

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

**MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE**

HARMONISATION

OFFRE DE FORMATION MASTER

ACADEMIQUE/PROFESSIONNALISANT

Etablissement	Faculté / Institut	Département
Université Mohamed Lamine Debaghine Setif2	Faculté des Lettres et des Langues	Langue et Littérature Anglaises

Domaine : Lettres et Langues Etrangères

Filière : Anglais

Spécialité : Littérature et Civilisation

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي و البحث العلمي

مواصفة عرض تكوين

ماستر أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة محمد الأمين دباغين سطيف 2	كلية الاداب و اللغات	قسم اللغة و الادب النجليزي

الميدان : لغات أجنبية

الشعبة : لغة انجليزية

التخصص : أدب و حضارة

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

1 - Localisation de la formation :

Faculté (ou Institut) : Faculté des Lettres et des Langues
Département : Langue et Littérature Anglaises

2- Partenaires de la formation *:

- autres établissements universitaires :

- entreprises et autres partenaires socio économiques :

- Partenaires internationaux :

* = Présenter les conventions

3 – Contexte et objectifs de la formation

A – Conditions d'accès *(indiquer les spécialités de licence qui peuvent donner accès au Master)*

Les Diplômes:

- Licence en Anglais (LMD), option: langues, littératures et civilisations étrangères
 - (3 années d'études)+ licence en anglais (LMD) socle commun.
- Licence d'enseignement (classique), option Anglais
 - (4 années d'études)

Autres:

- Nombre de places pédagogiques disponibles
- Sélection des candidatures se fait sur la base de classement qui prend en considération le profil de la formation, évaluation, progression, compensation, rattrapage, redoublement, et sanctions disciplinaires

B - Objectifs de la formation *(compétences visées, connaissances pédagogiques acquises à l'issue de la formation- maximum 20 lignes)*

A. Knowledge:

At term of 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.

B. 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 Mémoire and conduct research in a scholarly manner as this program represents a crucial step which opens up on doctoral research.

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

This Master is conceived as a continuation for the third year option of *langues, littératures et civilisations étrangères (LMD)* already offered at the University of SETIF2 . Since students are well-acquainted with the major axes of the specialty, this program seeks to further and deepen their knowledge of Anglo-American histories and literatures.

History and literature are closely interrelated. Literature is the product of its times, i.e.: 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.

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.

Third, on a national level, foreign firms implanted in Algeria often seek to employ holders of a Master's degree in English. They occupy administrative positions and act as a link between an English-speaking management and a native labor force. This is the case of those active in the hydrocarbon sector and other building industries.

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 at the Department of Letters and Foreign languages, University of Setif2 , which is worsened by the growing numbers of Bac-holders who choose to join the English language section particularly. Our future Master graduates will certainly help as student-teachers while working on their doctoral dissertation.

E – Passerelles vers d'autres spécialités

Option: Sciences du langage

Projet "Sciences du Langage et Didactique "

Matières:

Techniques of Oral Expression

Techniques of Written Expression

French

Communication

Déontologie

F – Indicateurs de suivi de la formation

This Master in "Langue, Littérature et Civilisation" offers one form of personal research work: standardization of curriculum at term of which a written "Mémoire" is foreseen.

The study program is organized in terms of courses taken in charge by a lecturer and TD sessions meant for individual student work. The latter involves either the oral presentation of an assigned or chosen topic in relation with the course in question, the writing of a short research paper or book report/review (6-8 double spaced pages), or a fully investigated term paper (20-25 double spaced pages). In the different cases, the students are closely monitored by the teaching staff, both collectively and individually.

The second year is a crucial year which necessitates further tutoring as the student is required to accomplish a research project of some significant length. Already, in the third semester, the student chooses a research supervisor; together, they discuss eventual topics of interest to the student and in relation with the general framework of his curriculum. An ultimate Research Seminar in Anglo-American Studies (RSAAS) is structured for the purpose. By the end of the semester, the student should have a proposal ready at hand.

The fourth semester is fully dedicated to "Mémoire" writing. Meetings with supervisors will be held on a regular base and the student will be fully monitored throughout the full process of writing. By the end of the semester, the student should have completed his/her Master Mémoire—to be defended then before a "Jury".

G – Capacité d'encadrement (donner le nombre d'étudiants qu'il est possible de prendre en charge) :**60**

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
BERRAHAL Mohamed		Civilisation	MAA	CR+TD+ENC	
BELFAR Naciera		Littérature	MAA	CR+TD+ENC	
KOUSSA Toufik		Littérature	MAA	CR+TD+ENC	
BENNIA Hichem		Civilisation	MAB	CR+TD+ENC	
KAABECHE Lghalia		Civilisation	MAB	CR+TD+ENC	
CHOUCHENE Salma		Littérature	MAB	CR+TD+ENC	
BENNANI Soumia		Littérature	MAB	CR+TD+ENC	
KOUACHI Rawiya		Littérature	MAB	CR+TD+ENC	
TABBI Badreddine		Civilisation	MAB	CR+TD+ENC	
BOULFAKHAR Saida		Littérature	MAB	CR+TD+ENC	

* = 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)

Intitulé du laboratoire :

N°	Intitulé de l'équipement	Nombre	observations

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire :

Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire:

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet

E- Espaces de travaux personnels et TIC :

Le Département de langue anglaise dispose:

- une salle informatique pour étudiants (Département)
- une salle internet pour étudiants (Département)
- un catalogue numérisé (bibliothèque centrale+ bibliothèque de faculté)
- plusieurs salles Internet pour étudiants (bibliothèque centrale+ bibliothèque de faculté)

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

1- Semestre 1 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff.	Crédits	Mode d'évaluation	
	14-16	C	TD	TP*	Autres Séminaire			Continu	Examen
UE fondamentales									
UEF1: Civilization									
Britain: The Making of the Modern World (MMW)	42	3				2	4		100%
USA: The Making of a Nation (TMN)	42	3				2	4		100%
UEF2: Literature									
Literary Theory (LitT)	42	3				2	4	50%	50%
Literary Criticism (LitC)	42		3			2	4	100%	
UEF3: Language Skills									
Reading Skills & Strategies (RSS)	21		1:30			1	2	100%	
UE méthodologie									
UEM1 (O/P)									
Methodology of Academic Writing	56		4			3	5	100%	
Methodology of Research Projects	42		3			2	4	100%	
UE découverte									
UED1 (O/P)									
Cross Cultural Communication	42	1:30	1:30			2	2	50%	50%
UE transversales									
UET1(O/P)									
Langue Etrangère	21	1:30				1	1		100%
Total Semestre 1	301					17	30		

2- Semestre 2 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff.	Crédits	Mode d'évaluation	
	14-16	C	TD	TP*	Autres Séminaire			Continu	Examen
UE fondamentales									
UEF1: Literature									
History of British Literature (HBL)	42	3				2	4		100%
History of American Literature (HAL)	42	3				2	4		100%
UEF2: Civilization									
Contemporary Developments in Britain, (CDB)	42	3				2	4		100%
America's Rise to Globalism (ARG)	42	3				2	4		100%
UEF3: Language Skills									
Writing Skills & Strategies (WSS)	21		1:30			1	2	100%	
UE méthodologie									
UEM1 (O/P)									
Methodology of Academic Writing	56		4			3	5	100%	
Methodology of Research Projects	42		3			2	4	100%	
UE découverte									
UED1 (O/P)									
Teaching Culture in the EFL Classroom	42	1:30	1:30			2	2	50%	50%
UE transversales									
UET1(O/P)									
Langue Etrangère	21	1:30				1	1		100%
Total Semestre 2	301					17	30		

3- Semestre 3 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff.	Crédits	Mode d'évaluation	
	14-16	C	TD	TP*	Autres Séminaire			Continu	Examen
UE fondamentales									
UEF1: Civilization									
British and American Government: A Comparative Approach (BAG)	42	3				2	4		100%
Islamic Foundations of Western Civilization (IFWC)	42	3				2	4		100%
UEF2: Literature									
Post-Colonial Literature (PCL)	42	3				2	4		100%
Introduction to Comparative Litterature (ICL)	42	3				2	4		100%
UEF3: Language Skills									
Presentation Skills & Strategies (PSS)	21		1:30			1	2	100%	
UE méthodologie									
UEM1 (O/P)									
Methodology of Academic Writing	56		4			3	5	100%	
Methodology of Research Projects	42		3			2	4	100%	
UE découverte									
UED1 (O/P)									
Ethique et déontologie (contexte universitaire)	21	1:30				1	1		100%
Pratiques Communicationnelles	21		1:30			1	1	100%	
UE transversales									
UET1(O/P)									
Langue Etrangère	21	1:30				1	1		100%
Total Semestre 3	301					17	30		

4- Semestre 4 :

Domaine : Lettres et Langues Etrangères
Filière : Anglais
Spécialité : Littérature et Civilisation

Stage en entreprise sanctionné par un mémoire et une soutenance.

