

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté / Institut	Département
Mohamed Seddik Ben Yahia University, Jijel	Faculté des lettres et des langues	Département des lettres et langue anglaise

Domaine : Lettres et langues étrangères

Filière : langue anglaise

Spécialité : Littérature et civilisation

Année universitaire : 2023-2024

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

عرض تكوين ماستر
أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة محمد الصديق بن يحي جيجل	كلية الآداب واللغات	قسم الآداب واللغة الانجليزية

الميدان : الآداب واللغات الأجنبية

الشعبة : لغة انجليزية

التخصص : أدب وحضارة

السنة الجامعية: 2023-2024

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

1 - Localisation de la formation : Med Seddik Ben Yahia University, Jijel

Faculté (ou Institut) : Faculty of Letters and Languages

Département : Department of English Language

2- Partenaires de la formation *:

- autres établissements universitaires :

Nil

- entreprises et autres partenaires socio économiques :

Nil

- Partenaires internationaux :

Nil

* = Présenter les conventions en annexe de la formation

3 – Contexte et objectifs de la formation

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

Candidates with a Bachelor's degree in English Language

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

- Deepening of the knowledge acquired during the Bachelor's degree, particularly in British and American civilizations and literatures.
- Preparation of new English language teachers in foreign language instruction, literature, and civilization
- Introduction to research, which allows students to practice the use of various methods, strategies, and techniques specific to recent research in literature and civilization.
- Acquisition of training in the fundamental disciplines necessary for understanding the historical and cultural environment of the English language.

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

Graduates of a Master's in Civilization and Literature may have a variety of targeted job profiles and skills, including:

Job profiles:

English language teacher, lecturer in English literature or civilization, researcher in literature or civilization, ambassador or consultant, writer or journalist, translator/interpreter

Skills:

Strong written and verbal communication skills in English ,deep understanding of the historical and cultural context of the English language, ability to analyze and interpret complex texts and cultural artifacts, pedagogical skills for teaching English as a foreign language, as well as literature and civilization, research skills, including the ability to use and develop appropriate methodologies and techniques for research in literature and civilization, critical thinking and problem-solving skills and creativity and adaptability in a rapidly changing global environment

D- Potentialités régionales et nationales d'employabilité des diplômés

A holder of a Master's in Anglo-Saxon studies in the Wilaya of Jijel may have several potential job opportunities. As a coastal city attracting a large number of tourists in the summer, there may be demand for English language teachers or cultural ambassadors in the local hospitality industry. In addition, with the province's growing industrial sector, graduates may also find opportunities in the Bellara industrial zone which is located in El-milia, 50 kms east of Jijel city, as researchers or communicators for international companies. Moreover, as certified translators, they may work in government institutions or private enterprises that require translation services. Overall, the multidisciplinary approach of a Master's in Anglo-Saxon studies equips graduates with a diverse range of skills and knowledge that can be applied in various industries and institutions.

E – Passerelles vers d'autres spécialités

The Master's degree in literature and civilization can provide access to any Master's degree in literature and civilization (instructed in English language), such as 'General and Comparative Literature 'and 'Language and Culture.

F – Indicateurs de suivi de la formation

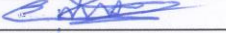
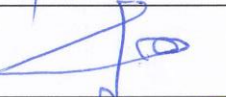
Regular meetings with the training team to evaluate all aspects of the course in order to ensure its effectiveness. Also, a continuous monitoring of the learning process through ongoing assessment throughout each teaching unit and module, as well as a final examination for each module.

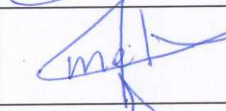
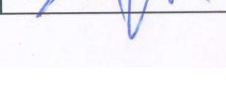
G – Capacité d'encadrement (donner le nombre d'étudiants qu'il est possible de prendre en charge)

20 students selected from the best candidates after a review of their academic records

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité : Literature and Civilization

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Boukrika Ammar	BA in English Language	PhD in English and Arabic Translation	Prof	Cours + TD + encadrement de mémoire	
Boukhentache Slimane	BA in English Language	PhD in TEFL and Linguistics	MCA	Cours + TD	
Bouchair Zahia	BA in English Language	PhD in Applied Linguistics	MCA	Cours + TD	
Benhabiles Bakir	BA in English Language	PhD in Translation	MCB	Cours + TD + encadrement de mémoire	
Boumar Fateh	BA in English Language	PhD in Postcolonial Studies	MCB	Cours + TD + encadrement de mémoire	
Fanit Izzeddine	BA in English Language	PhD in American Studies	MCB	Cours + TD + encadrement de mémoire	
Bouhadjar Houda	BA in English Language	PhD in English Literature	MCB	Cours + TD + encadrement de mémoire	
Lekkat Sarra	BA in English Language	Magister in English Literature and Civilization	MAA	Cours + TD + encadrement de mémoire	
Melek Rafika	BA in English Language	Magister in Anglo-Saxon Literature and Civilization	MAA	Cours + TD + encadrement de mémoire	

Boukhedenna Amal	BA in English Language	Magister in Literature	MAA	Cours + TD + encadrement de mémoire	
Melit Ilham	BA in English Language	Magister in Literature and Criticism	MAA	Cours + TD + encadrement de mémoire	
Mezerreg Sara	BA in English Language	Magister in Literary Translation	MAA	Cours + TD + encadrement de mémoire	
Laoumari Mbarek	BA in English Language	Magister in American Studies	MAA	Cours + TD + encadrement de mémoire	
Azieb Samia	BA in English Language	PhD in Linguistics	MCA	Cours + TD	
Bouzekria Hamida	BA in English Language	PhD in Linguistics	MAB	Cours + TD	
Tiouane Hiba	BA in English Language	Magister in Literature and Criticism	MAB	Cours + TD + encadrement de mémoire	

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

B : Encadrement Externe :

Etablissement de rattachement : Larbi Ben M'hidi University, Oum El-Bouaghi

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Filali Billel	Magister in American Civilization	Ph.D in Civilization	MCB	Cours et encadrement de mémoire	

Etablissement de rattachement : University of M'sila

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Amirouche Nassima	Magister in English Literature	Phd in English Literature and Civilization	MCA	Cours et encadrement de mémoire	

Etablissement de rattachement : University of M'sila

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Benia Amel	Magister in English Literature and Criticism	/	MAA	Cours et encadrement de mémoire	

Etablissement de rattachement : AbdelHafid Boussouf University, Mila

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Bellour Houda	Magister in Literature	PhD in Literature	MCB	Cours + encadrement de mémoire	
Bennacer Fouzia	Magister in Didactics	PhD in Didactics	MCA	Cours et TD	

* = 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
	Laboratoire de Langues	7	
	Salle Multimédia	1	
	PC	250	
	Bibliothèque de la Faculté	1	
	Bibliothèque Centrale	1	
	Salle d'Internet	2	

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 :

Library, multimedia room, internet and PCs.

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 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P) Literature									
British Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
American Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
Critical Theory	22h30	-	1h30		27h30	1	2	50%	50%
UEF2(O/P) Civilization									
British Civilization	45h00	1h30	1h30		55h00	2	4	50%	50%
American Civilization	45h00	1h30	1h30		55h00	2	4	50%	50%
UE méthodologie									
UEM1(O/P)									
Didactics of Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
Research Skills	45h00	1h30	1h30		55h00	2	4	50%	50%
Stylistics	22h30	-	1h30		10h00	1	1	100%	/
UE découverte									
UED1(O/P)									
Theory and Practice of Literary Translation	22h30	1h30	-		2h30	1	1	/	100%
Race and Ethnicity	22h30	1h30	-		2h30	1	1	/	100%
UE transversales									
UET1(O/P)									
Communicative Skills	22h30	-	1h30		2h30	1	1	100%	/
Total Semestre 1	375h00	12h00	13h30		375h00	17	30		

2- Semestre 2 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P) Literature									
British Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
American Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
Critical Theory	22h30	-	1h30		27h30	1	2	50%	50%
UEF2(O/P) Civilization									
British Civilization	45h00	1h30	1h30		55h00	2	4	50%	50%
American Civilization	45h00	1h30	1h30		55h00	2	4	50%	50%
UE méthodologie									
UEM1(O/P)									
Didactics of Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
Research Skills	45h00	1h30	1h30		55h00	2	4	50%	50%
Stylistics	22h30	-	1h30		10h00	1	1	100%	/
UE découverte									
UED1(O/P)									
Theory and Practice of Literary Translation	22h30	1h30	-		2h30	1	1	/	100%
Race and Ethnicity	22h30	1h30	-		2h30	1	1	/	100%
UE transversales									
UET1(O/P)									
Communicative Skills	22h30	-	1h30		2h30	1	1	100%	/
Total Semestre 2	375h00	12h00	13h30		375h00	17	30		

3- Semestre 3 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P) Literature									
British Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
American Literature	45h00	1h30	1h30		55h00	2	4	50%	50%
Critical Theory	22h30	-	1h30		27h30	1	2	50%	50%
UEF2(O/P) Civilization									
British Civilization	45h00	1h30	1h30		55h00	2	4	50%	50%
American Civilization	45h00	1h30	1h30		55h00	2	4	50%	50%
UE méthodologie									
UEM1(O/P)									
Discourse Analysis	45h00	1h30	1h30		55h00	2	4	50%	50%
Dissertation Writing	45h00	1h30	1h30		55h00	2	4	50%	50%
Critical Thinking	22h30	-	1h30		10h00	1	1	100%	
UE découverte									
UED1(O/P)									
Literary Translation and Crosscultural Communication	22h30	1h30	-		2h30	1	1		100%
Creative Writing	22h30	1h30	-		2h30	1	1	100%	
UE transversales									
UET1(O/P)									
Ethics and Deontology	22h30	-	1h30		2h30	1	1	100%	
Total Semestre 3	375h00	12h00	13h30		375h00	17	30		

4- Semestre 4 :

Domaine : Lettres et langues étrangères
Filière : Langue anglaise
Spécialité : Littérature et civilisation

Stage en entreprise sanctionné par un mémoire et une soutenance.

	VHS	Coeff	Crédits
Travail Personnel			
Stage en entreprise			
Séminaires			
Autre (mémoire)	750h00	17	30
Total Semestre 4	750h00	17	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	270h	135	135		540h
TD	337.5h	180		67.5	585h
TP	0	0	0	0	0
Travail personnel	742.50	360h	15h	7.5	1125h
Autre (Mémoire)	751				751h
Total	2101	675h	150h	75h	3001h
Crédits	84	24	9	3	120
% en crédits pour chaque UE	70%	20%	7.5%	2.5%	100%

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

Intitulé du Master : Literature and Civilization

Semestre : 01

Intitulé de l'UE : UEF1

Intitulé de la matière : British Literature

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*).

Students will be able to:

- Contextualise literary orientations, movements and works by demonstrating knowledge of the major cultural, social, political and philosophical factors influencing the development of British literature from postmodern into contemporary.
- Connect prior knowledge with newly acquired one to write essays and response papers using techniques of criticism and evaluation.
- Analyse key texts by demonstrating an understanding of the cultural, formal and thematic dimensions and using appropriate literary terminology and methodology.
- Respond to literary concepts, movements and texts with critical analysis that demonstrates reading comprehension and connection of historical knowledge to textual analysis.

