

**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Master's Degree Academic**

**Formation Alignment**

Institution	Faculty/Institute	Department

**Field: Humanities and Social Sciences**

**Branch: Humanities - History**

**Specialty: Modern History of Algeria (1519-1830)**

**University year: 2025-2026**

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# **Master's Identification Card**

**(Filling in all fields is mandatory)**

## **1- Determine the location of the formation:**

- **Faculty or institute:**
- **Department:**

## **2- Participants in the formation (\*):**

**- other university institutions:**

**- Institutions and other socio-economic partners:**

**- International partners:**

- Include training agreements in the appendices.

### **3- framework and objectives of the formation:**

**a. Enrollment requirements** (specifying typical bachelor's degree majors that allow enrollment in the respective master's program)

**b. Formation objectives** (*targeted competencies, knowledge acquired by the end of the formation, 20 lines at most*)

**c. Targeted qualifications and abilities** (regarding professional integration - 20 lines maximum)

## **D. Regional and national capacities to employ university graduates**

## **E- Bridges to other disciplines:**

## **F. Formation follow-up indicators:**

## **G. Framing capabilities: (give the number of students that can be accommodated)**

#### 4- Available human resources:

##### A- Professors of the institution involved in the specialization:

Name and surname	Degree Graduation + Specialization	Post-graduate degree + specialization	Rank	Nature of the intervention*	Signature

\* *Lecture, application, Directed work, applied work, supervision of internships, supervision of memoranda, other (clarify).*

## B. External framing

affiliated organization:

Name and surname	Degree Graduation + Specialization	Post-graduate degree + specialization	Rank	Nature of the intervention*	Signature

affiliated organization:

Name and surname	Degree Graduation + Specialization	Post-graduate degree + specialization	Rank	Nature of the intervention*	Signature

affiliated organization:

Name and surname	Degree Graduation + Specialization	Post-graduate degree + specialization	Rank	Nature of the intervention*	Signature

\* *Lecture, application, Directed work, applied work, supervision of internships, supervision of memoranda, other (clarify).*

## 5- Available Material possibilities

**a. Pedagogical Laboratories and equipment:** *Provide a card detailing the pedagogical equipment available for the practical work of the proposed formation (one card for each laboratory).*

**Laboratory titles:**

Number	Equipment name	Number	Notes

**B- Fields of internship and formation in institutions:**

Place of Internship	Number of students	Duration of Internship



### C. Research laboratories to support the proposed formation:

<b>Head of the laboratory</b>
<b>Laboratory accreditation number</b>
 Date:   Opinion of the Chief of Laboratory:

<b>Head of the laboratory</b>
<b>Laboratory accreditation number</b>
 Date:   Opinion of the Chief of Laboratory:

### D. Research projects that support the proposed formation:

Research Project Title	Project code	Project start date	Project end date

## **E. Personal workspaces and information and communication technologies:**

## **II. The Semestrial Education Organization Card**

(Please provide four (4) Semestrial cards)

## 1- The first semester:

Education unit	Semestrial hourly volume	Weekly hourly volume				Coefficient	Balances	Type of assessment	
	14-16 weeks	Lecture	Oriented works	Applied works	Other works <sup>1</sup>			Continuous monitoring	Exam
Basic learning Modules	180 H.	06 H.	6 H.		180 H.	09	18		
<b>B.L.M. 1(EG)</b>									
Major shifts in the Western Mediterranean and its implications for the Maghreb	45	01.30	01.30		45	03	05	* *	* *
The political system and its development in Algeria (1519-1830)	45	01.30	01.30		45	02	05	* *	* *
<b>B.L.M. 2 (EG)</b>									
Central and Local Administration in Algeria	45	01.30	01.30		45	02	04	* *	* *
Land and naval military establishment	45	01.30	01.30		45	02	04	* *	* *
Curricular Learning Modules	90 H.	03 H.	03 H.		90 H.	04	09		
<b>C.L.M. (EG)</b>									
Sources of Modern Algeria History	45	01.30	01.30		45	02	05	* *	* *
Historical research techniques	45	01.30	01.30		45	02	04	* *	* *
Exploratory Learning Modules	45 H.	03 H.			45 H.	02	02		
<b>E.L.M. (EG/EH)</b>									
Module 1: Compulsory Modern European History	22.30	01.30			22.30	01	01		* *
Module 2: Optional: (choose one module) - Governance systems in the Maghreb countries - Connection between Algeria and Sub-Saharan Africa	22.30	01.30			22.30	01	01		* *
Horizontal Learning Module	22.30 H.		01.30 H.		22.30 H.	01	01		
<b>H.L.M. (EG)</b>									
Article 1: Foreign language (the formation team determines the language it deems appropriate)	22.30		01.30		22.30	01	01	* *	
<b>Total Semester 1</b>	<b>337.30 H.</b>	<b>12</b>	<b>10.30</b>		<b>450 H.</b>	<b>16</b>	<b>30</b>		

<sup>1</sup> Additional Semestrial Work by Consultation

## 2- The second semester:

Education unit	Semestrial hourly volume	Weekly hourly volume				Coefficient	Balances	Type of assessment	
	14-16 weeks	Lecture	Oriented works	Applied works	Other works <sup>1</sup>			Continuous monitoring	Exam
Basic learning Modules	180 H.	06 H.	6 H.		180 H.	09	18		
<b>B.L.M. 1(EG)</b>									
Algerian-Maghreb and Levantine relations	45	01.30	01.30		45	03	05	* *	* *
Algerian European Relations 1	45	01.30	01.30		45	02	05	* *	* *
<b>B.L.M. 2 (EG)</b>									
Algerian society and its actors 1	45	01.30	01.30		45	02	04	* *	* *
Algeria's Economic History	45	01.30	01.30		45	02	04	* *	* *
Curricular Learning Modules	90 H.	03 H.	03 H.		90 H.	04	09		
<b>C.L.M. (EG)</b>									
Study of the Archives of Modern Algerian History	45	01.30	01.30		45	02	05	* *	* *
Issues in Ottoman Algerian History	45	01.30	01.30		45	02	04	* *	* *
Exploratory Learning Modules	45 H.	03 H.			45 H.	02	02		
<b>E.L.M. (EG/EH)</b>									
Module 1: Compulsory Communication media	22.30	01.30			22.30	01	01		* *
Module 2: Optional: (choose one module) - Civilizational communication between Algeria and the Arab-Islamic World - The relationship between authority and local forces	22.30	01.30			22.30	01	01		* *
Horizontal Learning Module	22.30 H.		01.30 H.		22.30 H.	01	01		
<b>H.L.M. (EG)</b>									
Article 1: Foreign language (the formation team determines the language it deems appropriate)	22.30		01.30		22.30	01	01	* *	
<b>Total Semester 2</b>	<b>337.30 H.</b>	<b>12</b>	<b>10.30</b>		<b>450 H.</b>	<b>16</b>	<b>30</b>		

<sup>2</sup> Additional Semestrial Work by Consultation

### 3- Third Semester:

Education unit	Semestrial hourly volume	Weekly hourly volume				Coefficient	Balances	Type of assessment	
	14-16 weeks	Lecture	Oriented works	Applied works	Other works <sup>1</sup>			Continuous monitoring	Exam
Basic learning Modules	180 H.	06 H.	6 H.		180 H.	09	18		
<b>B.L.M. 1(EG)</b>									
Cultural life in Algeria	45	01.30	01.30		45	03	05	* *	* *
Algerian European Relations 2	45	01.30	01.30		45	02	05	* *	* *
<b>B.L.M. 2 (EG)</b>									
Algerian society and its actors 2	45	01.30	01.30		45	02	04	* *	* *
Local revolutions	45	01.30	01.30		45	02	04	* *	* *
Curricular Learning Modules	67.30 H.	03 H.	03 H.		67.30 H.	04	09		
<b>C.L.M. (EG)</b>									
Methodology for preparing a memorandum	45	01.30	01.30		45	02	05	* *	* *
Research Seminars	22.30	01.30			22.30	02	04	* *	* *
Exploratory Learning Modules	45 H.	03 H.			45 H.	02	02		
<b>E.L.M. (EG/EH)</b>									
Module 1: Compulsory Entrepreneurship	22.30	01.30			22.30	01	01		* *
Module 2: Optional: (choose one module) - Recent intellectual Trends - Terms and Concepts in Modern Algerian History	22.30	01.30			22.30	01	01		* *
Horizontal Learning Module	22.30 H.		01.30 H.		22.30 H.	01	01		
<b>H.L.M. (EG)</b>									
Article 1: Foreign language (the formation team determines the language it deems appropriate)	22.30		01.30		22.30	01	01	* *	
<b>Total Semester 3</b>	<b>315 H.</b>	<b>12</b>	<b>9</b>		<b>315 H.</b>	<b>16</b>	<b>30</b>		