	VHS	Coeff	Crédits
Travail Personnel	/	/	/
Stage en entreprise	/	/	/
Autre (préciser) Rédaction de mémoire	365	1	30
Total Semestre 4	365	1.	30

5- 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	462	00	63	63	588
TD	105	294	63	00	462
TP					
Travail personnel					
Autre (préciser) Rédaction de mémoire	365				365
Total	932	294	126	63	1415
Crédits	84	27	6	3	
% en crédits pour chaque UE	60%	30%	7%	3%	100%

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

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Civilization

Intitulé de la matière : Britain: The Making of the Modern World (MMW)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

At term, the student will be able to develop and understand the basic narrative of modern British history (1815 to 1914) and synthesize and address the major events, ideas, and transformations in British religious, social, cultural, political and economic history.

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (Universels)

Contenu de la matière :

- ✓ Political revolution and stability
- ✓ The creation of national state structures
- ✓ The commercial and the industrial revolutions
- ✓ The modern British empire (nature, political economy, statecraft)
- ✓ Secularization, urbanization and modern cultural institutions
- ✓ Partisanship and parliamentary democracy

Mode d'évaluation : *Contrôle continu, examen, etc...*

readings & class participation, short paper, term exam

Références (*Livres et photocopiés, sites internet, etc*).

Black, Jeremy. *Trade, Empire and British Foreign Policy, 1689-1815: Politics of a Commercial*

State. Routledge, 2007.

Burns, Arthur, eds. *Rethinking the Age of Reform Britain 1780–1850*. CUP, 2003.

Collini, Stefan and Richard Whatmore, eds. *Economy, Polity, and Society: British Intellectual*

History, 1750–1950. CUP, 2000.

_____. *History, Religion, and Culture: British Intellectual History, 1750–1950*. CUP, 2000.

Darhie, Richard. *A History of Britain: Key Events That Shaped Britain*. Arcturus, 2007.

Darwin, John. *Empire Project: Rise and Fall of the British World-System, 1830-1970*. CUP, 2009.

Harvie, Christopher and H. C. G. Matthew. *Nineteenth-Century Britain: A Very Short Introduction*.

OUP, 2000.

Lawrence, Jon. *Electing Our Masters: Hustings in British Politics from Hogarth to Blair*. OUP, 2009.

Levine, Philippa. *The British Empire: Sunrise to Sunset*. Longman, 2007.

Maameri, Fatima. *Great Britain: Domestic & Imperial History since the Eighteenth Century*. Université Larbi Ben M'Hidi, 2008.

McCord, Norman and Bill Purdue. *British History, 1815–1914*, Second edition. OUP, 2007.

Morgan, Kenneth. *Slavery and the British Empire: From Africa to America*. Oxford, 2007.

Oakland, John. *British Civilization: An Introduction*, 5th ed. Routledge, 2002.

Pollard, A. F. *The History of England: A Study in Political Evolution*. Dodo Press.

Rojek, Chris. *Brit-myth: Who do the British think they are?* Reaktion Books, 2007.

Wyatt, Lee T. *The Industrial Revolution*. Greenwood, 2008.

Brown, Callum G. *Death of Christian Britain: Understanding Secularisation, 1800-2000*, 2nd ed. Routledge, 2009.

<http://www.nationalarchives.gov.uk/>; <http://www.britishcouncilonline.org/>
<http://www.britannia.com/history/>

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Civilization

Intitulé de la matière : USA: The Making of a Nation (TMN)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

By introducing major concepts, themes, and events in American history from the pre-Columbian period to the end of Reconstruction, this course aims at providing the students with the necessary background knowledge for understanding today's American culture.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (USA)

Contenu de la matière:

- ✓ Colonization of North America (migration of people from Europe and Africa)
- ✓ Contact and interaction with Native Americans
- ✓ Formation of new societies, economies and institutions
- ✓ New political and social ideas in America and move toward independence
- ✓ Post-colonial developments
- ✓ Antebellum South, abolitionism, Civil War and Reconstruction

Mode d'évaluation: Assigned readings & class participation, short paper, term exam

Références:

- Appleby, Joyce and al. *The American Vision, Student edition*. Glencoe/McGraw-Hill, 2008.
- Copelan, David A. *Antebellum Era: Primary Documents on Events from 1820 to 1860*. Greenwood Press, 2003.
- Davies, Edward J. *The United States in World History*. Routledge, 2005.
- Davis, Kenneth C. *Don't Know Much about History: Everything You Need To Know About American History but Never Learned*. HarperCollinsPublishers, 2003.
- Finkelman, Paul, ed. *Milestone Documents in American History: Exploring the Primary Sources That Shaped America*, 4 vol. Schlager Group, 2008.
- Greene, Jack P. *Pursuits of Happiness: Social Development of British Colonies and the Formation of American Culture*. University of North Carolina, 1988.
- Grenier, John. *First Way of War: American War Making on the Frontier, 1607–1814*. CUP, 2005.
- Loewen, James W. *Rethinking Our Past - Recognizing Facts, Fictions, and Lies in American History*, audiobook. Recorded Books, LLC., 2004.
- Maameri, Fatima. *A History of the United States: From the Origins to the Civil War*. Université Mentouri, 2004.
- Mauk, David. *American Civilization: An Introduction*, 4th ed. Routledge, 2005.
- Nash, Gary B. *The Forgotten Fifth: African Americans in the Age of Revolution*. Harvard, 2006.
- Nichols, Roger L. *American Indians in U.S. History*. University of Oklahoma, 2003.
- Rosenfeld, Susan, ed. *Encyclopedia of American Historical Documents*. Facts on File, 2004.
- Wallenfeldt, Jeff, ed. *Black Experience in America: From the Civil War to the Present*. Britannica Educational Publishing, 2011.

<http://www.archives.gov/>; <http://www.loc.gov/library/libarch-digital.html>

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Literature

Intitulé de la matière : Literary Theory (LitT)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

The course is meant to familiarise the students with the completely new outlook that the twentieth-century theoretical orientations bring about and to create an awareness of the array of schools of thought that define the contemporary theoretical scene.

Connaissances préalables recommandées:

Initiation à la Théorie et à la Critique Littéraire, Théories de la Littérature

Contenu de la matière:

- ✓ What is Criticism?
- ✓ New Criticism and Formalism
- ✓ What Is Literary Theory?
- ✓ Rhetoric and Reader Response
- ✓ Structuralism and Semiotics
- ✓ Deconstruction and Poststructuralism
- ✓ Psychology and Psychoanalysis
- ✓ Historical Critique
- ✓ Feminism and Gender Studies
- ✓ Cultural Criticism; Postcolonialism

Mode d'évaluation: Oral presentations, term exam

Références:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 1995.
- Bertens, Hans. *Literary Theory (The Basics)*, 2nd ed. Routledge, 2008.
- Caws, Peter. *Structuralism: The Art of the Intelligible*. Humanities Press, 1988.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 2000.
- Dickstein, Morris. *Double Agent: The Critic and Society*. New York: O.U.P., 1992.
- Hartman, Geoffrey H. *Saving the Text, Literature/Derrida/Philosophy*. Johns Hopkins University Press, 1985.
- Jauss, Hans Robert. *Toward an Aesthetic of Reception*. Brighton: Harvester Press, 1982.
- Lodge, David, ed. *Modern Criticism and Theory, A Reader*. London: Longman, 1995.
- Makaryk, Irena R., ed. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: U of Toronto P, 1993.
- Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: U of Illinois P, 1987.
- Righter, William. *The Myth of Theory*. Cambridge: Cambridge U. P., 1994.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*, 5th ed. Longman, 2005.
- Wolfe, Julian. ed. *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Literature

Intitulé de la matière : Literary Criticism (LitC)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Students will be able to articulate the broader ways in which literary theory applies to their own culture and global culture and will acquire the ability to apply various theories to works of literature and aspects of contemporary culture.

