of territories and peoples beyond a nation's borders
- Significant Events in American Imperial Expansion

Chapter V: America's Stances towards the Arab Spring

- The US tension between its ideals and interests in foreign policy and the core values of democracy and human rights
- Supporting transition in Tunisia/ cautious support to Egypt
- Military intervention in Libya

Chapter VI: Pressure Groups and Lobbying in the UK and the US

- Discussing John J. Mearsheimer and Stephen M. Walt's Seminal Book - The Israel Lobby in reference to the Palestinian Issue as a focal point)

Chapter VII: Mass Media, Social Media Journalism and in the USA and the UK

- Relating some watershed events with communication theories: Chomsky's Manufacturing Consent theory/ Two-Step Flow Theory – Katz & Lazarsfeld

Chapter VIII: Immigration, Pluralism and Multiculturalism in Contemporary Britain and America.

- Pluralism and Identity
- Multiculturalism: A sign and Strength Vs Security concerns
- Pluralism and Brexit

Mode d'évaluation: Examen final + contrôle continu

Références :

- David A. Gerber "*American Immigration: A Very Short Introduction*"
- Gamal M. Selim. "The United States and the Arab Spring: The Dynamics of Political Engineering". *Arab Studies Quarterly*, Vol. 35, No. 3, Special Issue: Perspectives on the Arab Uprisings (Summer 2013), pp. 255-272
- John J. Mearsheimer and Stephen M. Walt's. *The Israel Lobby*.
- Ronald J. Hrebenar and Bryson B. Morgan. *Lobbying in America*. California: ABCLIO, 2009.
- Samuel Huntington. *The Clash of Civilizations*.

Intitulé du Master: Littérature et Civilisation

Semestre : 3

Intitulé de l'UE: Fondamentale

Intitulé de la matière: Literary Theory and Criticism (LTC)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement :

- Define and explain major literary theories
- Apply different literary theories to analyse and interpret literary texts.
- Demonstrate the ability to engage in textual analysis
- Examine how literary theories intersect with contemporary issues

Connaissances préalables recommandées:

- Students should be already familiar with major literary theories such as Psychoanalysis, Marxism, and Feminism.
- Familiarity with foundational concepts in philosophy or critical theory will provide them with the necessary grounding to engage with complex theoretical frameworks like Deconstruction.
- Prior exposure to the history of colonialism or the historical development of British and American civilization, in addition to new world orders will provide students with the contextual knowledge to critically examine issues of race, power, discourse, and identity in literature.
- A background in critical thinking and academic writing is recommended to help students develop the skills needed to construct and articulate well-supported theoretical arguments.

Contenu de la matière :

Chapter I: Critical Race Theory

- An introduction to the Race Turn in the 20th century
- Race as a Social Construct/ Systemic Racism
- Key concepts: double consciousness, interest convergence, racial difference, intersectionality
- Introduction to W.E.B. Du Bois' Social Theory
- Intersectionality (Kimberlé Crenshaw)
- First Peoples' narratives and the indigenist turn
- Introduction to Multi-ethnic Cultural Studies
- Minor Literature and Third World Literature in the Age of Globalization
- A Text for Analysis: (Td Session) "The Man Who Was Almost a Man" – Richard Wright
- Theoretical Texts :
 - W.E.B. Du Bois's *The Souls of Black Folk* (1903)
 - Frantz Fanon's *Black Skin, White Masks* (1952), *The Wretched of the Earth* (1961)
 - Kimberlé Crenshaw's *Mapping the Margins* (1991)
 - Toni Morrison's *Playing in the Dark: Whiteness and the Literary Imagination* (1992)
 - Gloria Anzaldúa's *Borderlands/La Frontera* (1987)
 - Bell Hooks' *Ain't I a Woman?* (1981)

Chapter II: Deconstruction

- Introduction to Deconstruction: Derrida's "Free Play," "Différance," and binary oppositions.
- How to deconstruct a text?
- Authorial authority: "what is an author?" and "Death of the author"

Chapter III: New Historicism and Cultural Materialism

- Introduction to textuality of history and historicity of texts
- Historical Contingency