<sup>3</sup> Additional Semestrial Work by Consultation

**Fourth Semester:**  
**Field: Humanities and Social Sciences**  
**Branch: Humanities - History**  
**Specialty: Modern History of Algeria**

Education unit	Weekly hourly volume	Coefficient	Balances
Personal work (preparation and discussion of the memo)	13.30	09	18
Internship or field training	07	05	09
Forums	04.30	02	03
Other works (specify)			
<b>Total semester 4</b>	<b>180</b>	<b>16</b>	<b>30</b>

**5 - Comprehensive summary of the formation:** *(Please indicate the total hourly volume distributed between lectures and applications for the four semesters for the different learning modules according to the following table):*

Education unit hourly volume	Basic	Methodology	Exploratory	horizontal	Total
Lecture	347,30	210.30	90	00	648
Oriented works	347,30	164.30	45	67.30	624.30
Applied works	-	-	-	-	-
Personal business	900	427.30	112.30	67.30	1507.30
Other work (specific)	-	-	-	-	-
Total	1595	802.30	247.30	135	2780
Balances	<b>72</b>	<b>36</b>	<b>08</b>	<b>04</b>	<b>120</b>
% Credits per education unit	<b>60%</b>	<b>30%</b>	<b>07%</b>	<b>03%</b>	<b>100%</b>

### **III. Detailed program for each module**

*(Provide a detailed card for each module)*



## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Basic Education Module

Name of the article: Major shifts in the Western Mediterranean and its implications for the Maghreb

Balance: 5

Coefficient: 3

*(Mention the qualifications the student is expected to acquire after passing this module, in no more than three lines.)*

Learning Objectives: *(Mention the qualifications the student is expected to acquire after passing this module, in no more than three lines.)*

**The student learns about the major transformations that took place in the European and Islamic worlds in the late fifteenth century. This helps him to know the factors that led to the emergence of the Renaissance in Europe and the retardation of the Islamic world, which made it vulnerable to occupation in the subsequent period, after the fall of Granada.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

It helps the student take a broad view of the events and developments that took place in the Western Mediterranean Basin, enabling them to trace those developments in international relations in subsequent centuries. The student's understanding of this period makes it easier to understand and interpret some of the current issues.

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- Europe and the Great Transformations (European Renaissance, Geographical Discoveries)
- The state of the Maghreb in the late 15th and early 16th centuries
- The fall of Constantinople 1453 and its implications for the future of international relations
- The Fall of Granada 1492 and its Implications on the Islamic and European Banks
- The Spanish invasion of the Algerian coasts
- The Ottoman Tide in the Western Mediterranean Basin
- The Ottoman-European conflict in the Mediterranean and its implications

**Assessment method:** Continuous observation, exam.... etc. (The weighting is left to the discretion of the formation team)

References: (**books, publications, websites, etc.**)

Abdelkader Fkair, The Spanish Invasion of the Algerian Coasts and its Effects.

Abdelkader Fkair, Algerian-Spanish conflict during the sixteenth century.

Ahmed Tawfiq al-Madani, The Three Hundred Years War between Algeria and Spain.

Muhammad Farid Bey, History of the Ottoman Empire.

Farouk Osman Abaza, The impact of the shift of world trade to Ras Raja al-Saleh (*Cape of Good Hope*) on Egypt and the Mediterranean, 16<sup>th</sup> century.

Aziz Sameh Ilter, The Ottoman Turks in North Africa.

Louis Cardiac, Andalusian Moriscos and Christians. The Dialectical Confrontation 1492-1640.

## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Basic Education Module

Name of the article: The Political System and its development in Algeria 1519-1830

Balance: 5

Coefficient: 2

Learning Objectives: (*Mention the qualifications the student is expected to acquire after passing this module, in no more than three lines.*)

**The student's familiarity with the different stages of Ottoman rule in Algeria and the characteristics of each stage**

**The factors behind the constant regime change.**

**Introducing the most famous rulers and their most important achievements.**

Required prior knowledge: (*A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum*).

*Familiarize yourself with the different political systems practiced around the world, and their main characteristics.*

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- Algeria in the late 15<sup>th</sup> and early 16<sup>th</sup> centuries
- The role of Arouj and Kheireddine in laying the foundations of the modern Algerian state
- The circumstances of Algeria's attachment to the Ottoman Empire state

Stages of governance and features of each stage  
Appointment and Powers of Rulers  
The source of decision-making at the central and local levels  
The Divan and its powers

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the formation team)

**References:**

Ibn al-Mufti Hussein ibn Rajab Chaouch, Taqyidat Ibn al-Mufti in the History of the Pashas of Algiers and its Scholars.  
Ahmed Cherif Zahar, Memoirs of the dean of Ashraf Algiers  
Ahmed Tawfiq al-Madani, Mohamed bin Osman Pasha  
Hamdan bin Osman Khuja, The Mirror  
Anonymous, the book of the invasions of Uruj and Khairuddin  
William Spencer, Algiers in the age of the corsairs  
Amine Mahrez, Algeria under the rule of the Aghas

**Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Basic Education Module

Name of the material: Central and Local Administration in Algeria

Balance: 4

Coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

Recognize the different administrative divisions, the history of their emergence, as well as the administrative agencies and their agents at the central and local levels.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

*Familiarize yourself with the functions of the various administrative bodies, management methods, and the various administrative officers, their appointment methods, and their roles.*

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- Administrative divisions (Dar as-Sultan, Beyliks “provinces”, *Awtan* “Homelands”)
- Central administration (hardware and personnel)
- Local administration (Beylik capital, Beylik countryside, Beylik cities)
- Officers and devices at the local level
- Judicial Administration
- Endowment Management
- Administration weaknesses and strengths

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

**References:**

Nasser Eddine Saidouni, The Financial System of Algeria in the Ottoman Period, 1800-1830.

Nasser Eddine Saidouni, Ottoman Administration in Rural Algeria.

Bontems, Claude. Manuel des Institutions algériennes.

**Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Basic Education Module

Name of the article: Land and Naval Military establishment

Balance: 4

Coefficient: 2

Learning Objectives: (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)

The student learns about the components, weapons, war plans, types of weapons, and military life of the Algerian land army. He also learns about the role of the Algerian fleet, its components, and its most important men.

Required prior knowledge: (*A detailed description of the required knowledge that will enable the student to pursue this education, two lines at most*).

*The student should be familiar with military life and the role of the army in defending the country and ensuring its stability; And recognize the types of*

***weapons, ranks, war plans, and weapons used.***

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- The first nucleus of the army Recruitment process
- Army organization (ranks, promotions, armament, rations, missions)
- Military barracks
- Army life and its role in garrisons
- Tax Collection corps (*Mahallas*)
- Army battles
- Weaknesses of the Army
- The emergence of the Algerian Navy
- Caste of Reis
- Shipbuilding
- Ship's crew and equipment
- Sea battles
- Factors of fleet degradation

Assessment method: Continuous observation, exam.....etc. (weighting left to the discretion of the training team)

References:

**Arezki Chouitam, Studies and Documents in the Military and Political History of Algeria, Ottoman Period**

**Arezki Chouitam, The End of Ottoman Rule and the Factors of its Collapse, 1800-1830**

**Khalifa Hamache, Recruiting Volunteers for the Algerian Army in the Ottoman Empire**

**William Spencer, Algiers in the age of the corsairs**

**M. Belhamissi, Marins et Marine d'Alger, 3T.**

**N. Weissmann, Les janissaires, étude de l'organisation militaire des ottomans.**

## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Methodology Learning Module

Name of the material: Sources of Modern Algerian history Balance: 5

Coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

Identify the most important local and foreign sources dealing with the history of Algeria in the modern period, and determine their location and their scientific and historical value

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Familiarize the student with using sources in their research, dealing with them, and making comparisons between them.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- Source definition
- Identify the importance of sources in the study of history.
- types of Algeria's sources
- Locating the sources
- Studies of some sources, their analysis and criticism

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References:

**Archival documents**

**Manuscripts**

**Local print books**

**Foreign printed books**

## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Methodology Learning Module