Connaissances préalables recommandées:

Initiation à la Théorie et à la Critique Littéraire, Lecture Critique

Contenu de la matière:

- ✓ Traditional Approaches - Biographical/Historical; Genre Criticism
- ✓ Literature & the Text – New Criticism and Formalism
- ✓ Literature & Psychology - Psychoanalytic Criticism
- ✓ Archetypal Criticism
- ✓ Literature & Audience - Reader-Response Criticism
- ✓ Literature & Socioeconomics – Marxism
- ✓ Literature & Culture - New Historicism; Feminism; Postcolonialism; American Multiculturalism
- ✓ Literature, Language & Its Structures of Meaning - Structuralism and Semiotics; Modernism & Postmodernism; Poststructuralism & Deconstruction

Mode d'évaluation: Oral presentations, term exam

Références:

- Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 3rd ed. Prentice Hall, 2003.
- Davis, Robert Con, and Ronald Schleifer. *Contemporary Literary Criticism: Literary and Cultural Studies* (4th edition). Longman, 1988.
- Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Thomson, 2002
- Groden, Michael, and Martin Kreiswirth. *The Johns Hopkins Guide to Literary Theory and Criticism*. The Johns Hopkins University Press, 1994.
- Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*. 4th ed. OUP, 1999.
- Habib, M. A. R. *History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
- Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Houghton, 2001.
- Keeseey, Donald. *Contexts for Criticism*. 4th ed. Boston: McGraw Hill, 2003.
- Milne, Ira Mark. *Literary Movements for Students: Presenting Analysis, Context, and Criticism on Literary Movements*, 2nd ed. Gale, Cengage Learning, 2009.
- Murfin, Ross and Ray, Supryia M. *The Bedford Glossary of Critical and Literary Terms*. Bedford/St.Martin's, 2003.
- Patai, Daphne and Will H. Corral. *Theory's Empire: An Anthology of Dissent*. CUP, 2005.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Language Skills

Intitulé de la matière : Reading Skills & Strategies (RSS)

Crédits : 2

Coefficients : 1

Objectifs de l'enseignement:

This class is designed to reinforce and extend the reading skills of students. The main objective is to develop among them the ability to read different texts quickly and efficiently, notably historical and literary texts, with a particular focus on scheming and scanning.

Connaissances préalables recommandées:

Techniques de l'Expression Oral, Techniques de l'Expression Ecrite, Méthodologie de la Langue Etrangère.

Contenu de la matière:

- ✓ The five-step reading system
- ✓ Reading comprehension skills: Activating prior knowledge; Previewing and predicting; Scanning and skimming; Asking questions
- ✓ Speed Reading
- ✓ Critical Thinking
- ✓ Reading historical and literary writings (Drills)

Mode d'évaluation: class participation, micro-interrogations, term exam

Références:

- Allen, Janet. *Reading History: A Practical Guide to Improving Literacy*. Oxford University Press, 2005.
- Bowell, Tracy and Gary Kemp. *Critical Thinking: A Concise Guide*. Routledge, 2002.
- Cottrell, Stella. *Critical Thinking Skills*. Palgrave Macmillan, 2005.
- Duffy, Gerald G. *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, 2nd ed. Guilford Press, 2009.
- Foster, Thomas C. *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Harper Paperbacks, 2003.
- Gunzenhauser, Bonnie, ed. *Reading in History: New Methodologies from the Anglo-American Tradition*. Pickering & Chatto, 2010.
- Hughes, William. *Critical Thinking: Introduction to the Basic Skills*, 3rd ed. Broadview Press, 2000.
- Jeffries, Linda and Beatrice S. Mikulecky. *More Reading Power, Reading Faster, Thinking Skills, Comprehension Skills*. Addison-Wesley, 1996.
- Konstant, Tina. *Speed Reading*. McGraw Hill, 2003.
- Krashen, Stephen D. *The Power of Reading: Insights from the Research*, 2nd ed. Heinemann, 2004.
- Mikulecky, Beatrice S. *Advanced Reading Power 4*. Pearson ESL, 2007.
- Montgomery, Martin and Alan Durant. *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 3rd. Rutledge, 2007.
- Nation, I. S. P. *Teaching ESL/EFL: Reading and Writing*. Routledge, 2008.
- Wiesolek Kuta, Katherine. *Reading and Writing to Learn: Strategies across the Curriculum*. Teacher Ideas Press, 2008.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Methodology of Academic Writing (MAW)

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

Mode d'évaluation: Class participation, term exam

Références:

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Semestre : 1

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Methodology of Research Projects (MRP)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

Mode d'évaluation: Class participation, term exam

Références:

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Découverte

Intitulé de la matière : Cross Cultural Communication (CCC)

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement:

By dealing with western perceptions of the Arab world and vice-versa, this course aims at making the students aware about misconceptions and distortions that arise among differing cultures; thus, it provides them with the necessary tools that intellectually stimulate and improve their critical thinking.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation Islamique, Contacts et Relations de Cultures

Contenu de la matière:

- ✓ English as object and medium of (mis)understanding
- ✓ Conflict and assimilation among different cultures
- ✓ Functions of stereotypes and prejudices in the process of cross-cultural communication
- ✓ 'East' vs. 'West'
- ✓ Clash of cultures or within cultures?

Mode d'évaluation: Readings and class discussions, term exam

Références:

Anheier, Helmut K. and Yudhishthir Raj Isar. *Cultures and Globalization: Conflicts and Tensions*. Sage Publications, 2007.

Barnard, Alan. *Encyclopedia of Social and Cultural Anthropology*. Routledge, 2002.

Beckett, Katharine Scarfe. *Anglo-Saxon Perceptions of the Islamic World*. Cambridge University Press, 2003.

Fagan, Brian. M. *Clash of Cultures*, 2nd edition. AltaMira Press, 1998.

Grill, Robert D. *Orientalism & Occidentalism: Is Mistranslating Culture Inevitable: Paraverse*, 2004.

Guidère, Mathieu. *The Clash of Perceptions*. Center for Advanced Defense Studies, 2006.

Huntington, Samuel P. "The Clash of Civilizations." *Foreign Affairs*, 1993, pp. 22-49.

Issawi, Charles. *Cross-Cultural Encounters and Conflicts*. Oxford University Press, 1998.

MACFIE, A.L. *Orientalism*. Longman, 2002

Makariev, Plamen, ed. *Islamic and Christian Cultures: Conflict or Dialogue*. CRVP, 2001.

Ofelia, Garcia, ed. *English across Cultures, Cultures Across English: A Reader in Cross Cultural Communication*. Gruyter, 1989.

Richard D. Lewis, *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing, 2006.

Said, Edward. *Orientalism*. Penguin, 1977.

_____. "The Myth of the 'Clash of Civilization,'" video Lect. Media Education Foundation, 1998.

Salaita, Steven. "Beyond Orientalism and Islamophobia: 9/11, Anti-Arab Racism, and the Mythos of National Pride." Project Muse, 2007.

Various. "When Cultures Clash." *Journal of Communication*, 27:2 (1977) pp. 112-162.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 1

Intitulé de l'UE : Transversale

Intitulé de la matière : langue étrangère

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement:

At term, students will be able to handle French both as an object of learning as well as a tool for learning. They should also be able to use a different language (in this case French) for data collection and research work.

Connaissances préalables recommandées:

Outre des connaissances générales acquises en graduation (American & English civilisations), il serait préférable d'avoir les compétences linguistiques équivalentes au DELF/Niveau B1 au moins.