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

- Students are expected to have acquired the ability to distinguish between literary genres and their specific characteristics.
- Students have developed an understanding of the relationship between the context and the text in British literature.
- Students were trained to respond to canonical texts in written essays.
- Students have the ability to distinguish between different literary movements in British literature from the Anglo-Saxon to the Modernist period.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- Mid Twentieth century context, Absurdism in literature, post WWII literature, British women's writing, Internationalism
- Emerging literary genres: Contexts and conventions, New modes of writing literature, Contemporary Irish and Scottish literature, British literature at the millennium.

Mode d'évaluation : *Contrôle continu, examen, etc...* (*La pondération est laissée à l'appréciation de l'équipe de formation*)

Continuous assessment + Examination

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

- Andrew Sanders, *The Short Oxford History of English Literature*, Oxford and New York: The Clarendon Press, 1994
- Bentley, Nick. *Contemporary British Fiction*. Edinburgh: Edinburgh University Press, 2008.
- Edna Longley (ed.), *The Bloodaxe Book of 20th-Century Poetry from Britain and Ireland*, Tarncliffe, Northumberland: Bloodaxe Books, 2000
- Jeremy Black, *Modern British History since 1900*, Basingstoke and London: Palgrave Macmillan, 2000
- John Brannigan, *Orwell to the Present: Literature in England, 1945–2000*, Basingstoke and New York: Palgrave Macmillan, 2003
- Michael Alexander, *A History of English Literature*, Basingstoke and London: Palgrave Macmillan, 2000
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. New Jersey: Princeton University Press, 1977.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : UEF1

Intitulé de la matière : American Literature

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

By the end of this course

Students will be familiar with postmodern strategies and theories

Understand the concepts introduced by major postmodern thinkers

Connect the different thematic and stylistic patterns of postmodernism in order to be able to compare and contrast different literary works.

The students must be familiar with American history, culture, and literary traditions. This could include a general understanding of major historical events such as the American Revolution, the Civil War, and the Civil Rights Movement, as well as knowledge of important literary movements such as romanticism, realism, and modernism.

Contenu de la matière

Modernism literature :

*The lost generation

*Harlem renaissance

*Modernist poetry, fiction and drama.

Postmodernism literature: theory and practice

*Characteristics of postmodernism

* Postmodernist poetry, fiction and drama

Mode d'évaluation : 50% Exam 50% Continuous Assessment

(La pondération est laissée à l'appréciation de l'équipe de formation)

Références

1. *"The Norton Anthology of American Literature, Volume D: 1914-1945" edited by Nina Baym et al. This anthology includes a wide range of modernist and postmodernist texts, including works by writers such as T.S. Eliot, William Faulkner, Langston Hughes, and Toni Morrison.*

2. *"Modernism: A Guide to European Literature 1890-1930" by Malcolm Bradbury. While this book is not specifically focused on American literature, it provides a useful overview of the modernist movement and its major themes and authors.*

3. *"Postmodern American Fiction: A Norton Anthology" edited by Paula Geyh et al. This anthology collects a variety of postmodern American fiction, including works by writers such as Thomas Pynchon, Don DeLillo, and David Foster Wallace.*

4. *"The Cambridge Companion to Modernism"* edited by Michael Levenson. This collection of essays provides a comprehensive introduction to modernism as a cultural and artistic movement, including its impact on literature.
5. *"The Cambridge Companion to Postmodernism"* edited by Steven Connor. Similarly, this collection of essays provides an overview of postmodernism as a cultural and artistic movement, including its impact on literature.
6. *"The American Novel Now: Reading Contemporary American Fiction Since 1980"* by Patrick Meanor and David R. Jarraway. While this book covers a broader time period than just postmodernism, it includes discussions of many postmodern American writers and their works.
7. *"The Postmodern Condition: A Report on Knowledge"* by Jean-Francois Lyotard. This influential book is not specifically focused on literature, but it provides a key theoretical framework for understanding postmodernism as a broader cultural and intellectual phenomenon.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : UEF1

Intitulé de la matière : Critical Theory

Crédits : 2

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*).

By the end of the course, the students will have achieved an understanding of the following:

1. The parameters of and the key concepts used in modern critical theory
2. Critical theories and their application to a variety of texts, be them literary, political, and historical.
3. How to use various techniques of close reading, analysis, and interpretation
4. How to write critically about literature, history, and culture

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

Students are expected to have gained a basic understanding of the techniques of close reading, analysis, and interpretation.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

1. The concepts of power relations, ideology, and hegemony: Marxism from theory to practice
2. Post-colonialism and questions of subjectivity, identity, and hybridity
3. The place of language in critical theory: semiotics, discourse, power, and deconstruction

Mode d'évaluation : *Contrôle continu, examen...*(*La pondération est laissée à l'appréciation de l'équipe de formation*)

50% Exam 50% Continuous Assessment

Références

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. 3rd ed., Routledge, 2015.
- Barker, Chris, and Emma A. Jane. Cultural Studies: Theory and Practice. 5th ed., SAGE Publications Ltd., 2016.
- Habib, M. A. R. Theory into Practice: An Introduction to Literary Criticism. 3rd ed., Wiley Blackwell, 2015.
- Johnson, Richard, et al. The Practice of Cultural Studies. 3rd ed., SAGE Publications Ltd., 2019.
- Roberts, Edgar V. Writing about Literature: A Guide for the Student Critic. 10th ed., Pearson, 2016.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : UEF2

Intitulé de la matière : British Civilization

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*).

After the completion of the **first semester** in British Civilization course for M1, students are expected to have acquired a comprehensive understanding of major events, trends, and themes in British history that took place during **the first half of the twentieth century**, as well as the ability to analyze primary sources and engage in historical research. Students should also be able to communicate their findings effectively in oral and written formats.

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

- Familiarity with the major political, economic, and social developments in Britain in the late 19th century, including the rise of the Labour Party and the decline of the Liberal Party.
- *Knowledge of key themes and events of the 19th century that led up to the 20th century, such as the Industrial Revolution, the rise of liberalism, and the emergence of democracy*
-

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

Edwardian Era (1901-1910)

Social and cultural changes

Political landscape

Imperialism and foreign policy

III. World War I and Its Aftermath (1914-1920)

Causes and outbreak of the war

The war on the home front

Impact of the war on British society and politics

IV. Interwar Years (1920-1939)

Economic challenges and the Great Depression

Political developments and parties

Foreign policy and appeasement

V. World War II and Its Aftermath (1939-1950)

Outbreak of war and the Blitz

War on the home front and the role of women

The end of the war and post-war reconstruction

VI. Social and Cultural Change

Women's suffrage movement

Labor movement and trade unions

Art and literature in the period

VII. Political and Economic Change

Welfare state and social reforms

Nationalization of industries

Post-war economic challenges and recovery

Mode d'évaluation : *Contrôle continu, examen, etc...*(La pondération est laissée à l'appréciation de l'équipe de formation)

50 % Continuons Assessment + 50% Exam

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

Dangerfield, George. "The Political Scene, 1901-1914."

Bentley, Michael. "The Edwardian Age: Conflict and Stability, 1900-1914."

James, Lawrence. "The Rise and Fall of the British Empire."

Howard, Michael. "The First World War: A Very Short Introduction."

Beckett, Ian F.W. "The Home Front: 1914-1918."

Beckett, Ian F.W. "The Impact of the First World War on British Society."

Pugh, Martin. "The Inter-War Years: The Challenge of Conflict, 1919-1939."

Schroeder, Paul W. "Britain and Appeasement: The Path to War."

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : UEF2

Intitulé de la matière : American Civilization

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*).

Upon successful completion of the **first semester** of the American Civilization course for M1, students are expected to have acquired a comprehensive understanding of major trends, and themes and events in American history that took place **during the first half of the twentieth century**, as well as the ability to analyze primary sources and engage in historical research. Students should also be able to communicate their findings effectively in oral and written formats.

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

Recommended prior knowledge for the American History course for Master's students includes a basic understanding of American **history from colonization to the Civil War**, as well as proficiency in reading and analyzing historical texts

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

I. The Progressive Era (1900-1920)

Origins and goals of the Progressive movement

Major reforms and reformers

Impact on American society and politics

II. World War I and its aftermath (1914-1929)

Causes and consequences of World War I

Treaty of Versailles and the League of Nations

Impact on American foreign policy and domestic politics

Roaring Twenties and the culture of the 1920s

III. The Great Depression and the New Deal (1929-1941)

Causes and consequences of the Great Depression

Major policies and programs of the New Deal
Criticisms and legacies of the New Deal

IV. World War II (1939-1945)

Causes and consequences of World War II
American entry into the war and military strategies
Homefront mobilization and social changes
Impact on American foreign policy and international relations

V. The Cold War and the 1950s (1945-1960)

Origins and evolution of the Cold War
Truman Doctrine and containment policy
Korean War and McCarthyism
Civil rights movement and Brown v. Board of Education

Mode d'évaluation : *Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)*

50% Continuons Assessment + 50 % Exam

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

- 1- Hofstadter, Richard. The Age of Reform. Vintage Books, 1955.
- 2- Croly, Herbert. The Promise of American Life. Macmillan Publishers, 1910.
- 3- Tuchman, Barbara W. The Guns of August. The Macmillan Company, 1962.
- 4- Tucker, Robert W. Woodrow Wilson and the Great War: Reconsidering America's Neutrality, 1914-1917. University of Virginia Press, 2007.
- 5- Galbraith, John Kenneth. The Great Crash, 1929. Houghton Mifflin Harcourt, 1954.
- 6- Kennedy, David M. Freedom From Fear: The American People in Depression and War, 1929-1945. Oxford University Press, 1999.
- 7- Keegan, John. The Second World War. Penguin Books, 1989.
- 8- Terkel, Studs. The Good War: An Oral History of World War II. New Press, 1984.
- 9- Gaddis, John Lewis. The Cold War: A New History. Penguin Press, 2005.
- 10- Leffler, Melvyn P. For the Soul of Mankind: The United States, the Soviet Union, and the Cold War. Hill and Wang, 2007.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Didactics of Literature

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

- The purpose of literature education is to give learners and readers a way to improve themselves. The type of literature used in this course gives learners/readers specific moral behavior advice and is often in line with spiritual or religious belief.
- Focus will be on learning with literature leading to the development of not only literary competence, the reading one as well.
- This marks a change in rationale from teaching literature for the sake of developing critical competence to using literature to enhance students' reading proficiency and comprehension of literary texts and their stylistic aspects which in its turn allows for personal development within a cultural context.