- Introduction to Cultural Materialism, power, and ideology
- Foucault's Power and Ideology
- Introduction to Stephen Greenblatt's "Cultural Poetics"
- Stephen Greenblatt's Subversion and Containment
- Intersections: Ideology, Culture, and Literature.
- A Text for Analysis: (TD Session) "Benito Cereno" – Herman Melville
- Theoretical Texts:
Stephen Greenblatt's *Renaissance Self-Fashioning* (1980), *Shakespearean Negotiations* (1988)
Michel Foucault's *Discipline and Punish* (1975), *The Archaeology of Knowledge* (1969)

Chapter IV: Posthumanism and Literary Studies

- Humanism vs. Posthumanism.
- Anthropocentrism
- Donna Haraway's Cyborg Theory
- Transhumanism vs. Posthumanism
- Biopolitics and Control (Michel Foucault, Giorgio Agamben)
- A Text for Analysis: (TD Session) "The Machine Stops" – E.M. Forster
- Theoretical Texts:
Michel Foucault's *The History of Sexuality* (1976), *Discipline and Punish* (1975)
Donna Haraway's *A Cyborg Manifesto* (1985)
Rosi Braidotti, *The Posthuman* (2013)
N. Katherine Hayles, *How We Became Posthuman* (1999).
Stefan Herbrechter, *Posthumanism: A Critical Analysis* (2013).

Chapter V: Ecocriticism

- Ecocriticism as the study of literature and the environment.
- Anthropocentrism vs. Ecocentrism
- The Wilderness vs. The Pastoral
- Nature as a Construct
- Climate Change Literature (Cli-Fi)
- Anthropocene narratives and storytelling.
- A Text for Analysis: (TD Session) "The Man Who Planted Trees" – Jean Giono
- Theoretical Texts:
Cheryll Glotfelty's *The Ecocriticism Reader* (1996)
Lawrence Buell's *The Environmental Imagination* (1995)
Greg Garrard's *Ecocriticism* (2004)

Mode d'évaluation : Examen final + contrôle continu

Références:

- Barry, P. (1995). *Beginning theory: An introduction to literary and cultural theory*. Manchester University Press.
- David H. Richter, *The Critical Tradition: Classic Texts and Contemporary Trends* (3rd ed., 2016).
- Lois Tyson, *Critical Theory Today: A User-Friendly Guide* (3rd ed., 2014).
- Nayar. (2010). *Contemporary literary and cultural theory: From structuralism to Ecocriticism*. Pearson Education India.
- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (4th ed., 2017).
- Richter, D. H. (1989). *The critical tradition: Classic texts and contemporary trends*. Forge Books.
- Rivkin, J., & Ryan, M. (2017). *Literary theory: An anthology*. John Wiley & Sons.
- Sahed, Bachir. Decolonizing the Mind: Postcolonial Discourse in the Selected Works of Chinua Achebe, Ngugi Wa Thiong'o and V. S. Naipaul. Tlemcen: Tlemcen University Press, 2022.
- Selden, R., Widdowson, P., & Brooker, P. (2005). *A reader's guide to contemporary literary theory*. Pearson Education.
- Vincent B. Leitch (Ed.), *The Norton Anthology of Theory and Criticism* (3rd ed., 2018).

Intitulé du Master: Littérature et Civilisation
Semestre : 3
Intitulé de l'UE: Fondamentale
Intitulé de la matière: Comparative Literature (CL)
Crédits : 4
Coefficients : 2

Objectifs de l'enseignement :

- Define and understand the discipline
- Acquire a comparative methodology
- Analyse cultural transfers
- Strengthen interdisciplinarity

Connaissances préalables recommandées:

- A solid general literary culture
- Mastery of literary analysis tools
- Knowledge of literary history and theory
- Interdisciplinary openness

Contenu de la matière :

Chapter I: Comparative Literature: A Definition

- What is Comparative Literature?
- The Scope of Comparative Literature
- The role of comparison in literary studies.