Contenu de la matière:

Cette matière traite des sous disciplines traditionnelles du français, notamment la grammaire et l'orthographe, qui jouent indéniablement un rôle principal dans l'apprentissage de la langue. Le cours est à la fois une méthode de langue et un cours de civilisation française. Divers documents et extraits sont inclus dans le but de nourrir et animer le débat ce qui permet de consolider l'apprentissage.

Mode d'évaluation: Exam

Références:

Bourdereau, Frédéric and Jean-Claude Fozza. *Précis de français: Langue et littérature*. Nathan, 2000.

Delatour, Y. and Jennepin, D. *Nouvelle grammaire du français: Cours de civilisation française de la Sorbonne*. Hachette: Français langue Etrangère, 2004

Grevisse, Maurice et André Goosse. *Le bon usage: Grammaire française*, 14eme ed. Editions de Boeck Université, 2008.

Hongre, Bruno. *L'intelligence de l'explication de texte: 30 modèles de commentaires pour aller au cœur du texte*. Ellipses, 2005.

Mauger, G. *Cours de langue et de civilisation françaises III*. Hachette, 1985.

Whittaker, Andrew. *Speak the culture: France: Be Fluent in French Life and Culture*. Thorogood publishing co, UK, 2010.

Intitulé du Master: Anglo-American Studies

Semestre: 2

Intitulé de l'UE : littérature

Intitulé de la matière: History of British Literature (HBL)

Crédits : 4

Coefficients : 4

Objectifs de l'enseignement:

Read literary selections from various genres of English literature and react intellectually, emotionally, and aesthetically to their content both orally and in writing. Also understand and employ the meanings of basic literary terms in discussions over and oral presentations of literary topics.

Connaissances préalables recommandées:

Textes Littéraires, Genres Littéraires, Genres Littéraires (Lectures critiques), Genres Dominants

Contenu de la matière:

- ✓ Introduction: Survey of early British literary periods (up to 1800)
- ✓ Romanticism, 1785-1830: Early Romantics (Wordsworth, Coleridge, Austen, the Brontës); Second Generation Romantics (Byron, Shelley, Keats)
- ✓ Victorian Age, 1830-1901: Lord Tennyson, Robert Browning, Oscar Wilde, Charles Dickens, George Eliot
- ✓ Modern Period, 1901-1960: G.M. Hopkins, H.G. Wells, James Joyce, D.H. Lawrence, T.S. Eliot
- ✓ Postmodern and Contemporary Period, 1960 onwards: Ted Hughes, Doris Lessing, John Fowles, Don DeLillo, A.S. Byatt

Mode d'évaluation: Assigned readings & class participation, short paper, term exam

Références:

- Abrams, M. H., et. al., eds. *The Norton Anthology of English Literature*. 8th edition. Vol. 2. W. W. Norton and Company, 2006.
- Adams, James Eli. *A History of Victorian Literature*. Wiley-Blackwell, 2009
- Arana, R. Victoria and Lauri Ramey. *Black British Writing*. Palgrave MacMillan, 2004.
- Bond, Brian. *The Unquiet Western Front - Britain's Role in Literature and History*. CUP, 2004.
- Chambers, Ellie. *Teaching & Learning English Literature*. Sage Publications, 2006.
- Chandler, James, ed. *Cambridge History of English Romantic Literature*. CUP, 2009.
- Hager, Alan. *Encyclopedia of British Writers: 16th, 17th, and 18th Centuries*. Facts On File, 2005.
- Knight, Mark & E. Mason. *Nineteenth Century Religion and Literature: An Introduction*. OUP, 2006
- Marcus, Laura and Peter Nicholls, eds. *The Cambridge History of Twentieth-Century English Literature*. CUP, 2004.
- Moss, Joyce. *World Literature and Its Times: British and Irish Literature and Its Times: The Victorian Era to the Present (1837-), vol. 4*. Gale Group, 2001.
- Quinn, Edward. *History in Literature: A Reader's Guide to 20th-Century History and the Literature It Inspired*. Facts On File, 2004.
- Rogers, Pat, ed. *The Oxford Illustrated History of English Literature*. OUP, 1990.
- Williams, Jeffrey. *Theory and the Novel: Narrative Reflexivity in the British Tradition*. Cup, 2004.

Wynne-Davies, Marion, ed. *The Bloomsbury Guide to English Literature*. Prentice Hall, 1990.

Intitulé du Master: Anglo-American Studies

Semestre: 2

Intitulé de l'UE : littérature

Intitulé de la matière: History of American Literature (HAL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

To help learners know about the historical contexts of American literature and major trends and authors, understand the American society and its culture as reflected in the literary works, and consolidate their fluency in English by reading a variety of literary texts.

Connaissances préalables recommandées:

Textes Littéraires, Genres Littéraires, Genres Littéraires (Lectures critiques), Genres Dominants

Contenu de la matière:

- ✓ Colonial Period, 1607-1776
- ✓ Revolutionary and early National Period, 1765-1828
- ✓ Romantic Period, 1828-865 (American Renaissance/Transcendentalism)
- ✓ Realistic & Naturalistic Periods, 1865-1914
- ✓ American Modernist Period, 1914-1939: Jazz Age, Harlem Renaissance (1920s); "Lost Generation" (1920s, 1930)
- ✓ Contemporary Period, 1939 to the present: Beat Writers (1950s); Counterculture (1960s, 1970s)
- ✓ Minority Literatures, including, but not limited to: African-American writers, Native American writers, Arab-American writers, women writers

Mode d'évaluation: Assigned readings & class participation, short paper, term exam

Références:

- Andrews, William L. *Concise Oxford Companion to African American Literature*. OUP, 2001.
- Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. CUP, 2005.
- Claire Smith, Lindsey. *Indians, Environment, and Identity on the Borders of American Literature: From Faulkner and Morrison*. Palgrave Macmillan, 2008.
- Davis, Cynthia J. & Kathryn West. *Women Writers in the United States: A Timeline of Literary, Cultural, and Social History*. OUP, 1996.
- Eversley, Shelly. *Real Negro: The Question of Authenticity in Twentieth-Century African American Literature*. Routledge, 2004.
- Gabler-Hover, Janet and Robert Sattelmeyer, eds. *American History through Literature*, 3 vol. Thomson Gale, 2006.
- Gray, Richard. *A History of American Literature*. Blackwell Publishing, 2004.
- Layton, Rebecca. *Arab-American and Muslim Writers*. Infobase Publishing, 2010.
- Moser, Linda Trinh & Kathryn West. *Research Guide to American Literature: Contemporary Literature, 1970 to Present*. Facts On File, 2010.
- Riss, Arthur. *Race, Slavery, and Liberalism in Nineteenth-Century American Literature*. CUP, 2006.
- Salaia, Steven. *Arab American Literary Fictions, Cultures and Politics*. Palgrave/Macmillan, 2007.
- Šesnić, Jelena. *From Shadow to Presence: Representations of Ethnicity in Contemporary American Literature*. Rodopi B.V., 2007.
- Tinnemeyer, Andrea, ed. *Student's Encyclopedia of Great American Writers*. Facts On File, 2010.