Connaissances préalables recommandées

Basic Knowledge of what literature is

Knowledge of Literary Genres

Knowledge of the Purposes Behind Literature Study

Contenu de la matière

Introduction

Reading Literature

Teaching Literature to EFL Learners

Approaches to literature Teaching

Literary Competence Development
Reading Proficiency Development
Intercultural Competence Development
Literary Reading Strategy Development

Study Books: Some selected study books among others include :

The Prophet by Kahlil Gibran
The Old Man and the Sea by Ernest Hemingway
George Orwell's Animal Farm

Mode d'évaluation

Continuous Evaluation 50%
Final Exam 50%

Références

- Hedgecock, J., & Ferris, D. (2009). *Teaching readers of English: Students, texts, and contexts*. New York: Routledge.
- Heinert, J., & Chick, N. L. (2016). Reacting in literary studies: Crossing the threshold from quality to meaning. *Arts & Humanities in Higher Education*, 76(3), 320-30.
- Irvine, C. C. (Ed.). (2008). *Teaching the novel across the curriculum: A handbook for educators*. Connecticut: Greenwood Press.

Pieper, I. (2006). *The Teaching of literature: Preliminary study*. Council of Europe. Strasbourg: Language Policy Division.

Intitulé du Master : Literature and Civilisation

Semestre : 1

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Research Skills

Crédits : 2

Coefficients :1

Objectifs de l'enseignement

To have mastered the key elements of literary research. This includes knowledge of the different approaches and methods to research in the context of literature and civilisation as well as an awareness of the process of conducting research.

Connaissances préalables recommandées

Students should have previously been introduced (in L3) to central themes in the discipline of Literature and Civilisation covering a wide range of periods and regions.

Contenu de la matière

An Introduction to Literary Research.

Types of Literary Research.

Archival Methods

Auto/biography

Oral History

Discourse Analysis

Ethnography

Quantitative Methods

Textual Analysis

Interviewing

Mode d'évaluation : *Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)*

Références

Belsey, C. (2013). Textual analysis as a research method. Research methods for English studies, 2, 160-178.

Buckingham, L. (2015). Doing a research project in English studies: A guide for students. Routledge.

Creswell, J.W. (2003). Research Design. Qualitative, Quantitative and Mixed Methods Approaches (2nd ed.). London: SAGE.

Da Sousa Correa, D., & Owens, W. R. (2009). The handbook to literary research. Routledge.

Griffin, G. (Ed.). (2013). Research Methods for English Studies (NED-New edition, 2). Edinburgh University Press. <http://www.jstor.org/stable/10.3366/j.ctt1g0b4xz> etc).

Schreier, M. (2012). Qualitative content analysis in practice. London: Sage.

Ventresca, M. J., & Mohr, J. W. (2017). Archival research methods. The Blackwell companion to organizations, 805-828.

Intitulé du Master : Literature and Civilisation

Semestre : 1

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Stylistics

Crédits : 2

Coefficients :1

Objectifs de l'enseignement

- Students will be able to analyze texts systematically and recognize how style changes from one text to another.
- Students will be able to recognize the characteristics of literary style.
- Students will be able to interpret texts by looking systematically at the formal aspects of different literary genres: poetry, drama, and fiction.

Connaissances préalables recommandées:

- Students also need to be knowledgeable about the properties of literary and non-literary genres
- Students first need to be in possession of knowledge about the characteristics of literary style and language.

Contenu de la matière

Introduction

The Language of Literature

Style and Choice

Style, Text, and Frequency

A Method of Stylistic Analysis with Examples

Levels of style with Examples

The Semantic Level

The Syntactic Level

The Lexical Level

The Phonological Level

Students' Assignments

Phonological Analysis of Selected Texts

Syntactic and Semantic Analysis of Selected Texts

Lexical Analysis of Selected Texts

Mode d'évaluation

Written Exam 50%

Continuous Evaluation 50%

Références

- Burke, M. (Ed.). (2014). *The Routledge handbook of stylistics*. Routledge, Taylor & Francis Group.
- Carter, R., & Simpson, P. (Eds.). (1990). *Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics*. London and New York: Routledge.
- Jeffries, L., & McIntyre, D. (2010). *Stylistics*. Cambridge: Cambridge University Press.
- Leech, G. N., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (2nd ed). Pearson Longman.
- McIntyre, D., & Busse, B. (Eds.). (2010). *Language and Style*. New York: Palgrave Macmillan.
- Toolan, M. J. (2013). *Language in literature: An introduction to stylistics* (1. publ). Arnold.

Intitulé du Master : Literature and Civilisation

Semestre : 1

Intitulé de l'UE : Découverte

Intitulé de la matière : The Theory and the Practice of Literary Translation

Crédits : 2

Coefficients :1

Objectifs de l'enseignement

- Understand the theoretical and practical issues of literary translation.
- Develop skills in translation and literary analysis.
- Master the techniques of literary translation.

Connaissances préalables recommandées:

- Good command of the target and source languages.
- Competence in literary analysis.

Contenu de la matière

- Introduction to the theory of literary translation.
- Study of different translation approaches (literal, free, etc.).
- Practical exercises in literary translation and analysis.
- Case studies of exemplary literary translations.

Mode d'évaluation

- Continuous assessment (class participation, assignments).
- Final written exam.

References:

Al-Arabi, N. (2017). The art of literary translation: A practical guide for translators and students. Palgrave Macmillan.

Al-Massri, M. (2019). Translation and the poet's life: The ethics of translating Arabic poetry in English. Routledge.

Al-Shalabi, S. (2013). English-Arabic translation: Theory and practice. LAP LAMBERT Academic Publishing.

Bassnett, S. (2014). Translation. Routledge.

Eco, U. (2003). Mouse or rat?: Translation as negotiation. Phoenix.

Grossman, E. (2010). Why translation matters. Yale University Press.

Kilani, M. (2009). The craft of translation: The art of the in-between. Syracuse University Press.

Lefevere, A. (1992). Translation, rewriting, and the manipulation of literary fame. Routledge.

- Lefevere, A., & Bassnett, S. (1998). Constructing cultures: Essays on literary translation. Multilingual Matters.
- Robinson, D. (2013). Translation and the problem of sway. Bloomsbury.
- Sadiq, S. A. (2009). Arabic literary translation: From theory to practice. University of St. Andrews Press.
- Venuti, L. (2018). The translation studies reader. Routledge.

Intitule du Master: Literature and Civilization

Semestre : 1

Intitulé de l'UE : Découverte

Intitulé de la matière : Race and Ethnicity

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement

This course emphasizes the social and historical study of race and racism in the cross Atlantic landscape. As an interdisciplinary course, it aims to:

- To develop an understanding of the social, political, economic, and cultural experiences of historically marginalized racial and ethnic groups.
- To examine the impact of race and ethnicity on individuals, communities, and societies, both historically and in contemporary times.
- To explore the intersections of race, ethnicity, gender, sexuality, class, and other social identities, and how these intersections shape experiences of oppression and privilege.
- To analyze the ways in which racism, discrimination, and prejudice operate within social institutions and systems.
- To foster critical thinking skills and encourage students to challenge their own assumptions and biases about race and ethnicity.
- To encourage students to become advocates for social justice and equity, and to take action to promote change within their communities.
- To provide opportunities for students to engage with and learn from members of diverse racial and ethnic communities.
- To equip students with the knowledge and skills necessary to engage in meaningful dialogue and collaboration across racial and ethnic differences.
- To foster an appreciation for the diversity of human experience, and to promote empathy and understanding for people from different racial and ethnic backgrounds.
- To prepare students to navigate and thrive in an increasingly diverse and interconnected world

Contenu de la matière

- Introduction to race and ethnicity in America
- The construction of racial and ethnic identities
- Slavery and its legacy

- Immigration and the making of multicultural America
- Latinx identities in America
- Asian American identities
- Native American identities
- Institutions and race in America
- Anti-racism and social justice
- Reflection and action

Connaissances préalables recommandées

- It is helpful to have a basic understanding of key historical events, concepts, and terminology related to race and ethnicity. Some helpful background knowledge might include:
 - A basic understanding of key historical events related to race and ethnicity in the country or region that the course focuses on (American & Britain). For example, for a course on African American history, it may be helpful to have a general understanding of the transatlantic slave trade, Jim Crow laws, the civil rights movement, and other key events.
 - Familiarity with key concepts related to race and ethnicity, such as institutional racism, intersectionality, cultural appropriation, white privilege, and microaggressions.
 - An awareness of the diversity within racial and ethnic groups, and an understanding of how factors such as gender, sexuality, class, and nationality intersect with race and ethnicity.
 - An openness to learning about different perspectives and experiences, and a willingness to engage in difficult conversations around race and ethnicity.

Mode d'évaluation

- The final exam is graded separately (50%).
- The continuous evaluation covers students' performance in class; participation, presentations and assignments are all taken into consideration (50%).

Références

- Alexander, M. (2010). The new Jim Crow: Mass incarceration in the age of colorblindness. The New Press.
- Bonilla-Silva, E. (2010). Racism without racists: Color-blind racism and the persistence of racial inequality in America. Rowman & Littlefield.

- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum, 1989, 139-167.
- DiAngelo, R. (2018). White fragility: Why it's so hard for white people to talk about racism. Beacon Press.
- Du Bois, W. E. B. (1903). The souls of black folk. A.C. McClurg & Co.
- Haney López, I. (2014). Dog whistle politics: How coded racial appeals have reinvented racism and wrecked the middle class. Oxford University Press.
- Kendi, I. X. (2019). How to be an antiracist. One World.
- Omi, M., & Winant, H. (2014). Racial formation in the United States. Routledge.
- Rothstein, R. (2017). The color of law: A forgotten history of how our government segregated America. Liveright Publishing.
- Said, E. W. (1978). Orientalism. Pantheon Books.
- Tatum, B. D. (2007). Why are all the Black kids sitting together in the cafeteria?: And other conversations about race. Basic Books.
- Yamato, E. (Director). (2020). Minari [Motion Picture]. A24.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Transversales

Intitulé de la matière : Communicative Skills

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement

This course aims to allow students :

1. Improving overall communication skills: The primary goal of a communicative skills course is to help individuals become better communicators. This may involve improving their ability to express their thoughts and ideas effectively, listen actively, and communicate clearly.
2. Enhancing interpersonal communication: Effective communication is crucial in building positive relationships with others. A communicative skills course may focus on developing skills such as active listening, empathy, and conflict resolution to help individuals build stronger relationships with others.
3. Developing effective presentation skills: In many professional contexts, individuals may be required to deliver presentations or speeches. A communicative skills course may include training in areas such as public speaking, storytelling, and visual communication to help individuals become more effective presenters.
4. Improving cross-cultural communication: In today's globalized world, individuals must often communicate with people from different cultures and backgrounds. A communicative skills course may include training in cross-cultural communication to help individuals navigate cultural differences and communicate effectively with people from diverse backgrounds.
5. Enhancing digital communication skills: With the rise of digital communication, individuals must also develop effective digital communication skills. A communicative skills course may include training in areas such as email etiquette, video conferencing, and social media communication to help individuals communicate effectively in a digital context.

Connaissances préalables recommandées

*Prior experience in public speaking or presenting may be helpful.

*Effective communication requires sensitivity to cultural differences, so prior knowledge of cultural norms and practices can be helpful.