Name of the material: Historical Research Techniques

Balance: 4

coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

Training the student to control the techniques of historical research, in terms of selecting the topic, defining the issue, collecting and classifying scientific material, developing a structure or plan for his research topic, referencing techniques, arranging the list of sources and references, indexes, and writing the introduction and body.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Students should be familiar with research techniques, so that in the future they can produce works that meet the academic scientific requirements and can be used as a basic reference.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- **Identifying the research topic and issue**
- **Gathering information and preparing cards**
- **Writing techniques**
- **How to write an introduction and its elements**
- **How to structure the research (plan)**
- **Marginalization Techniques (Referrals)**
- **Arranging indexes, and defining the general and basic specifications of the search**
- **How to present the research**

Assessment method: Continuous observation, exam..... etc. (weighting left to the discretion of the training team)

References:

**Ahmed Shalaby, How to write a research paper**

**Sayed Mahmoud El-Hawary, A Researcher's Guide to Writing Reports, Essays, and Master's and Doctoral Theses**

**Mohamed Larbi Maariche, A Student's Guide to Analyzing Historical Texts**

**Mohamed Larbi Maariche, The Methodology of Historical Writing**



## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Module name: Exploratory Learning Module

Name of the material: History of Modern Europe

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

It helps the student to get an idea of the transformations that Europe experienced in the fifteenth century and the various developments that took place in the modern period, which led to the emergence of colonialism.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

*The student should be familiar with the conditions of Europe in the modern period, and the developments that took place in it, and try to relate and compare this to the conditions of the Islamic world.*

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- **The transition from medieval to modern times**
- **European Renaissance**
- **Geographical Exploration and the Early Colonization Movement**
- **Religious Wars in Europe**
- **The Cultural and Intellectual Movement in Europe European wars**
- **Governance in Europe**
- **Age of Enlightenment**
- **The Industrial Revolution and the beginning of modern colonial expansion**

Assessment method: Continuous observation, exam, etc. (weighting left to the discretion of the training team)

References:

- **Ali bin al-Muntasser al-Maktafi, Modern European History from the Renaissance to World War I**
- **Fischer, A History of Modern Europe**
- **Abdelhamid Batrik, European History from the Renaissance to the Napoleonic Wars**
- **Abdelaziz Nawar and Mahmoud Jamal, Modern European History from the Renaissance to the end of World War II**
- **Ashraf Saleh Mohamed Sayed, The Origins of Modern European History**
- **Shawky al-Jamal and Abdullah Ibrahim, History of Europe from the Renaissance to the Cold War**
- **Zeinab Esmat Rashid, Modern European History**



## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Optional module

Name of the material: Governance in the Maghreb

Balance: 1

Coefficient: 1

**Learning Objectives:** *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

The student learns about the nature of the systems of government followed in the Maghreb countries in the modern period, the factors influencing them, the most important characteristics of each system, and the celebrities of the rulers and their achievements.

**Required prior knowledge:** *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**It allows the student to get an idea of the political life in the Maghreb countries in the modern period, and the different states that have succeeded in those countries.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- **The evolution of governance in Morocco:**
- **Wattasid state**
- **Saadite state**
- **Alawite state**
- **Tunisia in the late Hafsids era**
- **Tunisia under Ottoman rule**
- **Libya under Ottoman rule**

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References:

**Al-Nasiri, *Al-Istiqsa in the History of Al-Maghrib Al-Aqsa***

**Hussein Suleiman, *Libya Between Past and Present***

**Mikaki, *Tripoli of the West under the Karmanli dynasty***

**Salah El Akkad, *Maghreb (Algeria, Tunisia, Morocco)***

**Abdulkarim Karim, *The emergence of the Saadian state in Morocco***

**Mohamed al-Hadi Cherif, *History of Tunisia***

**Mohamed al-Hadi Cherif, *Power and Society in the Reign of Hussein bin Ali***

## **Master's title: Modern History of Algeria**

Semester: First

Unit name: Exploratory Education Unit

Name of the article: Connection between Algeria and Sub-Saharan Africa

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

**The student must know Algeria's international and especially African status through the African dimension as the gateway to the Sahara and a key transit point towards the African depth, and the student must know Algeria's cultural and economic role in Africa and the Sahel region, which makes him realize the importance of Algeria for the African neighboring countries.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Knowledge of the political relations between Algeria and sub-Saharan Africa, the most important African kingdoms, ways of spreading Islam, Saharan trade caravans, the most important Sufi orders, and cultural and economic exchange.**

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- 1. Defining Sub-Saharan Africa Geographically and Humanly**
- 2. The most important kingdoms in sub-Saharan Africa:**
  - Kingdom of Ghana**
  - Kingdom of Mali**
  - The Kingdom of Songhai**
  - Kanem-Borno Kingdom**
  - Hausa Kingdoms**
- 3. Algeria's Role in Spreading Islam and Arab-Islamic Culture in Africa**
  - The role of Rustamid merchants**
  - The role of Sufi orders**
  - The role of Algerian scholars and scientific houses**
- 4. African trade relations**
  - The most important trade routes to sub-Saharan Africa**
  - Commercial centers**
  - Algerian-African trade**
- 5. Diplomatic relations between Algeria and sub-Saharan Africa**
  - In the Rustamid era**

- The Ziyaniid Era
  - Modern times
6. Student's personal business
- Research on the spread of Islam
  - Research on the Black Kingdoms
  - Analysis of historical texts by Arab travelers
  - Research on Algerian Sufi orders and their role in the Sahara
  - Research on the role of Algerian scholars in Africa

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (*books, publications, websites, etc.*)

**Ibn Khaldun, *Kitab al-Ibar*, Parts VI and VII**

**Al-Idrisi, *Nuzhat al-Mushtaq fi ikhtiraq al-Afaq***

**Al-Bakri Ubaydullah, *Al-Masalik wa Al-Mamalik***

**Ibn Fadlallah al-Omari, *Masalik al-Absar fi Mamalik al-Amsar***

**Abdul Rahman Al-Saadi, History of Sudan**

**Mahmoud Kaati, *Tarikh al-Fattash***

**Ahmed Baba al-Tanbakti, *Neyl al-Ibtihaj fi tatryz ad-Dybaj***

**Albertli, *Fath al-Shakoor fi dhikr oulama Takrou***

**Hassan Al-Wazzan, Description of Africa**

**Ibn Battuta, *Tahfat al-Anzar wa Gharaib al-Amsar wa adjaib al-Asfar* (known as ar-Rihla).**

**Bari (Muhammad Fadel) and Kridiya (Said Ibrahim): Muslims in West Africa, History and Civilization**

**Hassan (Ibrahim Hassan): The spread of Islam in Africa**

**Hassan Ahmed Mahmoud, Islam and the Arab Revival in Africa**

**Zebadia Abdelkader, Arab Civilization and European Influence in Sub-Saharan Africa**

**Shabani Nouredine, Lectures on the History of the Kingdoms of Western Sudan**

**Dennis Bolm, African Civilizations.**

**Ibrahim Tarkhan, Islamic Kingdom of Mali**

**Chaabani Nouredine, Studies in the History of Islam and Dynasties in Sub-Saharan Africa**

## **Master's title: Modern History of Algeria**

Semester: First

Unit name: Horizontal Learning Module

Name of the material: Foreign Language

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

The purpose of the module:

Practical use the English language as a tool for self-information - English should also be as a means of expression.

OBJECTIF DU MODULE:

Développement d'une façon intégrée de toutes les aptitudes de la langue française chez l'étudiant.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Subject content: (Mandatory to specify the detailed content of each subject with reference to the student's personal work)

CONTENT :

Exploitation of specialized texts related to the different technical modules included in the third year program.

- Contraction, abstracts and analysis of specialized texts.
- Business letters: their techniques with practical exercises.
- Reports and proceeding: their techniques with practical exercises.
- The presentation of the report - the proceeding :
- English oral and written practice.

French content:

## CONTENU :

- Etude de texte avec exploitation structurelle.
- Révision et consolidation des structures de base.
- Insistance sur la compétence de la communication.
- Etude de textes spécialisés ayant trait aux différents modules techniques inclusus dans le program de 1<sup>er</sup> semestre.
- Consolidation structurelle selon les difficultés des étudiants
- Le paragraphe : ses techniques avec exercices pratiques.
- L'essai: ses techniques avec exercices pratiques.