Intitulé du Master: Anglo-American Studies

Semestre: 2

Intitulé de l'UE : Civilization

Intitulé de la matière: Contemporary Developments in Britain (CDB)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

At the end of the course students should be able to discern major developments in British contemporary history and identify players and outcomes. More than dates, figures and names, the student should be able to approach them critically and analytically.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (Universels)

Contenu de la matière:

- ✓ Legacies of world wars
- ✓ Expansion of the state
- ✓ Achievement of a mass democratic politics
- ✓ Affluent society and culture upheaval
- ✓ Immigration, ethnicity, and the reshaping of class
- ✓ Education, labor and economic reforms
- ✓ Thatcherism and New Labor
- ✓ Foreign policy: Foreign and defence policy
Decolonization and imperial decline
Euroscepticism: Britain and the European Union

Mode d'évaluation: Oral presentations, term exam

Références:

- Addison, Paul, ed. *Companion to Contemporary Britain, 1939–2000*. Blackwell, 2005.
- Black, Jeremy. *Britain since 70s: Politics and Society in the Consumer Age*. Reaktion Books, 2004.
- Casey, Terrence, ed. *Blair Legacy: Politics, Policy, Governance, & Foreign Affairs*. Palgrave, 2009.
- Childs, David. *Britain since 1945: A Political History*. Routledge, 2001.
- Collette, Christine & Keith Laybourn, eds., *Modern Britain since 1979: A Reader*. I. B. Tauris, 2003.
- Dickie, John. *The New Mandarins: How British Foreign Policy Works?* I.B. Tauris, 2004.
- Fry, Geoffrey K. *Politics of the Thatcher Revolution: An Interpretation of British Politics, 1979–1990*. Palgrave Macmillan, 2008.
- McKercher, Brian. *Transition of Power: Britain's Loss of Global Pre-eminence to the United States, 1930-1945*. CUP, 2004.
- Morgan, Kenneth O. *Twentieth-Century Britain: A Very Short Introduction*. Oxford, 2000.
- Oakland, John. *Contemporary Britain: A Survey with Texts*. Routledge, 2001.
- Page, Robert M. *Revisiting the Welfare State*. McGraw Hill, 2007.
- Pathak, Pathik. *Future of Multicultural Britain: Confronting the Progressive Dilemma*. Edinburgh University Press, 2008.
- Porter, Bernard. *Absent Minded Imperialists: Empire, Society, and Culture in Britain*. Oxford, 2004.
- Wall, Stephen. *A Stranger in Europe: Britain & the EU from Thatcher to Blair*. Oxford, 2008.

<http://www.britainexpress.com/History/index.htm> ; <http://news.bbc.co.uk/>

Intitulé du Master: Anglo-American Studies

Semestre: 2

Intitulé de l'UE : Civilization

Intitulé de la matière: America's Rise to Globalism (ARG)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Students will gain depth of knowledge of American social, cultural, economic as well as political history as it has developed from 1865 to the present time. By the end of this course, they will be able to analyse and discuss complex ideas at an advanced level.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (USA)

Contenu de la matière:

- ✓ Modern America and rise of the industrial society
- ✓ Immigration and Multiculturalism America
- ✓ The 1960s in America (civil rights, resurgence of conservatism, "Identity Politics")
- ✓ Culture and Society of the 1980s and the rise of the religious right
- ✓ America at the New Millennium: end of the boom economy
- ✓ The Obama election: implications and new perspectives
- ✓ Foreign policy: Neutrality to imperialism, 1977-1914, Isolationism and internationalism, 1914–45, Cold War and post-Cold War era, 1946 to the present

Mode d'évaluation: Oral presentations, term exam

Références:

- Baker, Dean. *The United States since 1980*. Cambridge University Press, 2007.
- Danzer, Gerald A. & al. *The Americans Reconstruction to the 21st Century: Student Textbook*. Mcdougall Littell, 2009.
- Donaldson, Gary A. *The Making of Modern America: The Nation from 1945 to the Present*. Rowman & Littlefield, 2009.
- Herring, George C. *From Colony to Superpower: U.S. Foreign Relations since 1776*. Oxford, 2008.
- Hodgson, Godfrey. *More Equal than Others: America from Nixon to the New Century*. Princeton University, 2004.
- Isserman, Maurice. *America Divided: Civil War of the 1960s*. OUP, 2000.
- Johnson, Troy R. *Red Power: Native American Civil Rights Movement*. Chelsea House, 2007.
- Jones, Howard. *Crucible of Power: History of American Foreign Relations from 1897*, 2nd ed. Rowman & Littlefield, 2008.
- Klein, Maury. *The Genesis of Industrial America, 1870-1920*. Cambridge, 2007.
- Maameri, Fatima. *A History of the United States: Rise of Modern America, 1865-1940*. OPU, 2011.
- Mckay, David. *American Politics and Society*, 6th ed. Blackwell, 2005.
- Johnson, Kevin R. *The "Huddled Masses" Myth: Immigration and Civil Rights*. Temple University Press, 2004.
- Tullock, Gordon. *American Foreign Affairs: A Compact History*. World Scientific, 2009.
- Wallenfeldt, Jeff, ed. *Black Experience in America: From the Civil War to the Present*. Britannica Educational Publishing, 2011.
- Whitfield, Stephen J., ed. *Companion to 20th-Century America*. Blackwell, 2004.

Intitulé du Master: Anglo-American Studies

Semestre: 2

Intitulé de l'UE : language skills

Intitulé de la matière: Writing Skills & Strategies (PSS)

Crédits : 2

Coefficients : 1

Objectifs de l'enseignement:

By prescribing easy to practise tools and strategies, this course is meant to enhance students' skills of oral expression, help them structure material for the best impact, cope with nerves and get messages across effectively to audiences of varied sizes.

Connaissances préalables recommandées:

Techniques de l'Expression Oral

Contenu de la matière:

Course Objectives:

- ✓ What already works about you as a presenter?
- ✓ Exploring how presentation works
- ✓ Developing a unique individual style
- ✓ Understanding what happens in front of an audience
- ✓ Practising a whole range of techniques
- ✓ Hints and tips for effective presentation
- ✓ Stretching capacity of presentation
- ✓ Presenting with style, flair and presence
- ✓ Using support materials
- ✓ Maintaining confidence and handling nerves
- ✓ Coping better with hard situation

Mode d'évaluation: Class participation, micro-interrogations, term exam

Références:

Comfort, Jeremy and Derek Utley. *Effective Presentations*. Oxford: OUP, 1996.
Ellis, Mark & Nina O' Driscoll. *Giving Presentations*. Harlow: Longman, 1992.
Emden, Joan Van. *Presentation Skills for Students*. Palgrave Macmillan, 2004.
Gilbert, Judy B. *Clear Speech*. Cambridge: CUP, 1984.
Graham, Carolyn. *Small Talk Jazz Chants*. Oxford: OUP, 1986.
Howe, Brian. *Visitron, the Language of Presentations*. Harlow: Longman, 1985.
Levin, Peter & Graham Topping. *Student-Friendly Guides: Perfect Presentations*. Open University Press, 2006.
Lynch, Tony. *Study Listening*. London: CUP, 1986.
Mcrae, Brad & David Brooks. *The Seven Strategies of Master Presenters*. Career Press, 2004.
Nation, I. S. P. and J. Newton. *Teaching ESL/EFL: Listening and Speaking*. Routledge, 2009.
Powell, Mark. *Presenting in English*. Hove: LTP, 1996.
Storz, Carl. *English Pronunciation Notebook for Telecommunications Students*. Evry: INT, 1993.
Sweeney, Simon. *English for Business Communication*. Cambridge: CUP, 1997.
Wallwork, Adrian. *English for Presentations at International Conferences*. Springer Science+Business Media, LLC, 2010.

Semestre : 2

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Methodology of Academic Writing (MAW)

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

Mode d'évaluation: Class participation, term exam

Références:

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Semestre : 2

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Methodology of Research Projects (MRP)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

Mode d'évaluation: Class participation, term exam

Références:

Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.

Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. Routledge Falmer, 2000.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Sage Publications, 2002.

DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.

Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.

Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.

Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.

Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Intitulé du Master: Anglo-American Studies

Semestre : 2

Intitulé de l'UE : Découverte

Intitulé de la matière: Teaching Culture in the EFL Class (TC)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Students are expected to develop an awareness of the interrelationship language/culture and to develop ways to integrate the cultural component in the English language teaching class.

Connaissances préalables recommandées:

Ingénierie Educative, Littérature in EFL

Contenu de la matière:

- ✓ Definition of culture
- ✓ Culture, language and communication
- ✓ The place of culture in foreign language teaching
- ✓ Teaching culture

Mode d'évaluation: Class Participation and Exam

Références (*Livres et photocopiés, sites internet, etc*).