Chapter II: Comparative Literature: An Overview

- Historical Roots
- Early comparative practices: From ancient civilizations to the Enlightenment.
- Key Figures in the Development of Comparative Literature

Chapter III: The Most Influential Schools in Comparative Literature

- The French School
- The German School
- The American School

Chapter IV: The Principles of Comparative Literature

- The Comparative Method
- Interdisciplinarity
- World Literature and Globalization

Chapter V: Comparative Literature and its Objects of Study

- Affinity
 - Shared themes, motifs, and structures across literatures.
 - Case studies: Affinities between Romantic poetry in Europe and Asia.
 - Cultural and Historical Affinities
- Analogy
 - Case studies: Analogies between Greek tragedies and Japanese Noh Theater.
- Analysis
 - Textual Analysis in Comparative Literature
 - Tools and techniques for effective analysis.
 - Comparative Analysis of Genres and Forms

Chapter VI: Dialogism and Intertextuality

- Dialogism
 - Bakhtin's Concept of Dialogism
 - The polyphonic nature of literary texts.
 - Dialogism as a framework for comparative analysis.
 - Dialogism in Practice
- Intertextuality
 - Theories of Intertextuality

- Julia Kristeva, Roland Barthe, and Gérard Genette
- Case studies: Intertextual connections in postcolonial literature.

Chapter VII: African Literature and Comparative Literature

- Comparative Approaches to African Literature
- Comparing African literatures with European, Asian, and American literatures.
- Case studies: The African novel and its global counterparts.

Mode d'évaluation : Examen final + contrôle continu

Références:

- Achebe, Chinua. *Morning Yet on Creation Day*. Anchor, 1975.
- Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. Verso, 2013.
- Bakhtin, M.M. *The Dialogic Imagination*. UT Press, 1981.
- Barthes, Roland. *S/Z*. Hill & Wang, 1974.
- Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Blackwell, 1993.
- Casanova, Pascale. *The World Republic of Letters*. Harvard UP, 2004 [Fr. orig. 1999].
- Damrosch, David. *What Is World Literature?* Princeton UP, 2003.
- Genette, Gérard. *Palimpsests*. U of Nebraska Press, 1997.
- Gikandi, Simon. *Reading the African Novel*. James Currey, 1987.
- Kristeva, Julia. *Desire in Language*. Columbia UP, 1980.
- Moretti, Franco. *Distant Reading*. Verso, 2013.
- Mufti, Aamir. *Forget English! Orientalisms and World Literatures*. Harvard UP, 2016.
- Sahed, Bachir. *Decolonizing the Mind: Postcolonial Discourse in the Selected Works of Chinua Achebe, Ngugi Wa Thiong'o and V. S. Naipaul*. Tlemcen: Tlemcen University Press, 2022.
- Said, Edward. *Culture and Imperialism*. Vintage, 1993.
- Spivak, Gayatri Chakravorty. *Death of a Discipline*. Columbia UP, 2003.
- Tötösy de Zepetnek, Steven. *Comparative Literature: Theory, Method, Application*. Rodopi, 1998.
- Wellek, René. "The Crisis of Comparative Literature." 1959.

Intitulé du Master: Littérature et Civilisation

Semestre : 3

Intitulé de l'UE: Méthodologie

Intitulé de la matière: Techniques to Write a Scientific Paper (TWSP)

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement :

- Improve academic writing proficiency, including clarity, coherence, and precision of language.
- Strengthen skills in structuring research papers, crafting persuasive arguments, and integrating evidence.
- Foster an understanding of ethical considerations in research and scholarly writing.
- Prepare students for the dissemination of their research findings through their master dissertations writing or presentations.

Connaissances préalables recommandées :

- Good language proficiency
- Academic writing and reading skills (gained from second semester module)
- Research methodology principles and concepts

Contenu de la matière :

CHAPTER I: Introduction to Advanced Research Paper Writing

- Overview of pre-requisites of academic writing and research process
- Overview about research paper writing
- Types and components (abstract, introduction..... conclusion)

CHAPTER II: Creating the Research Paper Outline

- Overview about outlining and its importance
- Types of outlining methods
- Making the outline of the research paper

CHAPTER III: Writing the Introduction and Theoretical Framework

- Choosing a research topic
- Formulating theoretical frameworks/ conceptual frameworks
- Writing the problem statement and research questions
- Writing research objectives and research significance