Assessment method: Continuous observation, exam..... etc. (weighting left to the discretion of the training team)

## References: (*books, publications, websites, etc.*)

- 1- Ellis G, and Sinclair B. Learning to learn English : A course in Learner training (1999). Cambridge University Press.
- 2- Walter, Barbara F. 2002. Committing to Peace: The Successful Settlement of Civil Wars. Princeton: Princeton University Press
- 3- Goemans, H. E. 2000. War and Punishment. Princeton: Princeton University press
- 4- Kydd, Andrew. 2005. Trust and Mistrust in International Politics. Princeton: Princeton University Press
- 5- James, Patrick. 1995. Structural Realism and the Causes of War
6. Bueno de Mesquita, Bruce. 2006. Game Theory, political economy, and the Evolving Study of War and Peace
- 7 Fearon, James D. 1995. Rationalist Explanations for War
- 8- Encyclopedia of Globalization. Edited by Jan Aart Scholte and Roland Robertson. New York: Routledge, 2007. 4 volumes

## **Master's title: Modern History of Algeria 1519-1830**

Semester: Second

Unit name: Basic Education Module

Name of the material: Algerian-Maghreb and Levantine Relations

Balance: 5

coefficient: 3

**Learning Objectives:** *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

Recognize the bonds of communication between Algeria and the Maghreb countries on the one hand and the Levant on the other (in political, economic, social, cultural, and religious aspects).

**Required prior knowledge:** *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

*Strengthening the student's sense of belonging to his civilizational surroundings, realizing the common destiny of the Arab-Islamic continent.*

**Subject content:** (Mandatory to specify the detailed content of each subject with reference to the student's personal work)

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

- Algeria's relations with the Maghreb (political)
- Algeria's relations with the Maghreb (economic)
- Algeria's relations with the Maghreb (social)
- Algeria's relations with the Maghreb (cultural)
- Algeria's Relations with the Levant
- Religious relations (Hajj)
- Relationships (cultural)
- Economic and social relations

References:

**Ammar Benkhrouf, Political Relations between Algeria and the Maghreb**

**Ammar Benkhrouf, Economic and Social Relations between Algeria and the Far Maghreb**

**Ammar Benkhrouf, Algerian-Tunisian Relations**

**Abul-kacem Saadallah, Algeria's Cultural History**

**Mohamed Altamar, Cultural Ties to Algeria**

**Satea al-Hosary, Ottoman Countries and the Ottoman State**

## **Master's title: Modern History of Algeria 1519-1830**

Semester: Second

Unit name: Basic Education Module

Name of the article: Algerian-European Relations 1

Balance: 5

coefficient: 2

Learning Objectives: *(state, in no more than three lines, the qualifications that the student is expected to acquire after passing this course)*

Tracing the stages of relations between Algeria and European countries, highlighting colonialist ambitions in Algeria, and showing the steadfastness of Algerians in the face of European campaigns.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Get an idea of the nature of international relations and how to deal with them.**

**Assessment method:** Continuous observation, exam ... etc. (weighting left to the discretion of the training team)

**Subject content:** (Mandatory to specify the detailed content of each subject with reference to the student's personal work)

1- The Spanish invasion of the Algerian coasts:

- 16<sup>th</sup> century, 18<sup>th</sup> century.
- Treaties (1786-1792).
- Peaceful Relations 1792-1830.

2- Algeria-France relations:

- Trade exchanges.
- Military campaigns.
- Treaties.
- Occupation projects.

3- Algeria's relations with Britain:

- Military campaigns.
- Treaties.
- Privileges.

### **References:**

Djamel Kannan, Algeria's Treaties with France (1619-1830)

Djamel Kannan, Texts and Documents in the Modern History of Algeria (1500-1830).

Yahia Bouaziz, Algerian-Spanish correspondence in the National History Archive of Madrid (1780-1798).

Ahmed Tawfiq al-Madani, The Three Hundred Years' War between Algeria and Spain (1492-1792).



Geoff Wolfe, *Algeria and Europe*, translated by Abulkacem Saadallah.  
 Mohamed Larbi Zubairi, *Foreign Trade of Eastern Algeria, 1792-1830*  
 Ismail Elaraby, *diplomatic relations between the Maghreb countries and the United States*.  
 Mohamed Zeroual, *Algerian-French Relations (1791-1830)*.  
 Abdelkader Fakir, *The Algerian-Spanish conflict during the sixteenth century*.  
 William Schaller, *Memoirs of the American Consul in Algeria*  
 Arzgi Choitam, *The End of Ottoman Rule in Algeria and the Factors of its Collapse, 1800-1830*  
 Mohamed Darragh, *The Ottoman Entry into North Africa*  
 Abdelkader Fkair, *Algeria's relations with the Netherlands during the Ottoman period*, *Journal of Attitudes*, University of Camp, Issue , December 2007.  
 Abdelkader Fkair, "Algeria's treaties with Spain 1786 and 1791, their conditions and implications for relations between the two countries", *Al-Maarif Journal for Research and Historical Studies*, Issue 5 - May 2016, Chahid Hamma Lakhdar University El Oued.  
 Abdelkader Fkair, "Political Relations between the Algerian Empire and Spain, 1792-1830", *Arab Historical Journal of Ottoman Studies*, 27th year, No. 53-54, October 2016, Al Tamimi Foundation for Scientific Research and Information, pp. 243-268.  
 Ismail Elaraby, "The Bombing of Algeria by the British Fleet and its Impact on English Literature," *Culture Magazine*, No. 69, 1982.  
 Grammont (H.D. de), "Correspondance des consuls d'Alger", R.A., N°31,1887.  
 Grammont (H.D. de), "Relations entre la France et la Régence d'Alger au XVII<sup>e</sup> siècle", R.A., N°23,1879. Playfair (R.), "Épisodes de l'histoire des relations de la Grande-Bretagne avec les États Barbaresques avant la conquête française", R.A. N°22,1878 et 24 (1880).  
 Fkair (A.), " Les relations Algéro-Portugaise pendant la période Ottomane ", *History Studies*, Turquie, Volume 3/2 2011.

## **Master's title: Modern History of Algeria 1519-1830**

Semester: Second

Unit name: Basic Education Module

Name of the material: Algerian society and its actors - 1

Balance: 4

Coefficient: 2

**Learning Objectives: (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)**



Recognize the social groups in Algeria and the relationships between them and the authorities, highlighting their activities in various aspects of life.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

*The student should be familiar with the reality of Algerian society during the Ottoman period, and the nature of the prevailing relations between the various social groups and the ruling authority. Familiarize themselves with the components of the society and its interactions in various fields.*

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- 1- The demographics of Algerian society
2. Demographic growth
  - Urban population
  - Turks and Kourouglis
  - Intruders (Jews and Europeans)
  - Rural residents
3. Power relations with
4. the urban population
5. Power relations with the rural population
6. Means of governance (makhzen system)

References:

**Nasser Eddine Saidouni, Algeria's Financial System in the Ottoman Period**  
**Arezki Chouitam, Algerian Society and Activism in the Ottoman Period, 1519-1830**

**Nejoua Toubbal, the kinship relations of Algiers society**

**Hamdane bin Othman Khoja, The Mirror**

**Nasser Eddine Saidouni, Rural Algiers**

**Aicha Ghaettas, Crafts and Artisans in Algiers**

**Oudène Boughoufala, Miliana Endowment... Ottoman period**

**Master's title: Modern History of Algeria 1519-1830**

Semester: Second

Unit name: Basic Education Module

Name of the material: Algeria's Economic History

Balance: 4

Coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

The student will have an idea of the economic fundamentals of Algeria in the modern period, such as agricultural, industrial and commercial activity, real estate ownership, means of production, taxes and their types, methods of collection, weights and measures, currencies and their value, purchasing power, markets, and types of products.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**This training helps the student to specialize in economic studies and master its various branches.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

- Algeria's economic sectors and assets
- Agricultural activity (agriculture, types of production, means of production, land use, real estate ownership, taxes, irrigation methods, livestock)
- Industrial activity (types of trades and professions, industrial products, crafts and artisans, industry organization, product quality, taxes)
- Commercial sector (internal trade, shops, markets, internal trade, how markets are run, taxes), foreign trade (volume of trade, types of goods, trade with Maghreb countries, trade with Africa, trade with the Islamic Levant, trade with Europe)
- Financial resources (trade balance)
- Difficulties that were hindering economic sectors

References:

**Nasser Eddine Saidouni, Algeria's Financial System in the Ottoman Period**  
**Mohamed Larbi Zubairi, The Foreign Trade of Eastern Algeria before the Occupation, 1792-1830.**

**Muhammad Salih al-Antari, The Years of Drought and Distress in Constantine.**

**Mohamed Amine, Le Commerce Extérieur d'Alger à la Veille de 1830.**

**M. Merrouche, Revenus, Prix et monnaies d'Alger**

## **Master's title: Modern History of Algeria**

Semester: Second

Unit name: Systematic Learning Module

Name of the material: study of Archives of Modern Algerian history

Balance: 5

coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

**Orienting students to archives and their importance in writing history, knowing where they are located, and gaining knowledge on how to use them.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- **Definition of an archive, its importance, and its types.**
- **Local archive:**
  - 1- **Regional and national official archives**
  - 2- **Zawya and Religious Orders Archives**
  - 3- **Private & Family Archives**
- **Foreign archive:**
  - 1- **Ottoman Archives in Turkey**
  - 2- **European archives (French, Italian, Spanish, English, Netherlands, Belgium, United States, etc.)**
- **Arab archives in the Maghreb and Levant**

Assessment method: Continuous observation, exam..... etc. (weighting left to the discretion of the training team)

References: (*books, publications, websites, etc.*)

Ali, Milad Salwa, The Archive: What it is and how to manage it. Cairo, 1986.