- Byram, Michael (1989). *Cultural Studies in Foreign Language Education*. Multilingual Matters Ltd.
- Byram, Michael and Peter Grundy, eds. (2003). *Context and Culture in Language Teaching and Learning*. Multilingual Matters Ltd.
- Chambers, Ellie & Marshall Gregory (2006). *Teaching & Learning English Literature*. SAGE Publications.
- Damen, L. (1987). *Culture Learning: The Fifth Dimension in the Language Classroom*. Addison-Wesley Publishing Company.
- Heusinkveld, P., ed. (1997). *Pathways to Culture*. Intercultural Press.
- Kramsch, Claire (1993). *Context and Culture in Language Teaching*. Oxford University Press.
- Nieto, Sonia (2010). *Language, Culture, and Teaching, Critical Perspectives*, 2nd ed. Taylor & Francis.
- Stearns, Peter N. (1993). *Meaning over Memory: Recasting the Teaching of Culture and History*. The University of North Carolina Press.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 2

Intitulé de l'UE : Transversale

Intitulé de la matière : langue étrangère

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement:

At term, students will be able to handle French both as an object of learning as well as a tool for learning. They should also be able to approach Anglo-Saxon culture from a different angle as sources and interpretations vary.

Connaissances préalables recommandées:

Outre des connaissances générales acquises en graduation (American & English civilisations), il serait préférable d'avoir les compétences linguistiques équivalentes au DELF/Niveau B1 au moins.

Contenu de la matière:

Présentation en français de la civilisation britannique et américaine du XXe et début du XXIe siècles à travers des documents et extraits de textes majeurs traduits, ou originellement écrits, en français.

Mode d'évaluation: Exam

Références

- Baudrillard, Jean. *La société de consommation: ses mythes, ses structures*. Denoël, 1970.
- Breton, Jean-Marie Le. *France et Grande-Bretagne, mythes et préjugés*. L'Harmattan, 2007.
- Corbo, Calude. *Les Etats Unis d'Amérique: Les institutions politiques*. Septentrion, 2007.
- De Tocqueville, Alexis. *De la démocratie en Amérique*. Charles Gosselin, 1838.
- Gagnon, Frédérick, ed. *Le Congrès des Etats-Unis*. Presses de l'Université du Québec, 2006.
- Grellet, Françoise. *Anglais: Guide Culturel (précis culturel des pays du monde anglophone)*. Nathan, 2007.
- Marchand, Philip. *Empire fantôme: de ces Français qui ont failli conquérir l'Amérique du Nord*. Les Presses de l'Université Laval, 2008.
- Moulin, Michel. *La Grande Bretagne contemporaine*. Bréal, 2006.
- Pauwels, Marie-Christine. *Civilisation américaine*. Hachette Supérieur, 5e éd., 2006.
- Portes, Jacques, translated by Elborg Forster. *Fascination and Misgivings: The United States in French Opinion, 1870–1914*. Cambridge University Press, 2006.
- Vallet, Elisabeth. *La présidence des Etats-Unis*. Presses de l'Université du Québec, 2007.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Civilization

Intitulé de la matière : British and American Government: A Comparative Approach (BAG)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

By clarifying concepts and mechanisms, this course aims at enhancing students' understanding of the policy-making process in the UK and in the USA. It aims also at promoting their analytical thinking so as to be able to make projections.

Connaissances préalables recommandées:

Civilisation de la Langue, Documents Authentiques (Universels), Documents Authentiques (USA)

Contenu de la matière:

- ✓ British Government and politics: Constitution and monarchy
Parliament, Cabinet, and policy-making
Role of the political parties, Media, pressure groups and public opinion
- ✓ American Government and politics: Constitution and federalism
Political institutions: Congress, presidency, and policy-making
Role of the political parties, corporate media, lobbies and public opinion

Mode d'évaluation: Assigned readings & class participation, short paper, term exam

Références:

- Bennett, W. Lance. *When the Press Fails: Political Power and the News Media from Iraq to Katrina*. The University of Chicago Press, 2007.
- Crowson, Nick, ed. *NGOs in Contemporary Britain: Non-state Actors in Society and Politics Since 1945*. Palgrave Macmillan, 2009.
- Curran, James and Jean Seaton. *Power Without Responsibility: The press, broadcasting, and new media in Britain*, 6th edition. Routledge, 2003.
- Dunleavy, Patrick. *Developments in British Politics* 7, 7th ed. Palgrave Macmillan, 2003.
- Guide to U.S. Elections*, 6th ed. Sage Publications, 2010.
- Katz, Richard S. *Political Institutions in the United States* OUP, 2007.
- Kuypers, Jim A. *Press Bias and Politics: How the Media Frame Controversial Issues*. Greenwood Publishing Group, 2002.
- Mayhew, David R. *Parties and Policies: How the American Government Works*. Yale Univ., 2008.
- McLean, Iain. *What's Wrong with the British Constitution?* OUP, 2010.
- Nownes, Anthony J. *Total Lobbying: What Lobbyists Want*. CUP, 2006.
- Tansey, Stephen D. and Nigel Jackson. *Politics (The Basics)*, 4th edition. Routledge, 2004.
- Turpin, Colin. *British Government and Constitution: Text & Materials*. Cambridge, 2007.
- Watts, Duncan. *British Government and Politics: Comparative Guide*. Edinburgh University, 2006.
- _____. *Understanding US/UK Government and Politics: A Comparative Guide*. Manchester University Press, 2003.
- Zimmerman, Joseph M. *Contemporary American Federalism: The growth of National Power*, 2nd ed. State University of New York, 2008.
- <http://history.state.gov/historicaldocuments>; <http://www.fco.gov.uk/en/>; <http://www.parliament.uk/>;
<http://www.number10.gov.uk/history-and-tour/cabinet>

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Civilization

Intitulé de la matière : Islamic Foundations of Western Civilization (IFWC)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

By exploring Islamic thought contributions to western civilization as acknowledged and debated in writings in English, this class aims at opening a new window from which the student looks at and appreciates his own civilizational heritage.

Connaissances préalables recommandées:

Civilisation Islamique, Contacts et Relations de Cultures (Licence), Cross-Cultural Communication (M1)

Contenu de la matière:

- ✓ Historical method in civilization studies
- ✓ The classical foundations of western civilization
- ✓ Revisionism: The case for an 'Islamo-Christian civilization'
- ✓ Islamic contributions to Western Civilization
 - Medieval philosophical and scientific thought
 - Human rights and tolerance
- ✓ Colliding or converging civilizations?
- ✓ The Universality and continuation of the cycle of civilization

Mode d'évaluation: Oral presentation, term exam

Références:

Al-Azmeh, Aziz. *The Times of History: Universal Topics in Islamic Historiography*. Central European University Press, 2007.

Apostolov, Mario. *The Christian–Muslim Frontier: A Zone of Contact, Conflict or Cooperation*. RoutledgeCurzon, 2004.

Bernal, Martin. *Black Athena: Afroasiatic Roots of Classical Civilization*. Rutgers UP, 1987-2006.

Bulliet, Richard W. *The Case for Islamo-Christian Civilization*. Columbia University Press, 2004.

El-Hibri, Tayeb. *Reinterpreting Islamic Historiography*. Cambridge University Press, 2004.

Grypeou, Emmanouela, ed. *The History of Christian-Muslim Relations: The Encounter of Eastern Christianity with Early Islam*. Brill, 2006.

Hobson, John M. *The Eastern Origins of Western Civilisation*. Cambridge University Press, 2004.

Hodgson, Marshall G. S. *World History: Essays on Europe, Islam and World History*. CUP, 1993.

Lewis, Bernard. *The Arabs in History*, 6th edition. Oxford University Press, 2002.

Lockman, Zachary. *Contending Visions of the Middle East: The History and Politics of Orientalism*. CUP, 2004.

Masood, Ehsan. *Science and Islam: A History*. Icon Books, 2009.

Meri, Josef W., ed. *Medieval Islamic Civilization: An Encyclopedia*, 2 volumes, Routledge, 2006.

Nasr, Seyyed Hossein. *Islam and the West*, audiobook. TMS, 2004

O. Leary, De Lacy. *How Greek Science Passed to the Arabs*. Routledge, 1979.

Saliba, George. *Islamic Science and the Making of the European Renaissance*. MIT, 2007.