* Students should be able to analyze and evaluate information, arguments, and ideas critically to develop logical and effective communication strategies.

Contenu de la matière

1. Effective public speaking: Teaching principles to organize a speech, use body language, and engage with the audience.
2. Inter-cultural communication: Developing the ability to communicate effectively across cultural boundaries, recognizing and respecting cultural differences, adapting to different communication styles, and avoiding misunderstandings.
3. Persuasion and influence: Teaching how to build a compelling argument, using emotional appeals and social proof to persuade others. Additionally, developing

skills like active listening, nonverbal communication, conflict resolution, storytelling, media literacy, and interpersonal communication.

Mode d'évaluation : *Contrôle continu, examen, etc...* (La pondération est laissée à l'appréciation de l'équipe de formation)

100 % Continuous Assessment

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

Teaching and Researching Speaking" by Rebecca Hughes and Beatrice Szepek Reed

Teaching Speaking: A Holistic Approach" by Christine C. M. Goh and Anne Burns

How to Teach Speaking" by Scott Thornbury

1. "Teaching Communication Skills in an English Literature Course" by Jennifer S. Bradley in Teaching English in the Two-Year College (Vol. 40, No. 2, 2012). This article provides practical strategies for teaching communication skills in an English literature course, including small-group discussions, peer review workshops, and oral presentations.
2. "Developing Oral Communication Skills in Literature Courses" by Virginia Tucker in The English Journal (Vol. 94, No. 2, 2004). This article discusses the importance of developing oral communication skills in literature courses and provides ideas for activities such as role-playing, debates, and small-group discussions.
3. "Communication Skills for Literature Majors: A Programmatic Approach" by Deborah L. Williams and James M. Graham in College English (Vol. 60, No. 1, 1998). This article presents a programmatic approach to teaching communication skills in literature courses, including the development of specific objectives, the use of rubrics, and the integration of technology.
4. "Teaching Critical Thinking and Communication Skills through Literature" by Christopher J. Cimino in Teaching English in the Two-Year College (Vol. 43, No. 1, 2015). This article argues that literature courses can be used to teach critical thinking and communication skills and provides examples of activities such as role-playing and debate.
5. "Literature, Language, and Communication Skills: Enhancing Student Engagement in Higher Education" edited by Fiona English, Wayne Martino, and Tracey-Lee Downey (2017). This book explores the relationship between literature, language, and communication skills in higher education and provides practical strategies for integrating these skills into the curriculum.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : UEF1

Intitulé de la matière : British Literature

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*).

Students will be able to:

- Contextualise literary orientations, movements and works by demonstrating knowledge of the major cultural, social, political and philosophical factors influencing the development of British literature from postmodern into contemporary.
- Connect prior knowledge with newly acquired one to write essays and response papers using techniques of criticism and evaluation.
- Analyse key texts by demonstrating an understanding of the cultural, formal and thematic dimensions and using appropriate literary terminology and methodology.
- Respond to literary concepts, movements and texts with critical analysis that demonstrates reading comprehension and connection of historical knowledge to textual analysis.

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

- Students are expected to have acquired the ability to distinguish between literary genres and their specific characteristics.
- Students have developed an understanding of the relationship between the context and the text in British literature.
- Students were trained to respond to canonical texts in written essays.
- Students have the ability to distinguish between different literary movements in British literature from the Anglo-Saxon to the Modernist period.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- Mid Twentieth century context, Absurdism in literature, post WWII literature, British women's writing, Internationalism
- Emerging literary genres: Contexts and conventions, New modes of writing literature, Contemporary Irish and Scottish literature, British literature at the millennium.

Mode d'évaluation : Contrôle continu, examen, etc...(*La pondération est laissée à l'appréciation de l'équipe de formation*)

Continuous assessment + Examination

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

Andrew Sanders, *The Short Oxford History of English Literature*, Oxford and New York: The Clarendon Press, 1994

- Bentley, Nick. *Contemporary British Fiction*. Edinburgh: Edinburgh University Press, 2008.
- Edna Longley (ed.), *The Bloodaxe Book of 20th-Century Poetry from Britain and Ireland*, Tarsset, Northumberland: Bloodaxe Books, 2000
- Jeremy Black, *Modern British History since 1900*, Basingstoke and London: Palgrave Macmillan, 2000
- John Brannigan, *Orwell to the Present: Literature in England, 1945–2000*, Basingstoke and New York: Palgrave Macmillan, 2003
- Michael Alexander, *A History of English Literature*, Basingstoke and London: Palgrave Macmillan, 2000
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. New Jersey: Princeton University Press, 1977.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : UEF1

Intitulé de la matière : American Literature

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

This course aims to :

- *Evaluate the ways in which historical cultural contexts have influenced American literature.
- *Engage with diverse voices and perspectives in American literature, including those of underrepresented and marginalized groups.
- *Identify and analyse major themes, styles, and movements in American literature.

Connaissances préalables recommandées

The students must be familiar with American history, culture, and literary traditions. This could include a general understanding of major historical events such as the American Revolution, the Civil War, and the Civil Rights Movement, as well as knowledge of important literary movements such as romanticism, realism, and modernism.

Contenu de la matière

1. The origins and characteristics of postmodernism: This unit could explore the historical, social, and cultural factors that gave rise to postmodernism and the defining features of the movement, such as irony, self-reflexivity, and intertextuality.
2. Postmodern fiction: This unit could focus on some of the key works of postmodern fiction, such as Thomas Pynchon's "Gravity's Rainbow," Don DeLillo's "White Noise," or Toni Morrison's "Beloved." Students could analyze how these works challenge traditional narrative structures, subvert dominant cultural norms, and explore themes of identity, power, and representation.
3. Postmodern poetry: This unit could examine the experimental and fragmented forms of postmodern poetry, such as the language poetry movement or the New York School of poets.
4. Postmodern art and culture: This unit could explore the ways in which postmodernism has influenced other areas of culture, such as visual art, music, film, and television.

Mode d'évaluation : *continuous evaluation that comes in a form of assignments, in addition to the final exam.*

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

1. "The Norton Anthology of American Literature, Volume D: 1914-1945" edited by Nina Baym et al. This anthology includes a wide range of modernist and postmodernist texts, including works by writers such as T.S. Eliot, William Faulkner, Langston Hughes, and Toni Morrison.

2. "Modernism: A Guide to European Literature 1890-1930" by Malcolm Bradbury. While this book is not specifically focused on American literature, it provides a useful overview of the modernist movement and its major themes and authors.
3. "Postmodern American Fiction: A Norton Anthology" edited by Paula Geyh et al. This anthology collects a variety of postmodern American fiction, including works by writers such as Thomas Pynchon, Don DeLillo, and David Foster Wallace.
4. "The Cambridge Companion to Modernism" edited by Michael Levenson. This collection of essays provides a comprehensive introduction to modernism as a cultural and artistic movement, including its impact on literature.
5. "The Cambridge Companion to Postmodernism" edited by Steven Connor. Similarly, this collection of essays provides an overview of postmodernism as a cultural and artistic movement, including its impact on literature.
6. "The American Novel Now: Reading Contemporary American Fiction Since 1980" by Patrick Meanor and David R. Jarraway. While this book covers a broader time period than just postmodernism, it includes discussions of many postmodern American writers and their works.
7. "The Postmodern Condition: A Report on Knowledge" by Jean-Francois Lyotard. This influential book is not specifically focused on literature, but it provides a key theoretical framework for understanding postmodernism as a broader cultural and intellectual phenomenon.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : UEF1

Intitulé de la matière : Critical Theory

Crédits : 2

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*).

By the end of the course, the students will have achieved an understanding of the following:

5. The parameters of and the key concepts used in modern critical theory
6. Critical theories and their application to a variety of texts, be them literary, political, and historical.
7. How to use various techniques of close reading, analysis, and interpretation
8. How to write critically about literature, history, and culture

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

Students are expected to have gained a basic understanding of the techniques of close reading, analysis, and interpretation.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

4. The concepts of power relations, ideology, and hegemony: Marxism from theory to practice
5. Post-colonialism and questions of subjectivity, identity, and hybridity
6. The place of language in critical theory: semiotics, discourse, power, and deconstruction

Mode d'évaluation : *Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)*

50% Exam 50% Continuous Assessment

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

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. 3rd ed., Routledge, 2015.
- Barker, Chris, and Emma A. Jane. Cultural Studies: Theory and Practice. 5th ed., SAGE Publications Ltd., 2016.
- Habib, M. A. R. Theory into Practice: An Introduction to Literary Criticism. 3rd ed., Wiley Blackwell, 2015.
- Johnson, Richard, et al. The Practice of Cultural Studies. 3rd ed., SAGE Publications Ltd., 2019.
- Roberts, Edgar V. Writing about Literature: A Guide for the Student Critic. 10th ed., Pearson, 2016.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : UEF2 : Civilization

Intitulé de la matière : British Civilization

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*).

After the completion of the **second semester** in British Civilization course for M1, students are expected to have acquired a comprehensive understanding of major events, trends, and themes in British history that took place during **the second half of the twentieth century**, as well as the ability to analyze primary sources and engage in historical research. Students should also be able to communicate their findings effectively in oral and written formats.

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

Recommended prior knowledge for the British History course for Master 1 students includes a basic understanding of American history from **Edwardian Era to Post-war economic challenges and recovery**, as well as proficiency in reading and analyzing historical texts

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- 1- Post-war reconstruction and the welfare state, including the establishment of the National Health Service and the creation of the welfare state.
- 2- Decolonization and the end of the British Empire, including the Suez Crisis and the impact of decolonization on British society and politics.
- 3- The Cold War and Britain's role in international affairs and the rise of Margaret Thatcher.
- 4- The rise of the Labour Party and Conservative Party, and the shifting political landscape of the post-war period.
- 5- The impact of social and cultural changes on British society, including the rise of youth culture, the sexual revolution, and the changing role of women.
- 6- The impact of immigration and multiculturalism on British society, including the Windrush scandal and the rise of anti-immigrant sentiment.
- 7- The Troubles in Northern Ireland and the efforts towards peace and reconciliation, including the Good Friday Agreement.

- 8- The role of Britain in the European Union, including the debate over Brexit and the UK's relationship with Europe.