CHAPTER IV: Literature Review Synthesis and Writing

- Understanding the purpose and structure of literature reviews
- Strategies for conducting comprehensive literature searches
- Synthesizing and analysing related literature

CHAPTER V: Research Design and Methodology

- Selection of appropriate research methodologies
- Developing research hypotheses or research aims
- Writing the methodology section

CHAPTER VI: Data Analysis and Findings Discussion

- Presenting data effectively through tables, figures, and visualizations
- Techniques for analysing qualitative and quantitative data
- Interpreting research findings and discussing the findings

CHAPTER VII: Finalizing the Research Paper

- Writing effective research titles (characteristics, types, techniques...etc)
- Writing abstracts
- Writing conclusions
- Crafting the list of references

CHAPTER VIII: Structuring the Research Paper

- Organizational strategies for research papers (IMRAD format)
- Developing coherence and logical flow
- Incorporating transitions and signposts for clarity
- Writing Style and Language in Academic Research
- Integrating Evidence and Building Arguments
- Citing Sources and Avoiding Plagiarism
- Revision and Editing

Mode d'évaluation: Examen final + contrôle continu

Références:

- "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
- "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy
- Matsuda, P. K., & Tardy, C. M. (Eds.). (2007). "Voice in academic writing: Rhetorical approaches to writing research papers." University of Michigan Press.
- Murray, R., & Moore, S. (2006). "The handbook of academic writing: A fresh approach." McGraw-Hill Education.
- Swales, J. M., & Feak, C. B. (2012). "Academic writing for graduate students: Essential tasks and skills." University of Michigan Press.

Intitulé du Master: Littérature et Civilisation

Semestre : 3

Intitulé de l'UE: Méthodologie

Intitulé de la matière: Advanced Academic Writing (AAW)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

This second semester course provides an overview of writing and organizational skills necessary for completion of a dissertation and submission. It includes the main components of dissertation with the aim of assisting students mastering the writing of a proposal for a dissertation writing processes.

Connaissances préalables recommandées:

- Identify the steps in the dissertation process.
- Describe the primary components of the dissertation manuscript.
- Compile a literature review binder with articles on a topic related to your dissertation interest.
- Write a literature review, demonstrating scholarly writing skills including acumen, clarity, and conciseness, on a topic related to your dissertation interest.
- Develop and write a research plan that addresses a "gap" in the educational literature

Contenu de la matière:

- Introduction: Aims of the Dissertation
- The Dissertation Styles, Form, and The Research Proposal
- Writing the Dissertation
- Title
- Abstract
- Acknowledgement
- Contents Page
- Introduction
- Literature Review
- Research Methodology
- Findings / Results / Data Analysis
- Discussion
- Conclusions
- References
- Appendices

Mode d'évaluation : contrôle continu 100%

Références:

- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
- Davis, G. B. & Parker, C. A. (1997). *Writing the doctoral dissertation: A systematic approach*. Hauppauge, NY: Barron's Educational Series
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. 2nd ed., Cambridge University Press, 2006.
- Morley, John. *Academic Phrasebank: An Academic Writing Resource for Students and Researchers*. 5th ed., University of Manchester, 2020.
- Publication Manual of the American Psychological Association (6th Ed). (2001). Washington, DC: American Psychological Association.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press (2nd edition).

- Roberts, C. M.(2010). The dissertation journey. Thousand Oaks, CA: Corwin.

Intitulé du Master: Littérature et Civilisation

Semestre : 3

Intitulé de l'UE: Découverte

Intitulé de la matière: Educational Psychology (EP)

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement:

At the end of the course, students are expected to

- Understand the field of Educational Psychology and the importance of the psychology to the development of a student's self- esteem, motivation, and learning styles.
- Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
- Apply learning theories and models to classroom situations.
- Identify and discuss the major components and techniques of classroom planning, management and instruction and how these components and techniques address individual differences.