Arab Information Club, Modern Information Systems in Libraries and Archives, Damascus, 2000

Ibrahim El-Sayed, Mohamed, Introduction to the history of archives and its units, Cairo: Culture House for Publishing and Distribution, 1987.

Hassan Hallaq, Al-Arshif, Al-Mukhtawat, and Al-Documents, Dar Al-Nahda, Beirut, 2003. Kadi Abdelkader, Scientific Reading in the Archives

Jean Favier, Les Archives, PUF, Paris, 1959

## **Master's title: Modern History of Algeria 1519-1830**

Semester: First

Unit name: Optional module

Name of the material: Issues in Ottoman Algerian History

Balance: 4

Coefficient: 2

Learning Objectives: (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)

Enabling the student to control terms, concepts, and some controversial issues contained in Western sources.

Required prior knowledge: (*A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum*).

**Alert the student to the concepts and terms used in historical writings on Algerian history, which will help him to avoid them in his research.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

**The Evolution of Governance in the Maghreb**

**Terms and concepts used in the political, military and administrative sphere**

**Terms and concepts used in economics**

**Terms and concepts used in the social aspect**

**Some controversial issues**

**The nature of Ottoman rule in Algeria**

**Maghreb Piracy**

**The Role of Local Forces in Algeria**

**The Ottoman contribution to civilization**

**Ottoman attitude toward the fall of Granada**

Assessment method: Continuous observation, exam..... etc. (weighting left to the discretion of the training team)

References:

**Suhail Saban, Encyclopedic Dictionary of Historical Ottoman Terms.**

**Abulkacem Saadallah, Research and Opinions in the History of Algeria.**

**Hamdan bin Othman Khoja, The Mirror.**

**Ahmed Tawfiq al-Madani, "From Ottoman Documents on Algerian History," Journal of History, N° 12, 1982.**

**Moulay Belhamissi, Histoire de la marine algérienne,**

**Mahfoud Kaddache, L'Algérie durant la période ottomane.**

**Pavy (Mgr.), La piraterie musulmane, R.A., N° 2, (1857-1858).**

**Watbled (E.) and Monnereau, Etablissement de la domination turque en Algérie, N° 17, (1873).**

## **Master's title: Modern History of Algeria**

**Semester: Second**

**Unit name: Expeditionary Learning Unit**

**Name of the material: Communication Media**

**Balance: 1**

**Coefficient: 1**

Learning Objectives: (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)

**Required prior knowledge:** (A detailed *description* of the required knowledge that will enable the student to pursue this education, two lines maximum).

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

#### Introduction

1. What is Communication Media
2. Communication media between old and new.
3. Mass Communication Media
4. Private communication media
5. Media categorization
  - Advertising
  - Radio and TV
  - Phone and cell phone
  - Internet revolution
    - o What is the Internet
    - o Networks and their types
    - o Top Internet Services
    - o Search engines
    - o Email
    - o Social networks
    - o Chat sites
    - o Databases and distance education.
6. The psychological effects of modern communication media.
7. The social implications of modern communication media.
8. A look into the future of communication media

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

#### References: (books, publications, websites, etc.)

1. Wissam Fouad (2007) Post-interactivity and trends in the development of media work, Research and Development Unit - Civilized Dialogue, September
2. Hassan Emad Makkawi (2005), Modern Communication Technology in the Information Age, The Egyptian Lebanese House, Cairo, 4<sup>th</sup> edition.
3. Fadil Delio (1998), Introduction to Mass Communication, Bureau of University Publications, Algiers, Algeria.
4. Zouhair Ahdaden (2002), Introduction to Media and Communication Sciences, Bureau of University Publications, Ben Aknoun, Algeria.
5. Yusri Khaled Ibrahim: Electronic Media and its Role in Knowledge Development, Dar Al-Nafaas for Publishing and Distribution, Amman, 2012.

6. Al-Mazahira, Manal Hilal (2012), Theories of Communication, Jordan, Dar Al-Masirah for Publishing and Distribution.
7. Duchâteau, C. (1992). L'ordinateur et l'école ! Un mariage difficile ? Namur : CeFIS, Facultés N-D de la Paix.
8. Francis Jauréguiberry, Serge Proulx (2011) *Usages et enjeux des technologies de communication*, Toulouse, Erès.

## **Master's title: Modern History of Algeria**

Semester: Second

Unit name: Expeditionary Learning Unit

Name of the course: Civilizational communication between Algeria and the Arab-Islamic world - Optional

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

**The student acquires the importance of civilizational communication between Algeria and its Arab and Islamic surroundings, and realizes the regions that had contact with Algeria, and the aspects of this communication.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- **The definition of civilizational communication and its historical and cultural foundations**
- **Civilizational communication between Algeria and the Maghreb countries:**
  - 1- **The role of trips of scholars, jurists and students to cities, schools and mosques (Al-Qarawiyyin, Tlemcen, Mazouna, Bejaia, Zeytouna, Kairouan)**
  - 2- **The role of ambassadors in uniting the Maghreb countries from foreign**



**danger and securing protection for trade caravans.**

**- Civilizational communication between Algeria and the Levant:**

- 1- The role of pilgrimage trips and seeking knowledge in Al-Azhar, the Two Holy Mosques and the Levant.**
- 2- The role of the endowments of the Two Holy Mosques and the Moroccan endowments in Jerusalem in civilizational communication in light of political, regional and international changes.**

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

**References: (books, publications, websites, etc.)**

Djamel Kannan, Algeria's Treaties with France (1619-1830)

Djamel Kannan, Texts and Documents in the Modern History of Algeria (1500-1830).

Yahia Bouaziz, Algerian-Spanish correspondence in the National History Archive of Madrid (1780-1798).

Mohamed Larbi Zubairi, Foreign Trade of Eastern Algeria, 1792-1830

Ismail Elaraby, diplomatic relations between the Maghreb countries and the United States.

Mohamed Zeroual, Algerian-French Relations (1791-1830).

William Shaller, Memoirs of the American Consul in Algeria.

Arezki Chouitam, The End of Ottoman Rule in Algeria and the Factors of its Collapse, 1800-1830

Abdelkader Fkair, "Algeria's relations with the Netherlands during the Ottoman period," Journal of Attitudes, University of Camp, Issue, December 2007.

Abdelkader Fkair, "Algeria's treaties with Spain 1786 and 1791, their conditions and implications for relations between the two countries", Al-Maarif Journal for Research and Historical Studies, Issue 5 - May 2016, Chahid Hamma Lakhdar University El Oued.

Ismail Elaraby, "The Bombing of Algeria by the British Fleet and its Impact on English Literature," Culture Magazine, N°. 69, 1982.

Grammont (H. D. de), "Correspondance des consuls d'Alger", R.A., N° 31, 1887.

Grammont (H. D. de), "Relations entre la France et la Régence d'Alger au XVII<sup>e</sup> siècle", R.A., N° 23, 1879. Playfair (R.), "Épisodes de l'histoire des relations de la Grande-Bretagne avec les États Barbaresques avant la conquête française", R.A. N° 22, 1878 et 24 (1880).



## **Master's title: Modern History of Algeria**

Semester: Second

Unit name: Expeditionary Learning Unit

Name of the material: Relationship between authority and local powers - Optional

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

**The nature of the relations that prevailed between the ruling authority in Ottoman-era Algeria and the various local forces, including residents, scholars, Sufi orders and others.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- **The relationship of the Ottoman rulers in Algeria with influential social forces in the cities and the countryside:**
  - 1- **The group of Turks, Kouroughlis and *Hadar*.**
  - 2- ***Makhzen* tribes.**
  - 3- **Jewish community.**
- **Ottoman rulers in Algeria's relationship with influential religious authorities:**
  - 1- **Sheikhs of religious orders: Yusufiyya, Qadiriyya, Tayebiyya, and Rahmaniyya.**
  - 2- **Rebellions and insurgencies: Darqawiya, Tijaniya.**

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: **(books, publications, websites, etc.)**

## **Master's title: Modern History of Algeria**

Semester: Second

Unit name: Horizontal education

Name of the material: Foreign language

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

The objective of the module:

Practical use the English language as a tool for self-information - English should also be as a means of expression.