Mode d'évaluation : *Contrôle continu, examen, etc...*(La pondération est laissée à l'appréciation de l'équipe de formation)

50 % Continuons Assessment + 50% Exam

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

Post-war reconstruction and the welfare state: Martin Pugh, "The Welfare State: A Very Short Introduction" (Oxford University Press, 2016)

Decolonization and the end of the British Empire: John Darwin, "The End of the British Empire: The Historical Debate" (Wiley-Blackwell, 1991)

The Cold War and Britain's role in international affairs: Anne Deighton, "Britain and the European Union" (Palgrave Macmillan, 2007)

The rise of the Labour Party and Conservative Party: Kevin Theakston, "Leaders of the Opposition: From Churchill to Cameron" (Palgrave Macmillan, 2012)

The impact of social and cultural changes on British society: David Kynaston, "Austerity Britain: 1945-51" (Bloomsbury, 2008)

Economic changes and challenges: Andrew Gamble, "The Free Economy and the Strong State: The Politics of Thatcherism" (Palgrave Macmillan, 1988)

The impact of immigration and multiculturalism: Yasmin Alibhai-Brown, "Exotic England: The Making of a Curious Nation" (Portobello Books, 2008)

The Troubles in Northern Ireland and the efforts towards peace and reconciliation: Marc Mulholland, "Northern Ireland: A Very Short Introduction" (Oxford University Press, 2012)

The impact of technological changes: James Harkin, "Niche: Why the Market No Longer Favours the Mainstream" (Little, Brown Book Group, 2019)

The role of Britain in the European Union: Tim Bale, "The Conservative Party: From Thatcher to Cameron" (Polity Press, 2010)

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : UEF2

Intitulé de la matière : American Civilization

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*).

Upon successful completion of the **second semester** in American Civilization course for M1, students are expected to have acquired a comprehensive understanding of major events, trends, and themes in American history that took place during **the second half of the twentieth century**, as well as the ability to analyze primary sources and engage in historical research. Students should also be able to communicate their findings effectively in oral and written formats.

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

Recommended prior knowledge for the American History course for Master 1 students includes a basic understanding of American history from **Progressive movement to the Vietnam War**, as well as proficiency in reading and analyzing historical texts

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

I. The 1960s and social change (1960-1975)

Vietnam War and anti-war protests
Civil rights movement and the struggle for equality
Women's movement and feminism
Counterculture and youth culture

II. Nixon and Watergate (1969-1974)

Nixon's domestic and foreign policies
Watergate scandal and its aftermath
Impact on American politics and public trust

III. Reagan and the end of the Cold War (1980-1991)

Reagan's conservative agenda and policies

End of the Cold War and collapse of the Soviet Union
Rise of conservatism and culture wars

IV. 9/11 and the War on Terror (2001-present)

Terrorist attacks of 9/11 and response
War on Terror and military interventions
Impact on American foreign policy and civil liberties

Mode d'évaluation : *Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)*

Continuons Assessment + Exam

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

- 1- Gitlin, Todd. *The Sixties: Years of Hope, Days of Rage*. New York: Bantam Books, 1993.
- 2- Farber, David. *The Age of Great Dreams: America in the 1960s*. New York: Hill and Wang, 1994.
- 3- Kutler, Stanley I. *The Wars of Watergate: The Last Crisis of Richard Nixon*. New York: Alfred A. Knopf, 1990.
- 4- Perlstein, Rick. *The Invisible Bridge: The Fall of Nixon and the Rise of Reagan*. New York: Simon & Schuster, 2014.
- 5- Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin Press, 2005.
- 6- Matlock, Jack F. *Reagan and Gorbachev: How the Cold War Ended*. New York: Random House, 2004.
- 7- Wright, Lawrence. *The Looming Tower: Al-Qaeda and the Road to 9/11*. New York: Alfred A. Knopf, 2006.
- 8- McCoy, Alfred W. *A Question of Torture: CIA Interrogation, from the Cold War to the War on Terror*. New York: Metropolitan Books, 2006.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Didactics of Literature

Crédits : 4

Coefficients :2

Objectifs de l'enseignement

- The purpose of literature education is to give learners and readers a way to improve themselves. The type of literature used in this course gives learners/readers specific moral behavior advice and is often in line with spiritual or religious belief.
- Focus will be on learning with literature leading to the development of not only literary competence, the reading one as well.
- This marks a change in rationale from teaching literature for the sake of developing critical competence to using literature to enhance students' reading proficiency and comprehension of literary texts and their stylistic aspects which in its turn allows for personal development within a cultural context.

Connaissances préalables recommandées

Basic Knowledge of what literature is
Knowledge of Literary Genres
Knowledge of the Purposes Behind Literature Study

Contenu de la matière

Introduction
Reading Literature
Teaching Literature to EFL Learners
Approaches to literature Teaching
Literary Competence Development

Reading Proficiency Development

Intercultural Competence Development

Literary Reading Strategy Development

Study Books: The Prophet by Kahlil Gibran
The Old Man and the Sea by Ernest Hemingway

George Orwell's Animal Farm

Mode d'évaluation

Continuous Evaluation 100%

Références

- Hedgecock, J., & Ferris, D. (2009). *Teaching readers of English: Students, texts, and contexts*. New York: Routledge.
- Heinert, J., & Chick, N. L. (2016). Reacting in literary studies: Crossing the threshold from quality to meaning. *Arts & Humanities in Higher Education*, 76(3), 320-30.
- Irvine, C. C. (Ed.). (2008). *Teaching the novel across the curriculum: A handbook for educators*. Connecticut: Greenwood Press.

Pieper, I. (2006). *The Teaching of literature: Preliminary study*. Council of Europe. Strasbourg: Language Policy Division.

Intitulé du Master : Literature and Civilisation

Semestre : 2

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Research skills

Crédits : 2

Coefficients :1

Objectifs de l'enseignement

To have mastered the key elements of literary research. This includes knowledge of the different approaches and methods to research in the context of literature and civilisation as well as an awareness of the process of conducting research.

Connaissances préalables recommandées

Students should have previously been introduced (in L3) to central themes in the discipline of Literature and Civilisation covering a wide range of periods and regions.

Contenu de la matière

An Introduction to Literary Research.

Types of Literary Research.

Archival Methods

Auto/biography

Oral History

Discourse Analysis

Ethnography

Quantitative Methods

Textual Analysis

Interviewing

Mode d'évaluation : *Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)*

Références

Belsey, C. (2013). Textual analysis as a research method. Research methods for English studies, 2, 160-178.

Buckingham, L. (2015). Doing a research project in English studies: A guide for students. Routledge.

Creswell, J.W. (2003). Research Design. Qualitative, Quantitative and Mixed Methods Approaches (2nd ed.). London: SAGE.

Da Sousa Correa, D., & Owens, W. R. (2009). The handbook to literary research. Routledge.

Griffin, G. (Ed.). (2013). Research Methods for English Studies (NED-New edition, 2). Edinburgh University Press. <http://www.jstor.org/stable/10.3366/j.ctt1g0b4xz> etc).

Schreier, M. (2012). Qualitative content analysis in practice. London: Sage.

Ventresca, M. J., & Mohr, J. W. (2017). Archival research methods. The Blackwell companion to organizations, 805-828.

Intitulé du Master : Literature and Civilisation

Semestre : 2

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Stylistics

Crédits : 2

Coefficients :1

Objectifs de l'enseignement

- Students will be able to analyze texts systematically and recognize how style changes from one text to another.
- Students will be able to recognize the characteristics of literary style.
- Students will be able to interpret texts by looking systematically at the formal aspects of different literary genres: poetry, drama, and fiction.

Connaissances préalables recommandées

- Students also need to be knowledgeable about the properties of literary and non-literary genres
- Students first need to be in possession of knowledge about the characteristics of literary style and language.

Contenu de la matière

Introduction

The Language of Literature

Style and Choice

Style, Text, and Frequency

A Method of Stylistic Analysis with Examples

Levels of style with Examples

 The Semantic Level

 The Syntactic Level

 The Lexical Level

 The Phonological Level

Students' Assignments

Phonological Analysis of Selected Texts

Syntactic and Semantic Analysis of Selected Texts

Lexical Analysis of Selected Texts

Mode d'évaluation

Written Exam 50%

Continuous Evaluation 50%

Références

- Burke, M. (Ed.). (2014). *The Routledge handbook of stylistics*. Routledge, Taylor & Francis Group.
- Carter, R., & Simpson, P. (Eds.). (1990). *Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics*. London and New York: Routledge.
- Jeffries, L., & McIntyre, D. (2010). *Stylistics*. Cambridge: Cambridge University Press.
- Leech, G. N., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (2nd ed). Pearson Longman.
- McIntyre, D., & Busse, B. (Eds.). (2010). *Language and Style*. New York: Palgrave Macmillan.

Toolan, M. J. (2013). *Language in literature: An introduction to stylistics* (1. publ). Arnold.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Decouverte

Intitulé de la matière : Theory and Practice of Literary Translation

Crédits : 2

Coefficients :1

Objectives of the course:

- Understand the theoretical and practical issues of literary translation.
- Develop skills in translation and literary analysis.
- Master the techniques of literary translation.

Recommended prerequisites:

- Good command of the target and source languages.
- Competence in literary analysis.

Course content:

- Introduction to the theory of literary translation.
- Study of different translation approaches (literal, free, etc.).
- Practical exercises in literary translation and analysis.
- Case studies of exemplary literary translations.

Assessment method:

- Continuous assessment (class participation, assignments).
- Final written exam.

References:

Al-Arabi, N. (2017). The art of literary translation: A practical guide for translators and students. Palgrave Macmillan.

Al-Massri, M. (2019). Translation and the poet's life: The ethics of translating Arabic poetry in English. Routledge.

Al-Shalabi, S. (2013). English-Arabic translation: Theory and practice. LAP LAMBERT Academic Publishing.

Bassnett, S. (2014). Translation. Routledge.

Eco, U. (2003). Mouse or rat?: Translation as negotiation. Phoenix.

Grossman, E. (2010). Why translation matters. Yale University Press.

Kilani, M. (2009). The craft of translation: The art of the in-between. Syracuse University Press.

- Lefevere, A. (1992). Translation, rewriting, and the manipulation of literary fame. Routledge.
- Lefevere, A., & Bassnett, S. (1998). Constructing cultures: Essays on literary translation. Multilingual Matters.
- Robinson, D. (2013). Translation and the problem of sway. Bloomsbury.
- Sadiq, S. A. (2009). Arabic literary translation: From theory to practice. University of St. Andrews Press.
- Venuti, L. (2018). The translation studies reader. Routledge.

Intitulé du Master: Literature and Civilization

Semestre : 2

Intitulé de l'UE : Découverte

Intitulé de la matière : Race and Ethnicity

Crédits : 01

Coefficients : 01

Objectifs de l'enseignement

Here are some possible objectives for a course on race and ethnicity in Britain:

- Understand the historical context of race and ethnicity in Britain, including the impact of colonialism, immigration, and social movements.
- Analyze the intersections of race and ethnicity with other social categories such as class, gender, sexuality, and disability, and understand how these intersections shape experiences of marginalization and privilege.
- Explore the diversity of racial and ethnic identities in Britain, including the experiences of Black, Asian, and minority ethnic (BAME) communities and the ways in which these identities have been constructed, contested, and politicized.
- Develop critical thinking skills and the ability to analyze social, cultural, and political issues related to race and ethnicity in Britain, using a range of theoretical and methodological approaches.
- Examine the role of institutions such as the media, education, and government in shaping attitudes towards race and ethnicity, and evaluate the effectiveness of policies and initiatives aimed at promoting racial equality.
- Understand the impact of racism and discrimination on individuals and communities, and explore strategies for challenging and resisting racist attitudes and practices.
- Develop skills in research, analysis, and communication, through assignments such as essays, presentations, and group projects.
- Engage with a range of primary and secondary sources, including academic texts, government reports, media sources, and personal testimonies, in order to gain a multifaceted understanding of race and ethnicity in Britain.
- Foster empathy, respect, and understanding for diverse perspectives and experiences, and cultivate a commitment to social justice and anti-racism.