Connaissances préalables recommandées

- Applied linguistics
- Cognitive psychology (in third year)

Contenu de la matière :

Chapter I: Introduction to Educational Psychology

- Introduction to Educational Psychology: Definitions, Scope, and Importance
- Historical Perspectives and Foundational Principles
- Research Methods in Educational Psychology
- Applying Educational Psychology in Practice: Implications for Teaching and Learning

Chapter II: Learning Theories and the Learning Process

- Definitions of learning
- Behaviorism: Pavlov, Skinner, and Classical/Operant Conditioning
- Cognitive Theories: Piaget's Constructivism and Information Processing Theory
- Social Cognitive Theory: Bandura's Observational Learning
- Constructivist and Sociocultural Perspectives on Learning
- language learning theories
- applications of various theories in the classroom

Chapter III: Theories of Development

- Understanding development
- Processes of development
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory
- Erikson's Psychosocial Development Theory
- Bronfenbrenner's Ecological Systems Theory
- Applications of developmental psychology theories

Chapter IV: Learners' Diversity

- Understanding Individual Differences: Gender, Intelligence, Learning Styles, and Multiple Intelligences
- Cultural diversity and individual identity
- Inclusive Education: Addressing Special Educational Needs

Chapter V: Motivation

- Definitions

- Theories of Motivation: Maslow's Hierarchy, Self-Determination Theory, and Achievement Goal Theory
- Intrinsic and Extrinsic Motivation: Implications for Learning
- Motivating Factors in Educational Settings: Autonomy, Competence, and Relatedness
- Motivational Strategies for Enhancing Learning Engagement

Chapter VI: Participants of the Teaching/Learning Process

- Components of the learning situation (teacher, learner, subject matter, Materials...)
- Teachers' Roles and Responsibilities: Instructional Strategies and Classroom Management
- Learners types and roles
- Engagement and Active Learning Techniques
- Parental Involvement and Community Resources in Education
- Educational Leaders and their Impact on School Climate and Culture

Chapter VII: Classroom Management and the Learning Environment

- Definitions
- Classroom Climate/space: Rules, Routines, and Expectations
- Managing Student Behavior: Individualized Plans and Classroom Interventions
- Discipline Strategies and Conflict Resolution Techniques

Chapter VIII: The Nature of Classroom Communication

- Definitions and characteristics of classroom communication
- Verbal, Nonverbal and unintended communication in the classroom
- Listening Skills and Feedback Mechanisms
- Teachers and learners talk
- Communication Challenges: Addressing Language Barriers and Cultural Differences

Chapter IX: Assessment of Learning

- Principles of Assessment: Validity, Reliability, and Fairness
- Objectives of assessment
- Roles of assessment
- Formative vs. Summative Assessment: Strategies and Tools
- Alternative Assessment Methods: Performance Tasks, Portfolios, and Rubrics
- Feedback provision principles and techniques

Mode d'évaluation: Examen 100%

Références

- Ausubel, D. P. (1968). Educational psychology. A cognitive view. New York: Holt, Rinehart and Winston, Inc.
- BerkL. E. (2003). Development through the lifespan (3rd ed.). Boston: Pearson.
- Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman.
- Brown, H. Douglas. 2007. Principles of Language Learning and Teaching. USA: Longman.
- Cohen, A. D. (1998). Strategies in learning and using a second language. London: Longman
- Cook, J. L., & Coolz, G. (2005). Child development: Principles and perspectives.
- Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis (Ed.), Implicit and explicit learning of languages. Academic Press.
- Erikson, E. H. (1980). Identity and the life cycle (2nd ed.). New Yorl: Norton.
- Faerch, C., & Kasper, G. (1983a). Strategies in Interlanguage Communication. London: Longman.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books

- Good, T. L., & Brophy, J. E. (1997). Looking in classrooms (7th ed.) New York: Addison-Wesley.
- Green, M. (1989). Theories of human development. New York: Prentice Hall.
- Grinder J, Bandler R (1981). Trance-formations: Neurolinguistic Programming and the Structure of Hypnosis. Utah: Real People Press.
- Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th ed.). Boston, MA: Allyn & Bacon (First edition published 1975).
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), Instructional-design theories and models: An overview of their current status. Hillsdale, NJ: Lawrence Erlbaum Associates.