**OBJECTIF DU MODULE :**

Développement d'une façon intégrée de toutes les aptitudes de la langue française chez l'étudiant. Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

**CONTENT:**

- Exploitation of specialized texts related to the different technical modules included in the third year program.
- Contraction, abstracts and analysis of specialized texts.
- Business letters: their techniques with practical exercises.
- Reports and proceeding: their techniques with practical exercises.
- The presentation of the report - the proceeding :
- English oral and written practice.

French content:

**CONTENU:**

- Étude de texte avec exploitation structurelle.
- Révision et consolidation des structures de base.
- Insistance sur la compétence de la communication.
- Étude de textes spécialisés ayant trait aux différents modules techniques inclus dans le programme de 1<sup>er</sup> semestre.
- Consolidation structurelle selon les difficultés des étudiants
- Le paragraphe : ses techniques avec exercices pratiques.

- L'essai: ses techniques avec exercices pratiques.

Assessment method: Continuous observation, exam..... etc. (weighting left to the discretion of the training team)

References: (**books, publications, websites, etc.**)

- 1- Ellis G, and Sinclair B. Learning to learn English: A course in Learner training (1999). Cambridge University Press.
- 1- Walter, Barbara F. 2002. Committing to Peace: The Successful Settlement of Civil Wars. Princeton: Princeton University Press
- 2- Goemans, H. E. 2000. War and Punishment. Princeton: Princeton University press
- 3- Kydd, Andrew. 2005. Trust and Mistrust in International Politics. Princeton: Princeton University Press
- 4- James, Patrick. 1995. Structural Realism and the Causes of War
7. Bueno de Mesquita, Bruce. 2006. Game Theory, political economy, and the Evolving Study of War and Peace
- 6- Fearon, James D. 1995. Rationalist Explanations for War
- 7- Encyclopedia of Globalization. Edited by Jan Aart Scholte and Roland Robertson. New York: Routledge, 2007. 4 volumes

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Basic Education Module

Name of the material: Cultural life in Algeria

Balance: 5

Coefficient: 3

Learning Objectives: (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)

**Through the study of this subject, the student gains knowledge about the cultural situation of Algeria during the Ottoman period, by recognizing the various aspects of cultural institutions, the status of education and its men and levels, in addition to the scholars, their activities and their travels to and from Algeria, to various other cultural topics.**

Required prior knowledge: (*A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum*).

The student expands his knowledge of the cultural aspect of Ottoman Algeria. Highlighting the role of the population in different aspects of culture during the period.

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- 1- Cultural conditions at the beginning of the Ottoman era
- 2- Cultural institutions (endowments, mosques, zawiyas, schools, libraries)
3. Education (stages)
- 4- Scholars (their activity, movement, works)
5. Science (types)
- 6- Cultural Metropolises (Tlemcen, Bejaia, Algiers, Constantine, Mazouna, Camp...)
7. Sufism and Sufi orders
8. Cultural communication between Algeria and its Arab-Islamic surroundings

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (books, *publications*, *websites*, etc.)

Ibn al-Mufti Hussein, *Taqiyadat Ibn al-Mufti in the History of the Pashawat of Algeria and its Scholars*.

Aboukacem Saadallah, *Cultural History of Algeria*, Parts 1 and 2.

Mahdi Bouabdali, *Aspects of the history of cultural life in Algeria during the Ottoman period*, in: *Algeria in the History of the Ottoman Period*.

Ibn Mimoun al-Jazairy, *Al-Tahfat al-Marriyya fi al-Dawla al-Bakdashi*, introduced and edited by Muhammad bin Abdulkarim.

Abdelmajid Meziane, *Cultural Institutions in Pre-Colonial Algeria*, *Culture*, no: 22, 1986.

Al-Filali, Muhammad al-Taher, *The Origins of the Almoravids and the Sufi orders and their impact in Algeria during the Ottoman era*, Algiers, 1986.

Noureddine Abdelkader, *Pages in the history of the city of Algiers from its earliest times to the end of the Turkish era*, Al-Baath Press, Constantine.

Si Youssef Mohamed, *The Education System in the Zouaoua Country of the Algerian Empire during the Ottoman era*.

Abdullah Azbawi, "Cultural Ties between Egypt and Morocco during the 18th Century," *Moroccan Historical Review*, No. 19-20, 1980.

Nasser Eddine Saidouni, *The Waqf and its place in the economic, social and cultural life of Algeria in the late Ottoman era and the beginning of the French occupation*.

*Al-Asala*, No. 89-90, 1981

Layer (E.), *Confréries religieuses musulmanes et marabouts : leur état et leur influence en Algérie*, Imp. Gagniard, Lyon, 1916.

Devoulx (A.), "Notes historiques sur les mosquées et autres édifices religieux d'Alger", in *R.A N° 5*, 1861.

Féraud (CH.), "Les anciens établissements religieux Musulmans de Constantine", in

R.A N°10,  
1868.

Rinn (L.), Marabouts et Khouans, étude sur l'islam en Algérie, A. Jourdan, Alger 1884.

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Basic Education Module

Name of the material: Euro-Algerian relations - 2

Balance: 5

coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

**Highlighting Algeria's activity at the international level, including, in particular. The diplomatic aspect, manifested in Algeria's conclusion of dozens of treaties with European and American countries, as well as the commercial aspect. This is in the case of peace, but in the case of war, we recall how Algeria repelled many acts of European aggression against it.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Students have already gained knowledge about the relations between Algeria and the kingdoms of Europe during their study of modern Algerian history during their bachelor's degree. This module will further expand their knowledge on this topic.

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

4. With the Netherlands

- Military campaigns.

- Treaties.

5. With Portugal

- warfare encounters.

- Treaties.

- 6- With Northern European countries (Sweden, Norway, Denmark, the German Republics - military confrontations - treaties)
7. With other countries (Republics of Italy, Austria, Russia - treaties).
- 8 - With the United States of America (military confrontations - treaties).

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (*books, publications, websites, etc.*)

Djamel Kannan, Algeria's Treaties with France (1619-1830) " ", Texts and Documents in the Modern History of Algeria (1500-1830).

Yahia Bouaziz, Algerian-Spanish correspondence in the National History Archive of Madrid (1780-1798).

Ahmed Tawfiq al-Madani, The Three Hundred Years' War between Algeria and Spain (1492-1792).

Geoff Wolfe, Algeria and Europe, translated by Abulkacem Saadallah.

Mohamed Larbi Zubairi, Foreign Trade of Eastern Algeria, 1792-1830

Ismail Elaraby, diplomatic relations between the Maghreb countries and the United States.

Mohamed Zeroual, Algerian-French Relations (1791-1830).

Abdelkader Fakir, The Algerian-Spanish conflict during the sixteenth century.

William Shaller, Memoirs of the American Consul in Algeria

Arezki Chouitam, The End of Ottoman Rule in Algeria and the Factors of its Collapse, 1800-1830

Mohamed Derragh, The Ottoman Entry into North Africa

Abdelkader Fkair, "Algeria's relations with the Netherlands during the Ottoman period," Journal of Attitudes, University of Camp, Issue , December 2007.

Abdelkader Fkair, "Algeria's treaties with Spain 1786 and 1791, their conditions and implications for relations between the two countries", Al-Maarif Journal for Research and Historical Studies, Issue 5 - May 2016, University of Martyr Hamma Lakhdar El Oued.

Abdelkader Fkair, "Political Relations between the Algerian Empire and Spain, 1792-1830", Arab Historical Journal of Ottoman Studies, 27th year, no: 53-54, October 2016, Tamimi Foundation for Scientific Research and Information, pp. 243-268.

Ismail Elaraby, "The Bombing of Algeria by the British Fleet and its Impact on English Literature," Culture Magazine, No. 69, 1982.

Grammont (H.D. de), "Correspondance des consuls d'Alger", R.A., N°31, 1887.

Grammont (H.D. de), "Relations entre la France et la Régence d'Alger au XVII<sup>e</sup> siècle", R.A., N°23, 1879. Playfair (R.), "Épisodes de l'histoire des relations de la Grande-Bretagne avec les États Barbaresques avant la conquête française", R.A. N°22, 1878 et 24 (1880).