- Develop skills in self-reflection and critical self-awareness, in order to understand how our own experiences and identities shape our perspectives on race and ethnicity in Britain.

Contenu de la matière

- Introduction to race and ethnicity in Britain
- The construction of racial and ethnic identities
- Colonialism and its legacy
- Immigration and the making of multicultural Britain
- Black British identities
- Asian British identities
- Minority ethnic communities in Britain
- Institutions and race in Britain
- Anti-racism and social justice
- Reflection and action

Connaissances préalables recommandées

Prior knowledge that may be useful before taking a course on race and ethnicity in Britain includes:

- A basic understanding of British history, including the major historical events and figures that have shaped the country.
- A basic understanding of social and political issues in contemporary Britain, including issues related to diversity, multiculturalism, and race relations.
- Familiarity with key concepts and terminology related to race and ethnicity, such as racism, prejudice, discrimination, and intersectionality.
- Knowledge of relevant theoretical perspectives and research methods used in the study of race and ethnicity, such as critical race theory, intersectionality, and ethnography.
- Familiarity with relevant legislation and policies related to race and ethnicity in Britain, such as the Race Relations Act, the Equality Act, and government initiatives aimed at promoting diversity and inclusion.
- Awareness of current debates and controversies related to race and ethnicity in Britain, such as the Windrush scandal, Black Lives Matter movement, and debates around multiculturalism and national identity.

Mode d'évaluation

- The final exam is graded separately (50%).

- The continuous evaluation covers students' performance in class; participation, presentations and assignments are all taken into consideration (50%).

Références

- Ahmed, S. (2012). On being included: Racism and diversity in institutional life. Duke University Press.
- Brah, A. (1996). Cartographies of diaspora: Contesting identities. Routledge.
- Gilroy, P. (1987). There ain't no black in the Union Jack. Routledge.
- Hall, S. (1997). Race, the floating signifier. Media Education Foundation.
- Mason, D. (2019). Race and ethnicity in modern Britain. Oxford University Press.
- Modood, T. (2017). The road to somewhere: The new tribes shaping British politics. Policy Press.
- Parekh, B. (2000). The future of multi-ethnic Britain: The Parekh report. Profile Books.
- Phoenix, A., & Pattynama, P. M. (2006). Critical perspectives on racism and sexism in education. Trentham Books.
- Solomos, J. (2013). Race and racism in Britain. Palgrave Macmillan.
- Spencer, S. (2017). The making of modern Britain: Identity, industry and empire 1780-1914. Routledge.
- Vertovec, S., & Wessendorf, S. (Eds.). (2010). The multiculturalism backlash: European discourses, policies and practices. Routledge.
- Wrench, J. (1996). The racism behind 'the crisis of the welfare state'. International Journal of Comparative Sociology, 37(1), 49-61

Intitulé du Master : Literature and Civilization

Semestre : 02

Intitulé de l'UE : Transversales

Intitulé de la matière : Communicative Skills

Crédits : 01

Coefficients : 01

Objectifs de l'enseignement

This course aims to allow students :

6. Improving overall communication skills: The primary goal of a communicative skills course is to help individuals become better communicators. This may involve improving their ability to express their thoughts and ideas effectively, listen actively, and communicate clearly.
7. Enhancing interpersonal communication: Effective communication is crucial in building positive relationships with others. A communicative skills course may focus on developing skills such as active listening, empathy, and conflict resolution to help individuals build stronger relationships with others.
8. Developing effective presentation skills: In many professional contexts, individuals may be required to deliver presentations or speeches. A communicative skills course may include training in areas such as public speaking, storytelling, and visual communication to help individuals become more effective presenters.
9. Improving cross-cultural communication: In today's globalized world, individuals must often communicate with people from different cultures and backgrounds. A communicative skills course may include training in cross-cultural communication to help individuals navigate cultural differences and communicate effectively with people from diverse backgrounds.
10. Enhancing digital communication skills: With the rise of digital communication, individuals must also develop effective digital communication skills. A communicative skills course may include training in areas such as email etiquette, video conferencing, and social media communication to help individuals communicate effectively in a digital context.

Connaissances préalables recommandées

*Prior experience in public speaking or presenting may be helpful.

*Effective communication requires sensitivity to cultural differences, so prior knowledge of cultural norms and practices can be helpful.

* Students should be able to analyze and evaluate information, arguments, and ideas critically to develop logical and effective communication strategies.

Contenu de la matière

4. Effective public speaking: Teaching principles to organize a speech, use body language, and engage with the audience.
5. Inter-cultural communication: Developing the ability to communicate effectively across cultural boundaries, recognizing and respecting cultural differences, adapting to different communication styles, and avoiding misunderstandings.

6. Persuasion and influence: Teaching how to build a compelling argument, using emotional appeals and social proof to persuade others. Additionally, developing skills like active listening, nonverbal communication, conflict resolution, storytelling, media literacy, and interpersonal communication.

Mode d'évaluation : *Contrôle continu, examen, etc...*(La pondération est laissée à l'appréciation de l'équipe de formation)

100% Continuous Assessment

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

Teaching and Researching Speaking" by Rebecca Hughes and Beatrice Szczepek Reed

Teaching Speaking: A Holistic Approach" by Christine C. M. Goh and Anne Burns

How to Teach Speaking" by Scott Thornbury

6. "Teaching Communication Skills in an English Literature Course" by Jennifer S. Bradley in Teaching English in the Two-Year College (Vol. 40, No. 2, 2012). This article provides practical strategies for teaching communication skills in an English literature course, including small-group discussions, peer review workshops, and oral presentations.
7. "Developing Oral Communication Skills in Literature Courses" by Virginia Tucker in The English Journal (Vol. 94, No. 2, 2004). This article discusses the importance of developing oral communication skills in literature courses and provides ideas for activities such as role-playing, debates, and small-group discussions.
8. "Communication Skills for Literature Majors: A Programmatic Approach" by Deborah L. Williams and James M. Graham in College English (Vol. 60, No. 1, 1998). This article presents a programmatic approach to teaching communication skills in literature courses, including the development of specific objectives, the use of rubrics, and the integration of technology.
9. "Teaching Critical Thinking and Communication Skills through Literature" by Christopher J. Cimino in Teaching English in the Two-Year College (Vol. 43, No. 1, 2015). This article argues that literature courses can be used to teach critical thinking and communication skills and provides examples of activities such as role-playing and debate.
10. "Literature, Language, and Communication Skills: Enhancing Student Engagement in Higher Education" edited by Fiona English, Wayne Martino, and Tracey-Lee Downey (2017). This book explores the relationship between literature, language, and communication skills in higher education and provides practical strategies for integrating these skills into the curriculum.

Intitulé du Master : Literature and Civilization
Semestre : 3
Intitulé de l'UE : Fondamentales
Intitulé de la matière : British Literature
Crédits : 04
Coefficients : 02

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

Students will be able to:

- Contextualise literary orientations, movements and works by demonstrating knowledge of the major cultural, social, political and philosophical factors influencing the development of British literature from postmodern into contemporary.
- Connect prior knowledge with newly acquired one to write essays and response papers using techniques of criticism and evaluation.
- Analyse key texts by demonstrating an understanding of the cultural, formal and thematic dimensions and using appropriate literary terminology and methodology.
- Respond to literary concepts, movements and texts with critical analysis that demonstrates reading comprehension and connection of historical knowledge to textual analysis.

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

- Students are expected to have acquired the ability to distinguish between literary genres and their specific characteristics.
- Students have developed an understanding of the relationship between the context and the text in British literature.
- Students were trained to respond to canonical texts in written essays.
- Students have the ability to distinguish between different literary movements in British literature from the Anglo-Saxon to the Modernist period.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- Mid Twentieth century context, Absurdism in literature, post WWII literature, British women's writing, Internationalism
- Emerging literary genres: Contexts and conventions, New modes of writing literature, Contemporary Irish and Scottish literature, British literature at the millennium.

Mode d'évaluation : *Contrôle continu, examen, etc...* (*La pondération est laissée à l'appréciation de l'équipe de formation*)

Continuous assessment + Examination

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

- Andrew Sanders, *The Short Oxford History of English Literature*, Oxford and New York: The Clarendon Press, 1994
- Bentley, Nick. *Contemporary British Fiction*. Edinburgh: Edinburgh University Press, 2008.
- Edna Longley (ed.), *The Bloodaxe Book of 20th-Century Poetry from Britain and Ireland*, Tarncliffe, Northumberland: Bloodaxe Books, 2000
- Jeremy Black, *Modern British History since 1900*, Basingstoke and London: Palgrave Macmillan, 2000
- John Brannigan, *Orwell to the Present: Literature in England, 1945–2000*, Basingstoke and New York: Palgrave Macmillan, 2003
- Michael Alexander, *A History of English Literature*, Basingstoke and London: Palgrave Macmillan, 2000
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. New Jersey: Princeton University Press, 1977.

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Intitulé du Master : Literature and Civilization
Semestre : 3
Intitulé de l'UE : Fondamentales
Intitulé de la matière : American Literature
Crédits : 04
Coefficients : 02

Objectifs de l'enseignement

This course aims to :

- *Evaluate the ways in which historical cultural contexts have influenced American literature.
- *Engage with diverse voices and perspectives in American literature, including those of underrepresented and marginalized groups.
- *Identify and analyse major themes, styles, and movements in American literature.

Connaissances préalables recommandées

The students must be familiar with American history, culture, and literary traditions. This could include a general understanding of major historical events such as the American Revolution, the Civil War, and the Civil Rights Movement, as well as knowledge of important literary movements such as romanticism, realism, and modernism.

Contenu de la matière

Intersectionality and Identity: Many contemporary American writers explore issues of identity and intersectionality, including race, gender, sexuality, and class. For example, you could look at works by writers like Jesmyn Ward ("Sing, Unburied, Sing"), Chimamanda Ngozi Adichie ("Americanah"), and Junot Diaz ("The Brief Wondrous Life of Oscar Wao").

Climate Change and Environmentalism: Climate change and environmentalism have become increasingly urgent issues in contemporary American society, and many writers are grappling with these themes in their work. Some notable examples, amongst others, include Barbara Kingsolver's "Flight Behavior," Amitav Ghosh's "The Great Derangement," and Jeff Vandermeer's "Annihilation."

Immigrant Experience: Immigration has been a contentious issue in American politics and society, and many contemporary American writers explore the experiences of immigrants and their families. Some notable works include Imbolo Mbue's "Behold the Dreamers," Yaa Gyasi's "Homegoing," and Jhumpa Lahiri's "The Namesake."

Mode d'évaluation : Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)

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

1. "The Norton Anthology of American Literature, Volume D: 1914-1945" edited by Nina Baym et al. This anthology includes a wide range of modernist and postmodernist

texts, including works by writers such as T.S. Eliot, William Faulkner, Langston Hughes, and Toni Morrison.

2. "Modernism: A Guide to European Literature 1890-1930" by Malcolm Bradbury. While this book is not specifically focused on American literature, it provides a useful overview of the modernist movement and its major themes and authors.

3. "Postmodern American Fiction: A Norton Anthology" edited by Paula Geyh et al. This anthology collects a variety of postmodern American fiction, including works by writers such as Thomas Pynchon, Don DeLillo, and David Foster Wallace.

4. "The Cambridge Companion to Modernism" edited by Michael Levenson. This collection of essays provides a comprehensive introduction to modernism as a cultural and artistic movement, including its impact on literature.

5. "The Cambridge Companion to Postmodernism" edited by Steven Connor. Similarly, this collection of essays provides an overview of postmodernism as a cultural and artistic movement, including its impact on literature.

6. "The American Novel Now: Reading Contemporary American Fiction Since 1980" by Patrick Meanor and David R. Jarraway. While this book covers a broader time period than just postmodernism, it includes discussions of many postmodern American writers and their works.

7. "The Postmodern Condition: A Report on Knowledge" by Jean-Francois Lyotard. This influential book is not specifically focused on literature, but it provides a key theoretical framework for understanding postmodernism as a broader cultural and intellectual phenomenon.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : UEF1

Intitulé de la matière : Critical Theory

Crédits : 2

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*).

By the end of the course, the students will have achieved an understanding of the following:

1. Advanced concepts and techniques of reader response theory, new historicism, and geo-criticism
2. A better grasp of the relationship between reader and text, text and history, and text and space
3. How to write advanced critical essays on literature, history, and culture

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

The course builds on the techniques of close reading, analysis, and interpretation introduced in master 1.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

1. Readers and the creation of meaning: reception theory and transactional theory
2. Literature, history, and the politics of representation
3. Spatial theory: the relationship between literature and the environment

Mode d'évaluation : *Contrôle continu, examen, etc...* (*La pondération est laissée à l'appréciation de l'équipe de formation*)

50 % Exam 50% Continuous Assessment

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

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. 3rd ed., Routledge, 2015.
- Barker, Chris, and Emma A. Jane. Cultural Studies: Theory and Practice. 5th ed., SAGE Publications Ltd., 2016.
- Habib, M. A. R. Theory into Practice: An Introduction to Literary Criticism. 3rd ed., Wiley Blackwell, 2015.
- Johnson, Richard, et al. The Practice of Cultural Studies. 3rd ed., SAGE Publications Ltd., 2019.
- Roberts, Edgar V. Writing about Literature: A Guide for the Student Critic. 10th ed., Pearson, 2016.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Fondamentales

Intitulé de la matière : British Civilization

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*).

By the end of the **third semester** in British Civilization course for M2, students are expected to have acquired a comprehensive understanding of current political, social and cultural concepts in contemporary Britain.

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

Recommended prior knowledge for the British History course for Master 2 students includes a basic understanding of British history from **The Industrial Revolution to the end of the Cold War**, as well as proficiency in reading and analyzing historical texts

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- The British Political system
- Globalization and British Foreign Politics
- The politics of Commonwealth
- Affirmative Action

Mode d'évaluation : Contrôle continu, examen, etc...(*La pondération est laissée à l'appréciation de l'équipe de formation*)

Continuons Assessment + Exam

Références

Wright, Tony. British Politics: A Very Short Introduction. Oxford University Press, 2013.

Rush, Michael. The British Political Process. Oxford University Press, 2013.

Hall, Peter A., and Ben Ansell. Finding 'Global Britain': Understanding the Changing Logic of British Foreign Policy. Harvard Kennedy School, 2017.

McIntyre, W. David. The Commonwealth of Nations: Origins and Impact, 1869-1971. University of Minnesota Press, 2013.

Bourne, Kenneth. Commonwealth and British Empire, 1840-1952. Longman, 2005.

Brown, Richard. "Affirmative Action and the Case of Britain." *International Journal of Comparative Labour Law and Industrial Relations*, vol. 17, no. 2, 2001, pp. 141-156.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Fondamentales

Intitulé de la matière : American Civilization

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*).

After the end of the **third semester** in American Civilization course for M2, students are expected to have acquired a comprehensive understanding of key concepts in American politics, foreign politics, government in contemporary USA.

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

Recommended prior knowledge for the American History course for Master 2 students includes a basic understanding of American history from **the age of exploration to Post 9/11 Era**, as well as proficiency in reading and analyzing historical texts

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- Media and public opinion
- Government and political Institutions
- Globalization and American Foreign Politics
- Controversies over the American Banking system

Mode d'évaluation : *Contrôle continu, examen, etc...* (*La pondération est laissée à l'appréciation de l'équipe de formation*)

Continuons Assessment + Exam

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

Lippmann, Walter. "Public Opinion." Harcourt, Brace and Company, 1922.

McCombs, Maxwell E., and Donald L. Shaw. "The Agenda-Setting Function of Mass Media." *Public Opinion Quarterly*, vol. 36, no. 2, 1972, pp. 176-187

Dahl, Robert A. "Democracy and Its Critics." Yale University Press, 1989.

Mauk, David. "The Modern American Political System." Pearson, 2017

Huntington, Samuel P. "The Clash of Civilizations and the Remaking of World Order." Simon & Schuster, 1996.

Jentleson, Bruce W. "American Foreign Policy: The Dynamics of Choice in the 21st Century." W.W. Norton & Company, 2010.

Brands, H.W. "What America Owes the World: The Struggle for the Soul of Foreign Policy." Cambridge University Press, 2019.

Taibbi, Matt. "Griftopia: A Story of Bankers, Politicians, and the Most Audacious Power Grab in American History." Spiegel & Grau, 2010.

Warburg, Paul M. The Federal Reserve System: A History. Beard Books, 2009.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Discourse Analysis

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*).

1. To equip students with a critical understanding of discourse and its relationship with different forms of communication, such as literature, historical texts, political discourse, and news texts.
2. To introduce students to key concepts, theories, and methodologies used in discourse analysis, and to provide them with the skills necessary to analyze and interpret a range of discourses.
3. To encourage students to develop a reflexive and ethical approach to discourse analysis, and to appreciate the social and political implications of their analytical work. This might involve exploring issues such as power, ideology, representation, and identity, and considering the ways in which discourse shapes and reflects social reality.

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

The students should have knowledge of basic concepts such as language structure, semantics, and pragmatics, as well as an understanding of the social and cultural contexts that shape communication. Familiarity with critical theory, including feminist, postcolonial, and Marxist theories, may also be useful, as discourse analysis often draws on these frameworks.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

1. Introduction to discourse analysis: Key concepts, theories, and methodologies
2. Understanding the relationship between discourse and different forms of communication (literature, historical texts, political discourse, and news texts)
3. Analysis of power relations in discourse, and how it shapes and reflects social reality
4. Analysis of the role of ideology, representation, and identity in discourse
5. Ethical considerations in discourse analysis and development of a reflexive approach to discourse analysis.

Mode d'évaluation : *Contrôle continu, examen, etc...* (*La pondération est laissée à l'appréciation de l'équipe de formation*)

Exam 50% Continuous Assessment 50%

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

1. Fairclough, Norman. Language and Power. Routledge, 2015.
2. Gee, James Paul. An Introduction to Discourse Analysis: Theory and Method. 4th ed., Routledge, 2014.

3. Jørgensen, Marianne Winther, and Louise Phillips. Discourse Analysis as Theory and Method. Sage Publications, 2002.
4. Kress, Gunther, and Theo van Leeuwen. Reading Images: The Grammar of Visual Design. 2nd ed., Routledge, 2006.
5. Van Dijk, Teun A. Discourse and Power. Palgrave Macmillan, 2008.
6. Wodak, Ruth, and Michael Meyer. Methods of Critical Discourse Analysis. 2nd ed., Sage Publications, 2009.
7. Chilton, Paul A., and Christina Schäffner. Politics as Text and Talk: Analytic Approaches to Political Discourse. John Benjamins Publishing, 2002.

Intitulé du Master : Literature and Civilisation

Semestre : 3

Intitulé de l'UE : Méthodologie

Intitulé de la matière : Dissertation Writing

Crédits : 2

Coefficients : 1

Objectifs de l'enseignement

To provide training in dissertation writing that leads to the adoption of acquired methodological skills and the submission of a dissertation that offers a sustained argument on a topic in Literature and Civilisation that contributes positively to society and culture.

Connaissances préalables recommandées:

This course is based on knowledge of research previously explored and mastered in M1. The focus now shifts to the researcher's individual research and critical thinking.

Contenu de la matière

Developing a Research Proposal

Identifying a research gap

Formulating research questions

Primary vs. Secondary Sources

Choosing the Research Method

Timetable

Structure of Dissertation

General Introduction and Conclusion

Reference Lists and Bibliographies

Citation Styles

MLA

APA

Chicago

Criteria of Good Oral Presentation

Mode d'évaluation : *Contrôle continu, examen, etc...(La pondération est laissée à l'appréciation de l'équipe de formation)*

Références

Lipson, C. (2011). Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more. University of Chicago Press.

Mauch, J., & Park, N. (2003). Guide to the successful thesis and dissertation: A handbook for students and faculty (Vol. 62). CRC Press.

Intitulé du Master : Literature and Civilization

Semestre : 3
Intitulé de l'UE : Méthodologie
Intitulé de la matière : Critical Thinking
Crédits : 2
Coefficients : 1

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

1. Develop students' ability to recognize and evaluate logical fallacies in arguments. This objective would involve teaching students the common types of logical fallacies and providing opportunities for them to practice identifying and critiquing these fallacies in various forms of media and communication.
2. Help students understand how cognitive biases can affect their thinking and decision-making processes. This objective would involve teaching students about various cognitive biases, such as confirmation bias and the availability heuristic, and providing opportunities for them to reflect on how these biases may have affected their own thinking in the past.
3. Teach students how to evaluate scientific claims and arguments. This objective would involve teaching students about the scientific method, how to evaluate evidence, and how to distinguish between scientific and pseudoscientific claims.
4. Develop students' ability to construct and evaluate persuasive arguments. This objective would involve teaching students about rhetoric, the elements of persuasive communication, and how to construct arguments that are based on sound evidence and reasoning. Students would also learn how to evaluate the arguments of others and identify weaknesses and fallacies.

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

Students should ideally have some prior knowledge in basic reading, writing, communication, and analytical skills. They should also have familiarity with critical thinking concepts, as well as an open-mindedness and willingness to engage in dialogue to take a course on critical thinking.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

1. Introduction to critical thinking and its importance in today's world: In this section, students may be introduced to the concept of critical thinking and why it is important in our daily lives. They may learn about the history of critical thinking, its relevance in different contexts, and the benefits of being a critical thinker.
2. Logical reasoning, including identifying and evaluating arguments and fallacies: This section may cover the basics of deductive and inductive reasoning, identifying premises and conclusions, and evaluating the validity and soundness of arguments. Students may also learn about common logical fallacies, such as ad hominem attacks, false dichotomies, and strawman arguments.
3. Cognitive biases and how they can affect thinking and decision-making: This section may cover different types of cognitive biases, such as confirmation bias, the

availability heuristic, and the anchoring effect. Students may learn how to recognize these biases and how they can affect their thinking and decision-making processes.

4. Scientific reasoning, including evaluating scientific claims and evidence: In this section, students may learn about the scientific method, the process of hypothesis testing, and the difference between correlation and causation. They may also learn how to evaluate scientific claims and evidence, how to recognize common types of scientific fraud, and how to apply scientific reasoning in their own lives.
5. Rhetoric and argumentation, including constructing and evaluating persuasive arguments: This section may cover the basics of rhetoric, such as the different modes of persuasion (ethos, logos, and pathos), the structure of arguments, and how to construct effective arguments. Students may also learn how to evaluate the arguments of others, how to identify logical fallacies and other weaknesses, and how to engage in constructive dialogue.

Mode d'évaluation : *Contrôle continu, examen, etc...* (La pondération est laissée à l'appréciation de l'équipe de formation)

Continuous Assessment 100%

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

1. Kahneman, Daniel. Thinking, Fast and Slow. Farrar, Straus and Giroux, 2011.
2. Kelley, David. The Art of Reasoning. W.W. Norton & Company, 2014.
3. Sagan, Carl. The Demon-Haunted World: Science as a Candle in the Dark. Ballantine Books, 1997.
4. Adler, Mortimer, and Charles Van Doren. How to Read a Book. Simon & Schuster, 1972.
5. Strunk Jr., William, and E.B. White. The Elements of Style. Penguin Books, 2005.
6. Toulmin, Stephen. The Uses of Argument. Cambridge University Press, 2003.
7. van Eemeren, Frans H., and Rob Grootendorst. A Systematic Theory of Argumentation: The Pragma-Dialectical Approach. Cambridge University Press, 2004.

Intitulé du Master : Literature and Civilization
Semestre : 3
Intitulé de l'UE : Découverte
Intitulé de la matière : Literary Translation and Cross-cultural Communication
Crédits : 2
Coefficients :1

Objectifs de l'enseignement

- *Understand the challenges of literary translation in the context of cross-cultural communication.*
- *Analyze and evaluate the different translation strategies used in literature to convey cultural and linguistic nuances.*
- *Apply acquired skills to translate literary texts in a multilingual and multicultural context.).*

Connaissances préalables recommandées

- *Proficiency in both the source and target languages. (ENG/ARA)*
- *Competence in literary analysis.*

Contenu de la matière

- *Introduction to basic concepts of literary translation and cross-cultural communication.*
- *Study of different translation strategies used to convey cultural and linguistic nuances in literature.*
- *Analysis of translated literary texts in a multilingual and multicultural context.*
- *In-class and homework translation exercises.*

Mode d'évaluation :

final exam, or translation project with oral presentation.

Références

Bassnett, S. (2014). Translation. Routledge.
Gentzler, E. (2013). Translation and culture: A global mosaic. John Benjamins Publishing.
Hermans, T. (2014). The manipulation of literature: Studies in literary translation. Routledge.
Lefevere, A. (1992). Translation, rewriting, and the manipulation of literary fame. Routledge.
Munday, J. (2016). Introducing translation studies: Theories and applications. Routledge.
Robinson, D. (2017). Becoming a translator: An introduction to the theory and practice of translation. Routledge.
Venuti, L. (2012). The translator's invisibility: A history of translation. Routledge.

Intitulé du Master : literature and civilisation

Semestre : 1

Intitulé de l'UE :

Intitulé de la matière : The theory and the practice of literary translation

Crédits :

Coefficients :

Objectifs de l'enseignement

- *Understand the theoretical and practical issues of literary translation.*
- *Develop skills in translation and literary analysis.*
- *Master the techniques of literary translation.*

Connaissances préalables recommandées

- *Good command of the target and source languages. (ENG/ARA)*
- *Competence in literary analysis.*

Contenu de la matière

- *Introduction to the theory of literary translation.*
- *Study of different translation approaches (literal, free, etc.).*
- *Practical exercises in literary translation and analysis.*
- *Case studies of exemplary literary translations.*

Mode d'évaluation :

- *Final written exam..*

Références

Al-Arabi, N. (2017). The art of literary translation: A practical guide for translators and students. Palgrave Macmillan.

Al-Shalabi, S. (2013). English-Arabic translation: Theory and practice. LAP LAMBERT Academic Publishing.

Eco, U. (2003). Mouse or rat?: Translation as negotiation. Phoenix.

Grossman, E. (2010). Why translation matters. Yale University Press.

Kilani, M. (2009). The craft of translation: The art of the in-between. Syracuse University Press.

Lefevere, A. (1992). Translation, rewriting, and the manipulation of literary fame. Routledge.

Lefevere, A., & Bassnett, S. (1998). Constructing cultures: Essays on literary translation. Multilingual Matters.

Robinson, D. (2013). Translation and the problem of sway. Bloomsbury.

Sadiq, S. A. (2009). Arabic literary translation: From theory to practice. University of St. Andrews Press.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Découverte

Intitulé de la matière : Creative Writing:

Crédits : 1

Coefficients :1

Objectifs de l'enseignement

The students will be introduced to creative writing and their understanding of literary composition will be broadened.

- They will actively engage in the practice of writing the different elements of creative writing.

- They will produce a short original creative literary work.

Pre-requisites:

-The students should have basic knowledge of the writing skill including the steps of the writing process, sentence structure along with the mechanics of writing.

Course content:

-An introduction to creative writing

-A presentation of the elements of creative writing

- CreativeWriting Practice :

- Creating a plot, setting and a theme

- Developing characters

- Selecting the suitable point of view

- Writing dialogues

- Modulating the tone

- Using imagery

- Manifesting a personal voice, having a distinct style and sharing a clear objective in writing

- Producing an original creative work

Assesment method:

Continuous assessment.

References:

Bell, J., Magrs, P., & Motion, A. (Eds.). (2001). *The creative writing coursebook: Forty authors share advice and exercises for poetry and prose*. London: Macmillan.

Casterton, J. (2005). *Creative writing: A practical guide*. London: Macmillan.

Dev, A, N. Marwah, A. & Pal, S. (2009). *Creative writing: A beginner's manual*. New Delhi: Pearson Longman.

Kroll, J. (2003). *Creative writing and education*. In G. Harper (Ed.), *A companion to creative writing*. West Sussex: Wiley-Blackwell.

Sellers, H. (2017). *The practice of creative writing: A guide for students*. Boston: Bedford/St. Martins.

Wardle, D., Van Loon, J., Taylor, S., Rendle-Short, F., Murray, P. & Carlin, D. (2022). *A to Z of Creative Writing Methods*. London: Bloomsbury Academic.

Intitulé du Master: Literature and Civilization

Semestre : 3

Intitulé de l'UE : Transversales

Intitulé de la matière : Ethics and Deontology

Crédits : 01

Coefficients : 01

Objectifs de l'enseignement

This course is intended to sensitize students to the importance of ethics in their research work and their future professional life. It aims thus at inculcating the moral values that allow them to be good citizens in their society and to better manage their work once in a professional environment.

Connaissances préalables recommandées

The ethics that the student has learned throughout his academic career.

Contenu de la matière

- Definition of ethics
- Ethics from the religious point of view.
- The role of ethics in the process of social renewal.
- Ethics in research (constructive criticism, dedication, integrity).
- Ethics in education (patience, justice, valuation of time).
- Ethics in the workplace (professional responsibility, stress management, developing effective working relationships).
- Business ethics.
- Ethics and the social life.
- The legislations stipulating good moral conduct.
- The concept of citizenship in the contemporary society.

Mode d'évaluation

- The final exam is graded separately.

- The continuous evaluation covers students' performance in class; participation, presentations and assignments are all taken into consideration.

Références

Annas, Julia. *The Morality of Happiness*. Oxford: Oxford University Press, 1993.

Baier, Kurt. *The Moral Point of View*. Ithaca: Cornell University Press, 1958. Darwell, Stephen. *Deontology*. Wiley, 2002.

Hooker, Brad. *Developing Deontology: New Essays in Ethical Theory*. Wiley, 2012.

Irwin, Terence. "Aristotle's Conception of Morality." In *Proceedings of the Boston*

Area Colloquium in Ancient Philosophy, edited by J. J. Cleary, vol. 1, 115–43. New York: University Press of America, 1985.

Lippen-rasmussen, Kasper. *Deontology, Responsibility and Equality*. Museum Tusculanum Press, 2005.

Warnock, Geoffrey. *The Object of Morality*. London: Methuen, 1971.

Williams, Bernard. "Ethical Enquiry." In *The Legacy of Greece*, edited by M. I. Finley. Oxford: Oxford University Press, 1981.

———. *Ethics and the Limits of Philosophy*. Cambridge: Harvard University Press, 1985.

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

Avis et Visas des organes Administratifs et Consultatifs

Doyen de la faculté (ou Directeur d'institut) + Responsable de l'équipe de domaine	
Date et visa 04 ماي 2023  مكلف بتسيير كلية الآداب واللفات عبد الحق	Date et visa 04 ماي 2023  Dr. Monel GHIMOUZE Maitre de Conférences (HDR)
Chef d'établissement universitaire	
Date et visa 07 ماي 2023  مدير جامعة جيجل أ.د. نور الدين بن علي الشريف	
Conférence Régionale	
Date et visa	

2/2

**VII – Avis et Visa de la Conférence Régionale
(Uniquement dans la version définitive transmise au MESRS)**

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

People's Democratic Republic of Algeria
Ministry of Scientific Research and Higher Education
University of Jijel. Mohammed Seddik Ben Yahia
Faculty of Letters and Languages
Department of Letters and English Language



Motivation Letter

To whom it might concern,

Opening a new Master's degree program in literature and civilization may offer several potential benefits. The department will meet the students' demands through increasing students demand for a Master's degree program in literature and civilization, as many students are passionate about these topics and want to deepen their understanding and expertise. Additionally, the department's offering will be enriched and diverse with new courses that would attract a wider range of students interested in literary or civilization studies. Opening a new Master's degree program at the department of English can enhance the latter's reputation and prestige, both within the university and in the wider academic community. Furthermore, it will support research in the faculty by providing opportunities for faculty members to pursue scholarly activity in their areas of expertise, which can help to advance the field of literature and civilization. A Master's degree program in literature and civilization can prepare students for a range of careers in fields such as education, publishing, cultural management, and academia. This can help to meet the needs of employers and support the development of the workforce. Finally, the department can greatly benefit from the available teaching staff, as there are numerous teachers who specialize in literature or civilization and could provide valuable guidance to students pursuing postgraduate studies.

Thank you for your time. I look forward to your response.

Sincerely,

The Rector

07 ماي 2023
جامعة جيجل
د. نور الدين بن علي الشريف

A red circular stamp of the University of Jijel, featuring the university's name in Arabic and French, and the year 1401.