Stearns, Peter N. *Western Civilization in World History*. Routledge, 2003.

Turner, Bryan S. *Orientalism, Postmodernism and Globalism*. Routledge, 1994.

Tyler, Aaron. *Islam, the West, and Tolerance: Conceiving Coexistence*. Palgrave Macmillan, 2008.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Literature

Intitulé de la matière : Post-Colonial Literature (PCL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Introduce the students to the major postcolonial issues, writers and theorists through a critical study of a selection of postcolonial writings in English from diverse cultural and Historical backgrounds to bring them to an understanding of the complex nature of identity and culture.

Connaissances préalables recommandées:

Literary Theory, Literary Criticism (M1)

Contenu de la matière:

- ✓ Postcolonial theory and key concepts
- ✓ Colonial discourse and counter-discourses
- ✓ Study of a selection of representative texts covering prose, drama, and poetry by writers from the Third World and writers of subordinated cultures in Britain and the USA

Mode d'évaluation: Class readings and participation, short paper, term exam

Références:

- Ashcroft, Bill and al. *Empire Writes Back: Theory and Practice in Post-Colonial Literatures*, 2nd ed. Routledge, 2002.
- _____. *Key Concepts in Post-Colonial Studies*. Routledge, 1998.
- _____. *The Post-Colonial Studies Reader*. Routledge/Taylor & Francis e-Library, 2003.
- Barker, Francis, ed. *Colonial Discourse, Postcolonial Theory*. Manchester University Press, 1994.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*, 2nd ed. OUP, 2005.
- Carey, Daniel and Lynn Festa. *Postcolonial Enlightenment – 18th Century Colonialism and Postcolonial Theory*. OUP, 2009.
- Irele, F. Abiola and Simon Gikandi. *The Cambridge History of African and Caribbean Literature*. Cambridge University Press, 2004.
- Kuortti, Joel and Jopi Nyman, eds. *Reconstructing Hybridity: Post-Colonial Studies in Transition*. Rodopi B.V., 2007
- Makdisi, Saree. "Postcolonial Literature in a Neocolonial World: Modern Arabic Culture and the End of Modernity" in Afzal-Khan, Fawzia and Kalpana Seshadri-Crooks, eds *The Pre-occupation of Postcolonial Studies*. Duke University Press, 2000, pp. 266-291.
- Rajan, Balachandra and Elizabeth Sauer. *Imperialisms: Historical and Literary Investigations, 1500–1900*. Palgrave Macmillan, 2004.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard University Press, 1999.
- Tiffin, Chris and Alan Lawson. *De-Scribing Empire: Post-colonialism and Textuality*. Taylor & Francis e-Library, 2002.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Literature

Intitulé de la matière : Introduction to Comparative Literature (ICL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

By introducing the students to the history and critical theories of comparative literature, this course aims at providing them with the necessary tools that permits them to investigate parallel texts from different national origins, eras and disciplines critically.

Connaissances préalables recommandées:

Littérature Comparée (Licence), Literary Theory, Literary Criticism (M1)

Contenu de la matière:

- ✓ History of comparative literature; interdisciplinary nature of literature; intercultural and supranational aspects of literature
- ✓ Critical theories: reception, Intertextuality, imagology, geocriticism
- ✓ Approaches and applications:
 - Relationship between literature and the visual arts
 - Literary myths and cinema adaptations
- ✓ Orientalist representations: Cultural Mythology and globalization
- ✓ Current developments: from the nation-state approach to globalization and interculturalism

Mode d'évaluation: Oral presentations, term exam

Références:

- Allen, Graham. *Intertextuality*. Routledge, 2000.
- Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Blackwell Publishers, 1994.
- Beller, Manfred, & Joep Leerssen. *Imagology: The Cultural Construction and Literary Representation of National Characters: A Critical Survey*. Rodopi, B.V., 2007.
- Bernheimer, Charles, ed. *Comparative Literature in the Age of Multiculturalism*. The Johns Hopkins University Press, 1995.
- Drout, Michael D. C. *Way with Words II: Approaches to Literature*, audiobook. Recorded Books, LLC, 2007.
- Guillen, Caudio. *The Challenge of Comparative Literature*. Harvard University Press, 1993.
- Jarmakani, Amira. *Imagining Arab Womanhood: The Cultural Mythology of Veils, Harems, and Belly Dancers in the U.S.* Palgrave Macmillan, 2008.
- Lothe, Jakob. *Narrative in Fiction and Film: An Introduction*. OUP, 2000.
- Saussy, Haun. *Comparative Literature in an Age of Globalization*. The Johns Hopkins UP, 2006.
- Semmerling, Tim Jon. *"Evil" Arabs in American Popular Film: Orientalist Fear*. The University of Texas Press, 2006.
- Shaheen, Jack G. *Reel Bad Arabs: How Hollywood Vilifies a People*. Interlink Publishing Group, 2001.
- Spivak, Gayatri Chakravorty. *Death of a Discipline*. Columbia University Press, 2003.
- Tabron, Judith L. *Postcolonial Literature from three Continents*. Peter Lang, 2003.

http://www.dcu.ie/registry/module_contents.php?function=2&subcode=LC561

http://www.dcu.ie/registry/module_contents.php?function=2&subcode=LC565

http://www.dcu.ie/registry/module_contents.php?function=2&subcode=LC568

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Language Skills

Intitulé de la matière : Presentation Skills & Strategies (RSS)

Crédits : 2

Coefficients : 1

Objectifs de l'enseignement:

By prescribing easy to practise tools and strategies, this course is meant to enhance students' skills of oral expression, help them structure material for the best impact, cope with nerves and get messages across effectively to audiences of varied sizes.

Connaissances préalables recommandées:

Techniques de l'Expression Oral

Contenu de la matière:

Course Objectives:

- ✓ What already works about you as a presenter?
- ✓ Exploring how presentation works
- ✓ Developing a unique individual style
- ✓ Understanding what happens in front of an audience
- ✓ Practising a whole range of techniques
- ✓ Hints and tips for effective presentation
- ✓ Stretching capacity of presentation
- ✓ Presenting with style, flair and presence
- ✓ Using support materials
- ✓ Maintaining confidence and handling nerves
- ✓ Coping better with hard situation

Mode d'évaluation: Class participation, micro-interrogations, term exam

Références:

Comfort, Jeremy and Derek Utley. *Effective Presentations*. Oxford: OUP, 1996.
Ellis, Mark & Nina O' Driscoll. *Giving Presentations*. Harlow: Longman, 1992.
Emden, Joan Van. *Presentation Skills for Students*. Palgrave Macmillan, 2004.
Gilbert, Judy B. *Clear Speech*. Cambridge: CUP, 1984.
Graham, Carolyn. *Small Talk Jazz Chants*. Oxford: OUP, 1986.
Howe, Brian. *Visitron, the Language of Presentations*. Harlow: Longman, 1985.
Levin, Peter & Graham Topping. *Student-Friendly Guides: Perfect Presentations*. Open University Press, 2006.
Lynch, Tony. *Study Listening*. London: CUP, 1986.
Mcrae, Brad & David Brooks. *The Seven Strategies of Master Presenters*. Career Press, 2004.
Nation, I. S. P. and J. Newton. *Teaching ESL/EFL: Listening and Speaking*. Routledge, 2009.
Powell, Mark. *Presenting in English*. Hove: LTP, 1996.
Storz, Carl. *English Pronunciation Notebook for Telecommunications Students*. Evry: INT, 1993.
Sweeney, Simon. *English for Business Communication*. Cambridge: CUP, 1997.
Wallwork, Adrian. *English for Presentations at International Conferences*. Springer Science+Business Media, LLC, 2010.