Intitulé du Master: Littérature et Civilisation
Semestre : 3
Intitulé de l'UE: Transversales
Intitulé de la matière: Artificial Intelligence (AI)
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement:

- Maîtrise des algorithmes IA pour le traitement textuel des enquêtes
- Aptitude à utiliser le logiciel Python,
- Comprendre les approches de l'IA dans la résolution de problèmes,
- Aptitude à traiter un corpus de textes.

Connaissances préalables recommandées

- Notions de base en programmation, notamment en Python
- Connaissances fondamentales en logique et raisonnement analytique
- Culture générale sur les technologies numériques et les enjeux sociétaux de l'IA
- Aptitude à lire et analyser des textes et données

Contenu de la matière :

Chapitre 1: Introduction

- **Introduction à l'Intelligence artificielle (IA) (1 semaine, si insuffisant utiliser 1 séance de TP pour compléter)**
 - Survol historique de l'intelligence artificielle,
 - IA étroite (ou faible)
 - IA générale (ou forte)
 - Apprentissages supervisés et apprentissages non supervisés
 - Les approches de l'IA dans la résolution de problèmes,
 - Perspectives.

Chapitre 2: Rappel et Compléments sur le langage (2 semaines)

- Les fondamentaux
- Les bibliothèques Pandas, Numpy, etc.
- Introduction à la programmation objet,
- Lire et traiter des fichiers textes (recherche, tri)
- Gérer des rapports simples (PDF, Excel)

Chapitre 3: Types d'IA et Approches (6 semaines)

- **IA Symbolique (système expert)**
- **Apprentissage Automatique (Machine Learning)**
 - Machine Learning (ML), avec les exemples comme : Classification d'emails comme "spam" ou "non-spam", recommandations, identification d'images (ex : des visages), etc.
- **Apprentissage Profond (Deep Learning)**
 - Deep Learning
 - Génération de texte avec Transformers (ou autre).
- **IA par Renforcement (Renforcement Learning)**
 - Apprentissage par renforcement (RL)

Mini-projet (3 semaines – travail personnel encadré – à distribuer à la fin du chapitre 2): Traitez 1 sujet au choix parmi :

Sujet 1. Analyse de Sentiments sur les Réseaux Sociaux
x Objectif :

Analyser des corpus de texte provenant des réseaux sociaux (Twitter, Facebook, etc.) pour déterminer les sentiments des utilisateurs à propos d'un sujet particulier (ex. : une campagne politique, une crise sanitaire, ou un événement social).

Outils : Python, TextBlob, VADER, Tweepy (pour Twitter), pandas, matplotlib, GeoPandas.

Sujet 2. Clustering des Comportements Sociaux dans des Enquêtes
Objectif :

Utiliser des techniques de clustering pour regrouper des individus ayant des comportements sociaux similaires à partir de données d'enquête. Cela peut être utile pour segmenter une population en groupes d'intérêt distincts.

Outils: Python, pandas, sklearn, matplotlib, seaborn, scikit-learn.

Sujet 3. Analyse de Texte pour l'Extraction d'Informations dans des Discours Politiques
Objectif:

-Utiliser l'IA pour extraire des thèmes principaux et des entités nommées (noms de personnes, lieux, dates) à partir de discours politiques. Cela peut être utilisé pour comprendre les préoccupations des politiciens et analyser leur rhétorique.

Outils : Python, spaCy, Transformers (BERT), gensim (LDA), matplotlib, WordCloud.

Sujet 4. Modélisation Prédicative des Comportements Sociaux à partir de Données de Consommation
Objectif:

Construire un modèle prédictif pour estimer les comportements sociaux des consommateurs (par exemple, la probabilité d'achat de produits ou de participation à des événements sociaux) en fonction de diverses variables.

Outils: Python, sklearn, pandas, matplotlib, seaborn.

Sujet 5. Analyse des Réseaux Sociaux (Sociologie des Réseaux)
Objectif :

Utiliser des techniques d'analyse des réseaux sociaux (Social Network Analysis - SNA) pour étudier les relations entre individus dans un réseau social, en utilisant des données structurées.

Outils: Python, NetworkX, Gephi, matplotlib, pandas.

Travaux dirigés/Travaux pratiques

Chapitre 1:

1. Reprendre les notions vues dans le cours (chapitre 1) et approfondir la notion d'apprentissage supervisé et non supervisé
2. Quelle est la différence entre apprentissage supervisé et apprentissage non supervisé ?
3. Donner des exemples d'apprentissage
4. Cas à faire en travail personnel:
Etudier la littérature sur l'IA afin de déterminer si les ordinateurs actuels peuvent mener à bien les opérations suivantes :
 - Jouer correctement au ping-pong
 - Conduire une voiture au centre d'une ville
 - Découvrir et démontrer des théorèmes mathématiques
 - Ecrire une histoire drôle
 - Donner un avis pertinent dans un domaine juridique donné
 - Réaliser une opération chirurgicale complexe

Chapitre 2:

- Exercices en Python: programmes, les listes et les tuples, manipulation de données avec les bibliothèques vues au cours.

Chapitre 3:

1. Exercices sur les systèmes experts:

- Soit les règles suivantes en chaîne avant:

- R1 : $A \rightarrow E$
- R2 : $B \rightarrow D$
- R3 : $H \rightarrow A \wedge F$
- R4 : $E \wedge G \rightarrow C$
- R5 : $E \wedge K \rightarrow B$
- R6 : $D \wedge E \wedge K \rightarrow C$
- R7 : $G \wedge K \wedge F \rightarrow A$

Ordre des règles : R3 R7 R1 R4 R5 R2 R6

Faits non déductibles : H, G, K

Base de faits initiale : H, K

But : C

Questions:

Faire le graphe correspondant aux règles
Dérouler le système en chaîne avant.

2. Introduire quelques algorithmes utilisés dans le ML:

- a. Régression linéaire,
- b. Gradient descendant
- c. Classification en catégories basée sur les attributs
- d. Regroupement d'objets similaires en clusters
- e. Etc.

3. Donner des exemples sur la classification, les recommandations, l'identification d'images.

4. Exercices sur chaque type d'apprentissage :

- a. ML
- b. Deep learning (CNN, RNN)
- c. renforcement

Travaux pratiques

Les séances de TP seront réservées pour la programmation des exercices vus en TD en utilisant Python et à la réalisation d'un mini-projet.

Mode d'évaluation : contrôle continu 100%

Références :

- Anglais, Lise, Dilhac, Antione, Dratwa, Jimetal. (2023): L'éthique au cœur de l'IA. Quebec Obvia.
- B. Prieur: Traitement automatique du langage naturel avec Python. Le NLP avec SpaCy et NLTK.
- Baddari Kamelet Herzallah Abdelkarim (2015): La recherche de l'information, livre – OPU - Algérie.
- Ganascia, J. Gabriel (2024): L'IA expliquée aux humains. Paris France-Edition le Seuil.
- H. Belhadef, I. Djemal: Méthode TALN – Cours de l'université de Msila- Algérie
- J. Robert (2024) : Natural Language Processing (NLP) : définition et principes – Data sciences. Lien : <https://datascientest.com/introduction-au-nlp-natural-language-processing>
- Qu'est-ce que le traitement du langage naturel. Lien : <https://aws.amazon.com/fr/what-is/nlp/>
- R. Inglehart (1997): Modernization and Postmodernization: Cultural, economic, and political change in 43 societies – Princeton University Press.
- Western Michigan University: World Values Survey. Lien : <https://wmich.edu/economics/world-values-survey>
- Western Values are Diverging from the rest of the world's. – The Economist – 2023.

V- Accords ou conventions

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier
papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entreprise _____ déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonnateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE

VII - Avis et Visas des organes administratifs et consultatifs

Intitulé du Master : Literature and Civilization

Chef de département	+	Responsable du domaine
Date et visa 		Date et visa 
Doyen de la faculté		
Date et visa 		
Chef d'établissement universitaire		
Date et visa 		

**Avis et Visa du Comité pédagogique National de Domaine
(Uniquement dans la version définitive transmise au MESRS)**