Fkair (A.), " Les relations Algéro-Portugaise pendant la période Ottomane ", History Studies, Turquie, Volume 3/2 2011.

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Basic Education Module

Name of the material: Algerian society and its actors - 2

Balance: 4

coefficient: 2

**Learning Objectives:** *(state, in no more than three lines, the qualifications that the student is expected to acquire after passing this course)*

Training the student to control the techniques of historical research, in terms of choosing the topic, defining the issue, collecting and classifying scientific material, developing a structure or plan for his research topic, referencing techniques, arranging the list of sources and references, indexes, and writing the introduction and body.

**Required prior knowledge:** *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Students should be familiar with research techniques, so that in the future they can produce works that meet the academic scientific requirements and can be used as a basic reference.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- In the field of commerce.
- In the field of agriculture.
- In the field of crafts
- state of health.
- customs and traditions.
- standard of living.
- Inbreeding
- coefficients
- Cultural level

8. The Social Role of Endowments

6. Activities of the

7. Algerian community

8. Social conditions:



**Assessment method:** Continuous observation, exam....etc. (weighting left to the discretion of the training team)

References: (**books, publications, websites, etc.**)

**Nasser Eddine Saidouni, Algeria's Financial System in the Ottoman Period**

**Arezki Chouitam, Algerian Society and Activism in the Ottoman Period, 1519-1830**

**Nejoua Toubbal, the kinship relations of Algiers society**

**Hamdane bin Othman Khoja, The Mirror**

**Nasser Eddine Saidouni, Rural Algiers**

**Aicha Ghetas, Crafts and Artisans in Algiers**

**Oudène Boughoufala, Miliana Endowment Ottoman period**

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Basic Education Module

Name of the material: Domestic revolutions

Balance: 4

coefficient: 2

**Learning Objectives:** (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)

**Through the study of this subject, the student gains knowledge of the relationship that prevailed between the ruling authority in Algeria and the local population, through the revolts carried out by some tribes and some Sufi orders, and even the Karagalla, which was a result of the rulers' policy with the subjects, which was one of the reasons for the end of the Ottoman rule in Algeria.**

**Required prior knowledge:** (*A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum*).

**Students have already acquired knowledge during their bachelor's degree about the relationship of the ruling power to the local population as a whole, and their knowledge will be strengthened by studying this unit extensively.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with



reference to the student's personal work)

1- The situation in Algeria during the second half of the eighteenth century:

2- Causes of Revolutions:

- **The economic recovery of the 18<sup>th</sup> century has waned.**
- **The political instability of the 18<sup>th</sup> century.**
- **Franco-English rivalry for privileges in Algeria.**
- **Fragile relations with Morocco (Sultan Suleiman) and Tunisia (Hamouda Pasha's reign).**
- **Jewish influence within the Authority.**

3. The most important revolutions:

A. Pre-19<sup>th</sup> century revolutions:

- **The Kouloughli Revolt of 1630.**
- **The 1737-1743 Algerian East Revolt following the Bastion Incident.**
- **Tidjani Revolution 1737.**
- **Felissa tribe revolt 1767.**
- **Awlad Nayel Revolt 1772.**

B. 19<sup>th</sup> century revolutions:

- **Ibn al-Ahrash's revolt of 1804.**
- **Derkawa Revolt 1805-1816.**
- **Revolutions of the Djurdjura region 1804, 1810, 1823.**
- **The Bou Saada and Felissa Revolt of 1814.**
- **The Tidjani Revolt of 1816.**
- **The Nemamcha and Aurès Revolt 1818-1823.**

4- The repercussions of these revolutions on the country.

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (*books, publications, websites, etc.*)

**Ahmed al-Sharif al-Zahar, memoirs of Ahmed al-Sharif al-Zahar.**

**Muslim Abdul Qadir, *Anis al-gharib wa al-musafir***

**Muhammad al-Zayani, *dalil al-heyran wa dalil as-sahran***

**Ghali Arabi, Popular Uprisings in Algeria in the Late Ottoman Period (1792-1830)**

**Mohamed Salih Elantri, Constantine Famine**

**El-Ghali El-Arabi, "Political Life in the Vice Presidency of Algeria during the Dyat Era and the Revolt of Ibn al-Ahrash al-Darqawi against the Turks in the Early Ninth Century," Historical Studies, No. 23-24, 1986.**

**Nasser al-Din Saidouni, "Ibn al-Ahrash's Revolt between Local Rebellion and Popular Uprising," Culture, No. 78, 1983.**

**Belhemissi, "The Revolt against the Turks in Algeria - Evidence derived from published Spanish letters," Culture, No. 48, 1978.**

**Hilayli Hanifi, "Popular Revolts in Algeria in the Late Ottoman Era as a Reaction**

to the Policy of Marginalization," Prince Abdelkader Journal of Islamic Sciences, No. 20, April 2006.

- Delpeche (A.), "Le soulèvement Derkaoua de la province d'Oran de 1800-1813" in R.A. N° 18, 1874.

- Arnaud (L.), "Histoire de l'ouali sidi Ahmed El-Tedjani, extrait du Kounache", in R.A, N° 5, 1861.

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Systematic Learning Module

Name of the material: Methodology for preparing a memorandum

Balance: 5

coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

Through this course, the student is able to familiarize himself with the various stages of preparing a memorandum in a scientific manner, standing at each step and realizing its importance in the completion of the research. This achievement is characterized by a specificity that differs from the preparation of a presentation containing a few pages. The student will be able to recognize the commitment to produce a work that reflects his personality.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Since entering university, students have been accustomed to writing papers of a few pages during their previous years of study, but at this stage they are moving on to writing a larger paper, as well as from the content.

**Subject content:** (it is mandatory to specify the detailed content of each subject with

reference to the student's personal work)

- 1- Choosing a topic.
- 2- Reading about the research topic
- 3- Topic Segmentation (Research Plan)
- 4- Material collection stage (documents, sources, references...)
- 5- Data synthesis and controls
- 6- Research Elements:
  - Search title
  - Introduction
  - The body of the paper (dividing it into chapters or other divisions)
  - Conclusion
  - Supplements
  - Indexes

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (**books, publications, websites, etc.**)

- 1 - Hassan Othman, Methodology of Historical Research, Cairo, Dar Al-Maarif.
  - 2 - Hussein Moanes, History and Historians, Cairo, Dar Al-Ma'araf.
  - 3 - Ahmed Shambi, How to write a research paper or thesis, Cairo, Egyptian Renaissance.
  - 4- Shawky Al-Jamal, History.
  - 5- Asad Rostam, History Terminology.
  - 6- Henshaw, The Science of History.
  - 7- Mohammed Mohammed Al-Hadi, Methods of preparing and documenting scientific research.
  - 8- Ahmed Ibrahim Khader, Preparing Scientific Research and Theses from Idea to Conclusion.
  - 9- Muhammad Munir Hajjah, Scientific Foundations for Writing University Theses.
  - 10- Qasim Yazbek, History and Historical Research Methodology.
- Beaud Michel** : L'art de la thèse : Comment préparer et rédiger une thèse de doctorat, un mémoire de DEA ou de maîtrise ou tout autre travail universitaire. Découverte.
- Boutillier Sophie / Labere Nelly / Uzunidis Dimitri** : Méthodologie de la thèse et du mémoire, Jeunes Editions - Studyrama.
- Becker Howard S.** : Écrire les sciences sociales : Commencer et terminer son article, sa thèse ou son livre. Economica.

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Systematic Learning Module

The name of the material: Research Seminars

Balance: 4

coefficient: 2

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

This course aims to provide the student with the ability to deal with foreign references by reading, summarizing, and employing them.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

Since joining the university campus, the student has been accustomed to preparing presentations of any kind, but at this stage (Master's), this unit will increase his skill in research, and presenting his work in front of his colleagues will give him a new skill that will enable him to improve in the future.

Subject content: (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- 1. Prepare a reading card in a book.**
- 2. Prepare reports on scientific discussions.**
- 3. Writing abstracts for scientific events**
- 4. Internet search methods**
- 5. Searching for digital data.**
- 6. Searches via web browsers**
- 7. How to contact scientific research centers**

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: **(books, publications, websites, etc.)**

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Expeditionary Learning Unit

Name of the material: Entrepreneurship

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

Develop a policy and methodology capable of tracking projects in information management and documentation.

Ability to track the most important business upgrade paths and projects at the level of information units.

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

- Master the principles of economic management.
- Sociology of projects.

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

**The importance of projects in information systems.**

**1) History of the economic approach.**

**2- Methods used in economic organization.**

**3- The practical stages of economic organization.**

**B- Principles of accomplishing information systems projects.**

**C. Project milestones.**

**D. Monitoring information systems projects**

**4- Statistical balance.**

**5- Processing.**

**1- Evaluate.**

**2- Creating documentary projects.**

**3- Each student's personal work consists of training in project preparation and structuring the learner towards the organization's culture.**

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (books, *publications*, *websites*, etc.)

1. Mohamed, Heikal; Small Business Management Skills; Cairo: Arabian Nile Group; 2003.
2. Magda Al-Attiyah; Small Business Management; Cairo: Arab Nile Group; 2003.
3. Saad Sadek Bahiri; Project management; Cairo: University House, 2005.
4. Naeem Naseer; Project Management and Evaluation; Cairo: Arab Organization for Administrative Development, 2005.
5. Chantal Morley ; Gestion d'un projet système d'information : principes, technique, mise en œuvre et outils ; Paris : Dunod, 1996.
6. Jacques Pansard ; réussir son projet système d'information : les règles d'or ; Paris : Ed d'organization, 2001.
7. Emmanuel Tchemeni; l'évaluation des entreprise; Paris: economica, 2003
8. Gray, Clifford; management de projet : manuel et applications, Paris: dunod, 2007.

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Expeditionary Learning Unit - Optional

Name of the material: Recent intellectual trends

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

**Explain the intellectual origins of modern and contemporary mental trends with analysis and criticism.**

Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- Rational direction: Historical roots, most important figures. Its milestones, its effects: Idealism, Materialism, Existentialism, Criticism, Empiricism, Empiricism, Positivism.
- Esoteric direction: Historical Roots, Most Important Flags. Its milestones, its effects: The Greek period, the Reformation, Hermeneutics, the Biblical hermeneutic movement. The Spring of Esotericism: The school of skepticism, the school of linguistics. Intertextuality, death of the author, infinite hermeneutics, structuralism, deconstructionism.
- Intellectual currents in the Arab world:
- Salafi, Harkat, and Sufi movements
- The modernist rationalist movement, the leftist and nationalist movement, and the secularist movement

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (**books, publications, websites, etc.**)

Gomaa Al-Khouli, Contemporary Intellectual Trends and Islam's Position on Them.

Jamal Shalabi. **Arabs and Europe: A Contemporary Political Perspective**

**A group of authors, Encyclopedia of Contemporary Schools of Thought, two parts.**

## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Expeditionary Learning Unit - Optional

Name of the article: Terms and Concepts in Modern Algerian History

Balance: 1

Coefficient: 1

Learning Objectives: (*state, in no more than three lines, what qualifications the student should acquire after passing this course*)

**By studying this unit, the student will gain insight into some of the concepts and terms related to the history of Algeria during the Ottoman era, and it will undoubtedly remove some of these concepts and terms that were unclear to him, as well as decipher some of the mysteries that were obscure to him, thus increasing his understanding of this period.**



Required prior knowledge: (*A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum*).

**While studying some of the modules on Algerian history, the student was introduced to some questions, issues, and even terminology related to the Ottomans in Algeria. This unit will further expand his knowledge about this period of Algerian history.**

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

- 1- The Ottoman presence in Algeria during the 16th century: Begging and alliance or conquest and occupation
- 2- Algeria's independence from the Ottoman Empire: historical reality or limited examples linked to geographical location and historical circumstances
- 3- Algerians and Ottoman Institutions: Participation and exclusion
- 4- The Algerian Navy: Legitimate naval action in the Western Mediterranean or piracy and aggression
- 5- Algeria in the Ottoman period in the writings of European clerics and travelers: Fairness and extremism
- 6- The Ottoman position on the French occupation of Algeria: Reaction/appearances/suspensions
- 7- Ottoman terminology in Algerian history: Political/Administrative/Military

Assessment method: Continuous observation, exam..... etc. (weighting left to the discretion of the training team)

References: (books, *publications*, *websites*, etc.)

Suhail Saban, Encyclopedic Dictionary of Historical Ottoman Terms.

Abul-kasem Saadallah, Research and Opinions in the History of Algeria.

Hamdane bin Othman Khoja, The Mirror.

Ahmed Tawfiq al-Madani, "From Ottoman Documents on Algerian History," History Magazine, No. 12, 1982.

Moulay Belhamissi, Histoire de la marine algérienne,

Mahfoud Kaddache, L'Algérie durant la période ottomane.

Pavy (Mgr.), "La piraterie musulmane", R.A., N° 2, (1857-1858).

Watbled (E.) and Monnereau, "Établissement de la domination turque en Algérie", N° 17, (1873).



## **Master's title: Modern History of Algeria**

Semester: Third

Unit name: Horizontal Learning Module

Name of the material: Foreign language

Balance: 1

Coefficient: 1

Learning Objectives: *(state, in no more than three lines, what qualifications the student should acquire after passing this course)*

The objective of the module:

Practical use the English language as a tool for self-information - English should also be as a means of expression.

### **OBJECTIF DU MODULE :**

Développement d'une façon intégrée de toutes les aptitudes de la langue française chez l'étudiant. Required prior knowledge: *(A detailed description of the required knowledge that will enable the student to pursue this education, two lines maximum).*

**Subject content:** (it is mandatory to specify the detailed content of each subject with reference to the student's personal work)

### **CONTENT:**

- Exploitation of specialized texts related to the different technical modules included in the third year program.
- Contraction, abstracts and analysis of specialized texts.
- Business letters: their techniques with practical exercises.
- Reports and proceeding: their techniques with practical exercises.
- The presentation of the report - the proceeding :
- English oral and written practice.

### **French content:**

#### **CONTENU :**

- Étude de texte avec exploitation structurelle.
- Révision et consolidation des structures de base.
- Insistance sur la compétence de la communication.
- Étude de textes spécialisés ayant trait aux différents modules techniques inclus dans le programme du 1<sup>er</sup> semestre.

- Consolidation structurelle selon les difficultés des étudiants
- Le paragraphe : ses techniques avec exercices pratiques.
- L'essai: ses techniques avec exercices pratiques.

**Assessment method:** Continuous observation, exam.... etc. (weighting left to the discretion of the training team)

References: (**books, publications, websites, etc.**)

Ellis G, and Sinclair B. Learning to learn English: A course in Learner training (1999). Cambridge University Press.

1- Walter, Barbara F. 2002. Committing to Peace: The Successful Settlement of Civil Wars. Princeton: Princeton University Press

2- Goemans, H. E. 2000. War and Punishment. Princeton: Princeton University press

3- Kydd, Andrew. 2005. Trust and Mistrust in International Politics. Princeton: Princeton University Press

4- James, Patrick. 1995. Structural Realism and the Causes of War

5. Bueno de Mesquita, Bruce. 2006. Game Theory, political economy, and the Evolving Study of War and Peace

6- Fearon, James D. 1995. Rationalist Explanations for War

7- Encyclopedia of Globalization. Edited by Jan Aart Scholte and Roland Robertson. New York: Routledge, 2007. 4 volumes

## **V. Contracts/Agreements**

**Yes**

**No**

**(If yes, attach the agreements and contracts to the paper file of the training)**

## ***Sample Letter of Intent***

***(If the master's degree is offered jointly with another university institution)***

**(official paper with the name of the institution)**

Subject: Approval of dual master's supervision titled:

The university (or university center) announces its interest in dual supervision of the above-mentioned master for the duration of the master's qualification.

In this framework, the university (or university center) accompanies this project by:

- Feedback during the design and improvement of education programs.
- Participate in forums organized for this purpose.
- Participate in discussion panels.
- Contribute to the exchange of human and material resources

Signature of an officially qualified official:

Functionality:

Date:

## ***Sample Letter of Intent***

***(In the case of a master's degree offered jointly with a user sector organization)***

**(official paper with the name of the organization)**

Subject: Approval of a Master's program entitled:

Provided by:

An organization declares its interest in accompanying the above-mentioned training as a potential user of the product of this training

In this context, we confirm that we have joined this project and our role in it is as follows:

- Feedback on the design and improvement of education programs.
- Participate in forums for this purpose.
- Participate in discussion committees.
- Facilitate as much as possible the reception of trainee students in the institution as part of the completion of their graduation thesis or within the framework of framed projects.

The necessary resources will be mobilized to carry out these operations, both on the material and human levels, in order to achieve the objectives and implement them

Mr.(s)\* ..... appoints an external coordinator for this project.

Signature of an officially qualified official:

**Functionality:**

**Date:**

**The official seal of the organization:**