Semestre : 3

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Methodology of Academic Writing (MAW)

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

Mode d'évaluation: Class participation, term exam

Références:

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Semestre : 3

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Methodology of Research Projects (MRP)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- ✓ Defining the problem (What is research? What is the purpose of research?)
- ✓ Research methodologies and research methods
- ✓ Hypothesis, research questions—assumptions, and the nature of evidence
- ✓ Theory and model

Mode d'évaluation: Class participation, term exam

Références:

- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.
- Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. Routledge Falmer, 2000.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Sage Publications, 2002.
- DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.
- Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.
- Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.
- Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.
- Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Découverte

Intitulé de la matière : Ethique et déontologie (contexte universitaire)

Crédits :1

Coefficients : 1

Objectifs de l'enseignement:

Informer et sensibiliser l'étudiant du risque de la corruption et le pousser à contribuer dans la lutte contre la corruption.

Connaissances préalables recommandées:

Contenu de la matière:

1* concept de la corruption :

- Définition de la corruption.
- Religion et corruption.

2* les types de corruption :

- Corruption financière.
- Corruption administrative.
- Corruption morale.
- Corruption politique.....etc.

3* les manifestations de la corruption administrative et financière :

- Népotisme
- Favoritisme
- Médiation
- Extorsion et fraude.
- Le pillage d'argent public et des dépenses illégales.
- Le ralentissement dans l'achèvement de transactions (réalisation des projetsetc.).
- Écarts administratifs, fonctionnels ou organisationnels de l'employé et le responsable.
- Violations émis par le fonctionnaire en exerçant ses tâches au cours de l'année.
- Manque de respect des heures de travail, prendre le temps de lire les journaux, recevoir des visiteurs et de s'abstenir d'effectuer des travaux et le manque de responsabilité.

4* les raisons de la corruption administrative et financière :

4.1* Causes de la corruption du point de vue des théoriciens :

Les théoriciens et les chercheurs dans la science de la gestion et du comportement organisationnel, ont souligné la présence de trois catégories identifiées ces raisons, qui sont :

- Selon la première catégorie :
 - Les causes civilisationnelles.
 - Pour des raisons politiques.
- Selon la deuxième catégorie :
 - Raisons structurelles.
 - Les causes de jugements de valeur.
 - Raisons économiques.
- Selon la troisième catégorie :

- Raisons biologiques et physiologiques
- Causes sociales.
- Des raisons complexes.

4.2* causes générales de la corruption :

Institutions faibles, les conflits d'intérêts, la recherche rapidement du bénéfice et profits, faible de prise de conscience du rôle des établissements d'enseignements et des médias et le non-exécution de la loi etc.

5* Les effets de la corruption administrative et financière :

- L'impact de corruption administrative et financière sur les aspects sociaux
- L'impact de corruption financière et administrative sur le développement économique
- L'impact de corruption administrative et financière sur le système politique et de la stabilité.

6* La lutte contre la corruption par les organismes et les organisations locales et internationales

- Organisation de Transparence International :
- Convention des Nations Unies sur la lutte contre la corruption administrative.
- Programme de la Banque mondiale pour aider les pays en voie de développement dans la lutte contre la corruption administrative.
- Fonds monétaire international.
- Efforts de l'Algérie contre la corruption : loi anti-corruption 06-01, le rôle de la police judiciaire dans la lutte contre la corruption, etc).

7* Méthodes de traitement et moyens de lutter contre le phénomène de la corruption

(Le côté religieux, le côté éducatif, le côté politique, côté économique, le côté législatif, côté juridique, administratif, côté humain...).

8* Modèles de l'expérience de certains pays dans la lutte contre la corruption:

- L'expérience Indienne , l'expérience de Singapour , l'expérience des États-Unis , l'expérience de Hong Kong et l'expérience de la Malaisie et l'expérience de la Turquie

Mode d'évaluation: term exam

Références

- <http://www.transparency-libya.com/index.php>
- <http://www.shafafeyah.org/>
- <http://www.undp-pogar.org>
- <http://www.developmentgateway.com>.
- <http://www.transparency.org>
- <http://web.worldbank.org>
- <http://humandevelopment.bu.edu>
- <http://www.tiindia.in/data>
- <http://app.cpi.gov>.
- <http://usinfo.state.gov>

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Découverte

Intitulé de la matière : pratiques communicationnelles

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement:

By dealing with western perceptions of the Arab world and vice-versa, this course aims at making the students aware about misconceptions and distortions that arise among differing cultures; thus, it provides them with the necessary tools that intellectually stimulate and improve their critical thinking.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation Islamique, Contacts et Relations de Cultures

Contenu de la matière:

- ✓ English as object and medium of (mis)understanding
- ✓ Conflict and assimilation among different cultures
- ✓ Functions of stereotypes and prejudices in the process of cross-cultural communication
- ✓ 'East' vs. 'West'
- ✓ Clash of cultures or within cultures?

Mode d'évaluation: Readings and class discussions, term exam

Références:

Anheier, Helmut K. and Yudhishthir Raj Isar. *Cultures and Globalization: Conflicts and Tensions*. Sage Publications, 2007.

Barnard, Alan. *Encyclopedia of Social and Cultural Anthropology*. Routledge, 2002.

Beckett, Katharine Scarfe. *Anglo-Saxon Perceptions of the Islamic World*. Cambridge University Press, 2003.

Fagan, Brian. M. *Clash of Cultures*, 2nd edition. AltaMira Press, 1998.

Grill, Robert D. *Orientalism & Occidentalism: Is Mistranslating Culture Inevitable: Paraverse*, 2004.

Guidère, Mathieu. *The Clash of Perceptions*. Center for Advanced Defense Studies, 2006.

Huntington, Samuel P. "The Clash of Civilizations." *Foreign Affairs*, 1993, pp. 22-49.

Issawi, Charles. *Cross-Cultural Encounters and Conflicts*. Oxford University Press, 1998.

MACFIE, A.L. *Orientalism*. Longman, 2002

Makariev, Plamen, ed. *Islamic and Christian Cultures: Conflict or Dialogue*. CRVP, 2001.

Ofelia, Garcia, ed. *English across Cultures, Cultures Across English: A Reader in Cross Cultural Communication*. Gruyter, 1989.

Richard D. Lewis, *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing, 2006.

Said, Edward. *Orientalism*. Penguin, 1977.

_____. "The Myth of the 'Clash of Civilization,'" video Lect. Media Education Foundation, 1998.

Salaita, Steven. "Beyond Orientalism and Islamophobia: 9/11, Anti-Arab Racism, and the Mythos of National Pride." Project Muse, 2007.

Various. "When Cultures Clash." *Journal of Communication*, 27:2 (1977) pp. 112-162.

Intitulé du Master : Etudes Anglo-Américaines

Semestre : 3

Intitulé de l'UE : Transversale

Intitulé de la matière : langue étrangère

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement:

At term, students will be able to handle French both as an object of learning as well as a tool for learning. They should also be able to use a different language (in this case French) for data collection and research work.

Connaissances préalables recommandées:

Outre des connaissances générales acquises en graduation (American & English civilisations), il serait préférable d'avoir les compétences linguistiques équivalentes au DELF/Niveau B1 au moins.

Contenu de la matière:

Cette matière traite des sous disciplines traditionnelles du français, notamment la grammaire et l'orthographe, qui jouent indéniablement un rôle principal dans l'apprentissage de la langue. Le cours est à la fois une méthode de langue et un cours de civilisation française. Divers documents et extraits sont inclus dans le but de nourrir et animer le débat ce qui permet de consolider l'apprentissage.

Mode d'évaluation: Exam

Références:

- Bourdereau, Frédéric and Jean-Claude Fozza. *Précis de français: Langue et littérature*. Nathan, 2000.
- Delatour, Y. and Jennepin, D. *Nouvelle grammaire du français: Cours de civilisation française de la Sorbonne*. Hachette: Français langue Etrangère, 2004
- Grevisse, Maurice et André Goosse. *Le bon usage: Grammaire française*, 14eme ed. Editions de Boeck Université, 2008.
- Hongre, Bruno. *L'intelligence de l'explication de texte: 30 modèles de commentaires pour aller au cœur du texte*. Ellipses, 2005.
- Mauger, G. *Cours de langue et de civilisation françaises III*. Hachette, 1985.
- Whittaker, Andrew. *Speak the culture: France: Be Fluent in French Life and Culture*. Thorogood publishing co, UK, 2010.

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 coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE