

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Mohamed Kheider University, Biskra ALGERIA

Identical model
To display a new configuration

Academic/professional degree

Common trunk humanities
Humanities
Humanities and social sciences

Specialization	Branch	The field
Common trunk humanities	Humanities	Humanities and social sciences

REPUBLIQUE ALGERIENNE DEMOCRATIQUE AND POPULAIRE
SUPERIEUR ENSEIGNEMENT MINISTER

And this scientific research

Canevas conforme
d'une
NEW OFFERS TRAINING

Domain	File	Special
Sciences Humanities and	Sciences Humanes	Tronc commun

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
20.. - 20 . . : University year

Sociales		humanités
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2023-2024

The index

----- **Card Degree Bachelor 's :First**-----

-
- Determine the location of the configuration - **1**
- Other participants - **2**
- Training framework and objectives - **3**
- A** - General organization of the training: project status
- B**- Training objectives
- C**- Qualifications and targeted competencies
- D**- Regional and national capabilities for employability
- E**-Bridges towards other specializations
- F**- Indicators of effectiveness for follow-up training
- Available human capabilities - **4**
- A**- Framing capabilities
- B**- Internal framing harnessed for training in the specialty
- C**- External framing harnessed for training in the specialty
- D**-The total sum of human resources devoted to training .
- The financial capabilities available for training in the specialty- **5**
- A**- Pedagogical laboratories and equipment
- B**- Fields of training and training in institutions
- C**- Documentation available at the university institution related to the proposed training offer
- D**- Personal business spaces and information and communication technologies
- available at the institute or college

----- **Card of the hexagonal organization of education : Second**-----

- The first hexagram -
- The second hexagram -
- The third hexagram -
- Fourth Hexagram -
- Fifth Hexagram -
- Sixth Hexagram -

Overall result of the formation -

The detailed program for each subject in the six hexagrams :Third-----

Contracts/Agreements :Fourth

**A summary CV for each person from the pedagogical team concerned :Fifth
with training in the specialty .**

**Opinion and approval of the institution's administrative and pedagogical :Sixth
bodies .**

Opinion and visa for the regional seminar :Seventh

Opinion and visa of the National Pedagogical Committee for the field :Eighth

**A letter of motivation or justification for the opening request, stamped and
signed**

Director of the university/university center

(Scan and paste in this space on the digital copy)

**The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title**

University year2023-2024

The configuration display location to be opened
...:Bachelor's degree
20 ../ 20..

:Enterprise

:College/Institute

: field

:Branch-Division

Type (A/M)	Open specializations^(*)	The phase
		Bachelor's degree
		Master

:the date

Seal and signature of the training field team official

**A copy of the training offer qualification decision(s), if any, can be attached - (*)
to this offer on the next page**

A copy/copies of the decision/decisions qualifying the institution's training offers

Bachelor's identification card :First

:Determine the location of the composition - 1

:College or institute

:to divide

: Other participants -2

:Other partner institutions

:Other socio-economic institutions and partners -

Foreign international partner - :

3 :Training framework and objectives -

. organization of the composition: Display position (mandatory field) **General - A**
If several courses are proposed for the bachelor's degree, or if there are courses sponsored by the institution (whether from the same training group or other training groups), please determine the status of this project compared to other sections according to the following format

.B - Objectives of the training opening request (mandatory field)

C - Targeted qualifications and competencies (targeted competencies, knowledge
:(mandatory field) (acquired at the end of training - 20 lines at most

:D - Bridges towards other specializations (mandatory field)

:E - Effectiveness indicators for training follow-up (mandatory field)

:F- Fields of operation

:G - Regional and national capabilities for operability (mandatory field)

:D - The total sum of human resources devoted to training (Year 3)

the total	External number	Internal number	Rank
			Professor of higher education
			Professor Lecturer A
			Professor Lecturer b
			Assistant Professor A
			Assistant Professor B
			*Other
			the total

:The financial capabilities available for training in the specialization - 5

A - Pedagogical laboratories and equipment: Submit a card about the laboratory and pedagogical equipment available for the applied work of the proposed training (a card for each laboratory if there is more than one)

:Laboratory address

:Laboratory Director
:Laboratory accreditation number and date
 : Laboratory director's opinion :Date, seal and signature

.Other: Support users and technicians(*)

:B - Equipment

Notes	The number	Equipment address	the number

C - Fields of apprenticeship and training in institutions (see the attached scanned documents related to contracts/agreements)

Duration of stalking	Number of students	A lurking place

↳ Documentation available at the university institution related to the training offer to be opened . (Required field)

**Second: The hexagonal organization card for education
(Hexagons: 1- 2- 3- 4- 5 - 6)**

Hexagrams 1 and 2: Integrate the contents of the annexes of ministerial decisions regarding the joint education base for the field

.Hexagrams 3 and 4: Integrate the unified programs of the branch/division

Hexagons 5 and 6: Standardized programs are integrated after the matching process for each configuration offer

Humanities and Social Sciences” field, “Humanities” branch, a common trunk“

:1 Hexa

Evaluation type		*Other	Hourly volume of hexagon (weeks 15)	Weekly Courier Volume			Factories	Balances	Article titles	Education units
Exam	Continuous monitoring			Practical works	Acts directed	Tutorials				
60%	40%	h 00 45	45h 00	-	hour 1 30	hour 30 1	2	5	Introduction to media and 1 communication sciences	Basic teaching unit code: TS1. 1 Credits: 20 Labs: 8
60%	40%	h 00 45	45h 00	-	hour 1 30	hour 30 1	2	5	Introduction to library science	
60%	40%	h 00 45	45h 00	-	hour 1 30	hour 30 1	2	5	General history of Algeria 1	
60%	40%	h 00 45	45h 00	-	hour 1 30	hour 30 1	2	5	Introduction to archeology 1	
60%	40%	h 00 45	45h 00	-	hour 1 30	hour 30 1	2	3	Schools and curricula of scientific research in the humanities	Systematic teaching unit code: WM 1. 1 Credits: 6 Labs: 4
100%	-	h 00 45	hours 30 22	-	-	hour 30 1	2	3	the human - Epistemology sciences	
60%	40%	h 00 45	45h 00	-	hour 1 30	hour 30 1	1	1	An introduction to the history of ancient civilizations	Exploratory Learning Unit Code: TS1. 1 Credits: 2 Labs: 2
100%	-	h 00 45	hours 30 22	-	-	hour 30 1	1	1	Information society	
-	100%	h 00 45	hours 30 22	-	hour 1 30	-	1	1	a foreign language	Horizontal marking unit symbol: WTF1. 1 Credits: 2 Labs: 2
-	100%	h 00 45	hours 30 22	hour 30 1	-	-	1	1	Automated notification	
		450 hours	hours 360	hour 30 1	10 a.m. 30	hours 12	16	30	Sum of the first hexagon	

.Other : Additional work through six-party consultation *

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Humanities and Social Sciences” field, “Humanities” branch, a common trunk“

Evaluation type		*Ot
Exam	Continuous monitoring	
60%	40%	h 00
60%	40%	h 00
60%	40%	h 00
60%	40%	h 00
60%	40%	h 00
100%	-	h 00
60%	40%	h 00
100%	-	h 00
-	100%	h 00
-	100%	h 00
		h 4

.Other : Additional work thro

Total composition score: (The total hourly volume should be mentioned, distributed - between lectures and directed work, for all six hexagrams for all types of educational . * units)

the total	Horizontal	exploratory	methodology	the basic	h s t
967,30	00	292.30	135	540	Lecture
1012,30	135	157.30	180	540	Acts directed
45	-		45	-	Practical works
/	-	-	-	-	personal business
2430	270	630	450	1080	Other work (specifies)
4455	405	1080	810	2160	the total
180	06	26	28	120	Balances
%100	3.33	14.44	15.56	66.67	of credits for each % learning unit

The necessity of respecting the rules of the national system for hourly volume, - (*) .balances and transactions

Third: The detailed program for each subject from the first to the sixth semester
(Provide a detailed card for each subject)

(All fields are required to be filled in)

Bachelor's degree: Common Core: Humanities

Hexagram: the first

Unit name: basic

Course name: Introduction to Media and Communication Sciences1

Balance: 05

Parameter: 02

:Education objectives

It aims to introduce the concepts of media and communication sciences and the fields and specializations of research in them in the world and in Algeria.

.Define the difference between basic media and communication terms

Identify media systems and their effects

:Prior knowledge required

The student must have general knowledge of the priorities of media and communication sciences, their fields of study and specializations.

: Acquired abilities

- Understanding the nature of the communication process and its models
- Familiarity with the origins and development of the media
- Realizing how to deal positively with media and communication, benefit from them, and avoid their negative aspects

:Article content

- 1) **,General concepts:** communication, media, the difference between them
- 2) The nature of media and communication sciences
- 3) Characteristics of communication, its types and functions.
- 4) Developmental stages of communication
- 5) Elements of the communication process and factors for its success
- 6) Communication barriers
- 7) Similar concepts of media and communication (propaganda, rumour, advertising, (...publicity
- 8) The concept of public opinion (its definition, development, importance...)

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- 9) Areas and specializations of research in media and communication sciences in the world and in Algeria
- 10) **Media systems:** The concept of the media system and its effects
- 11) Authoritarian media system
- 12) Liberal media system
- 13) Socialist media system
- 14) The Arab and Islamic media system
- 15) The new media system

Evaluation method: (*continuous observation, examination, etc.*)

Exam mark: 60 % : directed work +40 %

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

- Rasem Muhammad Al-Jamal (1991): *Communication and Media in the Arab World*, (1 Beirut, Center for Arab Unity Studies.
- Zuhair Ahaddan, *Introduction to Media and Communication Sciences*, Office of (2 .University Publications, Algeria
- Nassif Fahmy Menkerios, *Communication between human aspects and contemporary (3 .technology*, Modern University Office, Egypt, 2010
- Mahmoud Hassan Ismail, *Principles of Communication Science and Theories of (4 .Influence*, 1st edition, International House for Publishing and Distribution, Egypt, 2003
- Abdel Rahman Darwish, *Introduction to the Science of Communication*, Nancy (5 .Library - Damietta, 2005
- Hamid Sumaisim: *Theories of Egypt's Communication: Nancy Library*, 2005 (6- Cairo: World of . influence Muhammad Abdel Hamid: *Media theories and trends of (7 .Books*, 2010
- Communication and its Contemporary Theories*, : Hassan Makkawi, Laila Al-Sayyid (8 .Egyptian Lebanese House, 8th edition, 2009
- Bassam Al-Mashaqba: *Communication Theories*, Dar Al-Masirah for Printing and (9 Publishing, 2011
- Sanaa Muhammad Suleiman, (2013), "The Psychology of Human Communication (10 ".and Its Skills
- Fadda Abbasi Basli, Muhammad al-Fatih Hamdi, (2017), "An Introduction to (11 ".Communication and Media Sciences: Methods, Models, and Theories
- Rahima Al-Tayeb Aissani, (2008), "Introduction to Media and Communication: (12 ".Basic Concepts and New Functions in the Age of Media Globalization

1- Bauer, Martin W. / Bucchi, Massimiano 1970-. "Journalism, science and social science communication between news and public relations". New York Routledge 2007.

- 2- Bucchi, Massimiano 1970-. "Science and the media alternative routes in scientific communication". London; New York Routledge 1998.
- 3- Gilles Willett (dr.), *La communication mode. An introduction to concepts, models and themes .*, Editions of Renouveau Pedagogique Ottawa, 1992.
- 4- Philippe Cabin and autres, communication, and savings. Editions sciences humaines 1998
- 5- David Holmes, (2009), "Communication Theory Media, Technology and Society
- 6- PeytonPaxson, (2010), "Mass communication and media studies :An introduction

Hexagram: the first

Unit name: basic

Course name: Introduction to library science

Balance: 05

Parameter: 02

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

The student should know the major foundations of library science and documentation, the major axes of archival science, and the rules of administration and management of .documentary institutions

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

.General knowledge about libraries and their educational and social roles

.Pre-handling books and information containers

:Acquired abilities

- Distinguishing between types of libraries, defining and explaining library and .information services
- .Know the sources of information and distinguish their types
- .Knowledge of bibliographies and their types

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

.The history of documentary institutions: their beginnings, types and forms (1

.Historical milestones: the discovery of writing, printing, computers and the Internet (2

.Reference vessels and sources of information (3

.Library buildings and documentary institutions (4

.Documentary institutions and the knowledge explosion (5

.Archives, documents and archives (6

.Introduction to archival science (7

.Archival techniques (8

.Sciences complementary to archives (9

.Electronic management of archives and documents (10

.Information and documentation technologies (11

.From traditional documentary institutions to digital documentary institutions (12

.Information networks: their origins, types and uses (13

.Digitizing documents: between preserving information and making it available (14

.Digital documentation and online sources of information (15

.Evaluation method: *(continuous observation, examination, etc.)*

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Exam mark: 60% + directed work: 40%

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

Abdul Jaber, Saud (1[and others] **Introduction to library science** . Cairo: Mamoun .
.Publishing House, 2011

Al-Hamshari, Omar Ahmed. **Introduction to library and information science** . (2
.Amman: Al Safaa Publishing House, 2008

3) Pandey , DK **Library and Information science** . New Delhi: Atlantic publishers &
distributors, 2004

Hexagram: The first

Unit name: basic

Course name: General History of Algeria 1

Balance: 05

Parameter: 02

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

Introducing the student to the history of Algeria from the earliest times to the present time and enabling him to understand how the Algerian nation was formed throughout history

.And introducing him to the dimensions of Algerian identity throughout the ages

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

.Information about the geography of the Algerian country

Tribal knowledge about the countries that established Algeria throughout ancient and .medieval history

General knowledge about the dimensions of national identity

:Acquired abilities

- .Being able to record the history of Algeria (ancient and medieval)
- .Knowing the basic stages of development of Algerian society
- .Knowing the countries that ruled Algeria through the ages

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

.The geography of the Algerian country and its toponymy (1

.Algeria's prehistoric civilizations (2

.Barbarian kingdoms (3

.Relations between the Berber kingdoms and the Phoenicians (4

.Roman occupation and resistance to it (5

.The Vandal occupation and its resistance (6

.Byzantine occupation and resistance to it (7

.Islamic conquests (8

.The era of the governors (9

.The Rustamid State (10

.The Fatimid state (11

.The Hammadid state (12

.The Almoravid state (13

.The Almohad state (14

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.The Zayanid state (15

.Evaluation method: (*continuous observation, examination, etc.*)

Exam mark: 60% + directed work: 40%

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

.Abd al-Rahman al-Jilali, General History of Algeria (1

.Mahfouz Kaddache, Algeria in Ancient Times (2

.Muhammad bin Al-Mubarak Al-Mili, The History of Algeria in Ancient and Modern (3

.Yahya Bouaziz, Al-Mawjiz fi Tarikh Algeria (4

.Leon Ballou, Algeria in prehistory (5

.K. Brahim, an introduction to the prehistory of Algeria (6

Abdel Hamid Hajiyat and others, Algeria in History, the Islamic Era (7

Hexagram: the first

The National Pedagogical Committee for the Field of Humanities and Social Sciences
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Unit name: basic

Course name: Introduction to archaeology 1

Balance: 05

Parameter: 02

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

Getting to know archeology as one of the contemporary sciences that allows understanding many sciences and arts, and providing information about archeology as a science in itself for the first time in their academic career, and giving them insight into the research methodology in antiquities and archaeological excavations, in addition to giving them information about their cultural remains of all kinds in a way Extracting, collecting, studying and exploiting it

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

Information about archaeology, concepts about archaeological research, and information about some famous archaeological sites

In addition to general and specific gains from the fields of humanities and social sciences such as history and philosophy

:Acquired abilities

- .Familiarity with various fields of archaeology
- Ability to conduct field research
- .Knowledge of relevant frameworks and ancillary sciences for archaeology

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

Archaeology and its concepts(1

Archaeology - origins and development(2

Schools of archaeology (3

Sciences supporting archaeology (theoretical sciences, applied sciences) (4

Branches and specializations of archaeology (5

Prehistoric Archeology: (Periods) (6

Prehistoric archeology (cultural manifestations) (7

The dawn of history (period and cultural manifestations) (8

Monuments of ancient civilizations (periods) (9

Monuments of ancient civilizations (cultural evidence) (10

Islamic monuments (periods) (11

Islamic antiquities (cultural evidence) (12

The field of maintenance and restoration in archaeology (landmarks) (13

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The field of maintenance and restoration in archaeology (movable antiquities) (14)
Antiquities and tourism (15)

.Evaluation method: (*continuous observation, examination, etc.*)

Exam mark: 60% + directed work: 40%

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

1. Glen. Daniel, A Brief History of Archaeology, ed. Abbas Sayed Ahmed Muhammad .Ali, Al-Faisal Cultural House, Riyadh, 1st edition, 2000
2. light. George, History of Archaeology, tr. Bahij Shaaban, Oweidat Publications, .Beirut - Paris, 3rd edition, 1983
3. Robert Silver Barq, translated by Dr. Muhammad al-Shahat, Sunken Antiquities, .Beirut, Arab Register Foundation, Cairo 1965
4. Ahmed Al-Shawki, Archaeological Excavations, Faculty of Arts, Ain Shams University, Cairo, 2003.
5. Ezzat Zaki Hamed Qadous, Paleontology and Museology, Al-Hadary Press, .Alexandria, 2014

Hexagram: the first

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Unit name: Methodology

Subject name: Schools and methods of scientific research in the human sciences

Balance: 3

Parameter: 2

:Education objectives

This material comes as a guide and guidance for students in colleges and universities in introducing the scientific principles that should be followed or taken into account during .scientific research

:Prior knowledge required

Reading, studying, and thinking in the sense of using the mental abilities that have been given to humans in terms of the ability to think, the ability to imagine, the ability to .analyze, and the ability to connect

:Acquired abilities

- Realizing the importance of the scientific method
- Realizing the importance of schools of thought
- The ability to use schools of thought and analysis in scientific research and its applications

:Article content

1- .The concept of school in the humanities

2- The major methodological schools: the Islamic school. - Marxist school. - Positive .school. - Functional school. - Structuralist school

3- .School of Annals and New History

4- The Anglo-Saxon School: Definition. - Its history. - Its pioneers. - Its methodological .conception

5- Definition of the scientific method and its importance

6- The basic processes in the scientific method: induction, perception, understanding, analysis, synthesis, experimentation, deduction, classification, interpretation, abstraction, .judgment, and education

7- .The basic elements of the scientific method: principles, stages, methods, and methods

8- Steps of the scientific method: observation, setting hypotheses, testing hypotheses, and .generalizing

9- Stages of the formation of the scientific method: in ancient times - in the Middle Ages

10- Stages of the formation of the scientific method: The contribution of Muslims: The contribution of European philosophers and scientists

In the modern era

11- .The scientific method in social and human studies

12- .Quantitative method and qualitative method

13- :Objectivity and Subjectivity

14- .Research methods in media and communication sciences - library science

15- .Research methods in archaeology-history

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:Evaluation method

Exam mark: 60% + directed work: 40%

References: (Books, publications, websites, etc.)

Ibrahim Abu Lughod and others: Social research, its methods and tools, Center for -
,Basic Education in the Arab World, Sous Al-Layan

Ahmed Badr: Principles of Scientific Research and Its Methods, Publications Agency, -
,Kuwait

Akram Al-Omari: Research methods and manuscript verification, Library of Science -
,and Wisdom, Medina

Gamal Zaki and others: Foundations of Social Research, Dar Al-Fikr Al-Arabi, Cairo, -
.D.T

Hamid Amer: The Scientific Method in the Study of Society, Dar Al-Maaref, Cairo -

Khair Safouh: Geographical research, its methods and methods, Ministry of Culture and -
National Guidance, Damascus

Dio Boulud van Dalen: Research methods in education and psychology. Translated by -
,Muhammad Nabil Nofal, Anglo-Egyptian Library

Rabihi Al-Hassan: The Researcher's Guide to Organizing Social Research Writing,
Royal Scientific Society Press, Amman

.Sami Arifaj and others: Scientific research methods and methods, Amman -

Mr. Ali Sheta: Scientific Method and Social Sciences, University Youth Foundation, -
Alexandria

Mr. Muhammad Khairy: Statistics in psychological, educational and social research, -
.Dar Al-Ta'el Press, Cairo 1963

Asim Al-Araji: Al-Wajeez in Scientific Research Methods, Dar Al-Fikr for Publishing -
and Distribution, Amman

Abdel Basset Hassan: Fundamentals of Social Research, Wahba Library, Cairo -

Abdel Basset Hassan: Principles of Scientific Research, Al-Bayan Committee Press, -
Cairo

Abdul Haq Kayed: Principles in writing scientific and cultural library research, Dar Al- -
Fath Library, Damascus

Abdel Hamid Lutfi: Sociology, Dar Al-Maaref, Cairo -

.Abdul Rahman Badawi: Scientific Research Methods, Publications Agency, Kuwait -

Abdel Salam Haroun: Editing and publishing texts, Al-Khanji Library, Cairo -

Abdul Azim Al-Deeb: The Method in the Writings of Westerners in Islamic History, -
,Al-Resala Foundation, Beirut

Abdullah Muwaffaq: Documenting and controlling texts according to the hadith -
scholars, Royal Library, Mecca

Hexagram: the first

Unit name: Methodology

Course name: Epistemology of the Human Sciences

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Balance: 03

Parameter: 02

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

.Introducing the student to the basic terms of the humanities and their underlying theories

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

:Acquired abilities

- Gain the ability to criticize
- The ability to have a scientific and objective spirit
- Knowledge of the framework and epistemology of the humanities

.Knowledge about philosophy, philosophy of science, epistemology or epistemology

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

1. In the concept of human sciences, linguistic and terminological definition
2. Commentary on the human phenomenon
3. .Characteristics of the human phenomenon
4. The difference between humanities and human sciences
5. :In the concept of epistemology of the human sciences
6. The difference between it and the philosophy of science
7. The difference between it and the theory of knowledge
8. The difference between it and curriculum science
9. The difference between it and the history of science
10. The concept of epistemology of the human sciences
11. :Areas of epistemology in the human sciences
12. in Media and Communication Sciences
13. In library and information science
14. In archaeology
15. in history

.Evaluation method: *(continuous observation, examination, etc.)*

% **exam**

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

- Robert Blanche: The Theory of Scientific Knowledge “Epistemology (1” Vision for , Publishing and Distribution, Beirut, January1 .AD 2014 ,

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- Muhammad Jaloub Farhan: In Epistemology, New Philosophical Papers, Volume (2 .Four, Issue Seven, Summer 2012
- ,Ali Hussein Karkari: Epistemology in the field of knowledge (3 network Al-Maaref, .1st edition, Beirut, 2010
- Salah Ismail Abdel Haq: The Theory of Knowledge - A Contemporary Introduction, (4 .Egyptian Lebanese House, Beirut, January 1, 2020 AD
- :Muhammad Ali Hussein Al-Hassani (5 Epistemology of Interpretation, Dar Al-Rafidain for Printing and Publishing, Beirut, January1 .AD 2016 ,
- Abdul Rahman Badawi: Encyclopedia of Philosophy (Part 1 + Part 2), Arab (6 .Foundation for Studies and Publishing, Beirut, 1st edition: 1984 AD
- Andre Lalande: Lalande Philosophical Encyclopedia, translated by: Khalil Ahmed (7 .Khalil, Oweidat Publishing and Distribution House, Beirut, Paris, January 1, 2012 AD
- An Introduction to the Philosophy of Science (two :Muhammad Abed Al-Jabri (8 .Center for Arab Unity Studies, Beirut, 5th edition: 2002 AD , (parts
- 9- Jacks, Crumley II:An Introduction to Epistemology, Library And Archives Canada Cataloging In Publication, 2nd^{ed} , 2009.
- 10- Robert Audi: EPISTEMOLOGIE(theory of knowledge), R London and Nez York, First published in 1998, Reprinted 1998, 1999.
- 11-Léna Soler: Introduction to the epistemology - March 3, 2019, published on March 5, 2019.
- 12- Verneaux Roger: EPISTEMOLOGIE GENERALE OU CRITIQUE DE LA CONNAISSANCE Beauchesne Éditeur, January 1, 1987.
- 13- Carl Hempel: Epistemology, 2nd edition , Armand Colin, Paris, 11/01/2002.
- 14-Gaston Bachelard: The formation of scientific research, Vrin, Paris, 1971.
- 15- Michel Blay: Grand dictionary of philosophy, CNRS EDITIONS, Paris, 2003.

Hexagram: the first

Unit name: Expeditionary

Course name: Introduction to the history of ancient civilizations

Balance: 01

Parameter: 01

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:Education objectives

.Learn about the most important global civilizations that shaped human history

:Prior knowledge required

Historical data and general culture

:Acquired abilities

- The student's awareness of the meaning of civilization, cultural development, and the importance of the invention of writing in the lives of ancient peoples
- The student differentiates between the levels of ancient civilizations in science, technology, economy, and society
- Knowing the extent of human interaction with its environment and developing means and techniques to exploit its wealth
- .The student was able to locate ancient civilizations on the map

:Article content

The concept of civilization: the meaning of civilization - the meaning of culture - the -1
.meaning of the Oikoumen - inventions that preceded civilization

.The time and spatial framework for the emergence of civilizations -2

.Civilizations of Western South Asia and Egypt -3

.The dawn of history and the inventions that preceded civilization -4

Material and literary sources for studying civilization: - Material sources. – Literary -5
.sources

.Mesopotamian civilization -6

- The major stages (Sumer - Akkad - Babylon - Assyria - the Chaldean Empire)

Aspects of civilization (religion - system of government - economy) - 7

The civilization of Persia and Elam: - Origins. -Religious life. -Political life. - -8
Economy

The civilization of ancient Syria: the Hittites and the peoples of Syria. -Political -9
.appearance. -Religious appearance. - Economic life

Expansion and confrontation in Southwest Asia: the Median Wars. – The Persian- -10
.Egyptian conflict

.The Persian-Greek conflict. – Peloponnesian Wars - 11

The Pharaonic civilization of Egypt. _ Origin - development - collapse - 12

System of government - religion and priesthood - army - economy -13

Arab civilization before Islam - 14

Political life: Southern countries (Main - Qataban - Saba - Himyar)

The northern countries (Palmyra - Al-Manathira - Al-Ghassanid) - the central -15
.countries (Kinda - Mecca)

Evaluation method : Exam score 60% + Directed work 40%

The National Pedagogical Committee for the Field of Humanities and Social Sciences

: Institution : Bachelor's degree title

University year2023-2024

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

- .Saif al-Din al-Kateb and others, Atlas of Ancient Civilizations
- .Will Durant, The Story of Civilization, Dar Al-Jeel, Beirut
- .Dyakov-Kovalev, Ancient Civilizations
- .Taha Baqir, Introduction to the History of Ancient Civilizations
- .André Aymard-Jeanine Aubouillet, General History of Civilizations

Bachelor's degree: Common Core: Humanities

Hexagram: the first

Unit name: Expeditionary

Title of the subject: Information Society

Balance: 01

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title

University year 2023-2024

Parameter: 01

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

For the student to recognize the importance of information and its role in society, understand the concept of the information society, and understand the principles, characteristics and standards of the information society

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

.Basic knowledge about the stages of development of human society

Tribal readiness to use information technology

:Acquired abilities

- .Student awareness of the importance of information within society
- .Expanding and deepening knowledge related to the information society
- .Ability to apply information society indicators

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

.Information and knowledge: a conceptual approach (1

.What is the information society (2

.Historical background of the information society (3

.Globalization and the information society (4

.Features and characteristics of the information society (5

.Requirements and foundations of the information society (6

.The information society between the Geneva and Tunis summits (7

.Indicators for measuring the information society (8

.The digital divide and its impact on establishing the information society (9

.Features and manifestations of the information society (10

.Ethics of the information society (11

.The information society in the Arab world (12

.Information society in Algeria (13

.From the information society to the knowledge society (14

.From the information society to the knowledge society (15

.Evaluation method: *(continuous observation, examination, etc.)*

% . **exam**

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

1. .Siphon, Baya. "Algerian efforts to enter the Algerian information society." (2016)

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title

University year 2023-2024

2. Ikhlaf, a sweater. Information society ethics. University of Algiers3. College of . Political Science and Media, 2009
3. Karim, Murad. The information society and its effects on the office profession. Algeria: Dar Bahaa El-Din for Publishing and Distribution, 2011
4. Martin, William j. The Global Information Society. London: Routledge, 2017

Unit name: horizontal

Course name: Foreign language

Balance: 01

Parameter: 01

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year2023-2024

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

The student must deal with allied sciences and practice using foreign languages

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

General knowledge of the foreign language

:Acquired abilities

- Realizing the importance of foreign languages in scientific knowledge
- .Realizing the importance of foreign texts in documentation and knowledge acquisition
- .Documenting research and knowing the names and terminology of various materials

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

Elementary principles (1

Methods of dealing with historical texts (2

Study of a historical text in the ancient history of Algeria (the Berber kingdoms of (3 (Numidia

Study of a historical text in the ancient history of Algeria (Berber characters of (4 (Masinissa

Study of a historical text in the history of medieval Algeria (Hammadi state) (5

Study of a historical text in the history of medieval Algeria (Ziania) (6

Study a text in archaeology (7

Study text in media and communication (about media systems) (8

Study a text about documentary institutions and archives (9

10) Study of a historical text in ancient civilizations (Egyptian civilization + (Mesopotamia

11) Study of historical text in ancient civilizations (Greek + Roman civilization)

.Evaluation method: *(continuous observation, examination, etc.)*

Continuous monitoring

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

● Pandey , DK Library and Information science. New Delhi: Atlantic publishers & distributors, 2004

● Bauer, Martin W. / Bucchi, Massimiano 1970-. "Journalism, science and social science communication between news and public relations". New York Routledge 2007.

**The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title**

University year2023-2024

- Gilles Willett (dr.), *La communication mode. An introduction to concepts, models and themes* ., Editions of Renouveau Pedagogique Ottawa, 1992.
- Philippe Cabin and autres, communication, and savings. Editions sciences humaines 1998
- David Holmes, (2009), “Communication Theory Media, Technology and Society
- PeytonPaxson, (2010), “Mass communication and media studies :An introduction
- Martin, William j. The Global Information Society. London: Routledge, 2017
- Pierre Montagnon , History of Algeria - Origins in our journals - Editor of Pygmalion, Paris 1998.
- Gsell , Stephane. Les monuments antiques de l'Algérie (Band 2). Paris , 1901.
- NACERA BENSEDDIK ... The ancient archaeology in Algeria , higher and older ' hui

Hexagram: the first

Unit name: horizontal

Name of the subject: Automated information 01

Balance: 01

Parameter: 01

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor’s degree title
University year2023-2024

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

how to deal with , The student gets to know the basic concepts about automated media the operating system, and how to deal with office tools

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

Ability to operate a computer , and know how to open Microsoft Office programs

:Acquired abilities

- .Knowledge of means to assist in knowledge production
- .The ability to acquire new knowledge helps in scientific developments
- .Realizing the importance of office supplies

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

- 1) History of information
- 2) Initiation and information
 - System information
 - Matériels
 - Logiciels
 - Domaines d'application
- 3) Exploitation system
 - Presentation of existing systems
 - Manipulation of interfaces in Windows
- 4) The bureau's outlets
 - Microsoft Office Word: Presentation of the interface
 - TP 1: Say and mise into the text form
 - TP 2: Manipulating tables, WordArts and forms
 - TP 3: Manipulating smart arts, graphics and images
 - TP 4: The manipulation of numbers/numbers, entries/pieds of the document, pages of the page and pages of the garde
 - TP 5: Manipulating table mats, note at the bottom of the page, note at the end and references

.Evaluation method: *(continuous observation, examination, etc.)*

Continuous monitoring

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

1. El-Hassen Bensaid, 2012, launched with the order in 3 seasons (2 days), glossy edition, Algérie.
2. L'abeille, 2010, Introduction to information, Les éditions l'abeille, Algérie.
3. Mc Belaid, 2006, Formation on Windows Xp, Les Éditions Pages Bleues Internationales, Algérie.
4. Mc Belaid, 2009, Formation of texts in Word 2007, Editions Pages Bleues Internationales, Algeria

Bachelor's degree: Common Core: Humanities
Hexagram: the second
Unit name: basic

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Course name: Introduction to Media and Communication Sciences 2

Balance: 05

Parameter: 02

:Education objectives

Understand the meaning of the model and its importance in the field of media and communication

Identify the divisions of communication models

View the most important models explaining the communication process

:Prior knowledge required

The student must have general knowledge of the priorities of media and communication .sciences, their fields of study and specializations

:Acquired abilities

- .Familiarity with the origins and development of new media
- Dealing positively with new media, benefiting from them, and avoiding their negative .aspects
- .The ability to understand the individual's new role in the new media environment

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

1) Communication networks and levels

2) Contact Forms: What are forms? What is its importance in media and communication ?sciences

3) Model functions

4) Classifications of communication models: Communication models according to the way they are presented / according to the level of communication / according to their purpose / according to their development (linear, two-way, interactive)

5) :The most important models of communication according to historical development

6) Aristotle's model

7) Lasswell model

8) Berlo model

9) Shannon and Weaver model

10) Ross model

11) Osgood and Schramm model

12) Defler model

13) Katz and Lasersfeld model

14) Helical or spiral model

15) Convergence model: Rogers and Kennedy

.Evaluation method: *(continuous observation, examination, etc.)*

Exam mark: 60% + directed work: 40%

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

The National Pedagogical Committee for the Field of Humanities and Social Sciences

: Institution : Bachelor's degree title

University year2023-2024

- Rasem Muhammad Al-Jamal (1991): *Communication and Media in the Arab World*, (1 Beirut, Center for Arab Unity Studies.
- Zuhair Ahaddan, *Introduction to Media and Communication Sciences*, Office of (2 .University Publications, Algeria
- Nassif Fahmy Menkerios, *Communication between human aspects and contemporary (3 .technology*, Modern University Office, Egypt, 2010
- Mahmoud Hassan Ismail, *Principles of Communication Science and Theories of (4 .Influence*, 1st edition, International House for Publishing and Distribution, Egypt, 2003
- Abdel Rahman Darwish, *Introduction to the Science of Communication*, Nancy (5 .Library - Damietta, 2005
- Hamid Sumaisim: *Theories of Egypt's Communication*: Nancy Library, 2005 (6- Cairo: World of . influence Muhammad Abdel Hamid: *Media theories and trends of (7 .Books*, 2010
- Communication and its Contemporary Theories*, : Hassan Makkawi, Laila Al-Sayyid (8 .Egyptian Lebanese House, 8th edition, 2009
- Bassam Al-Mashaqba: *Communication Theories*, Dar Al-Masirah for Printing and (9 Publishing, 2011
- Sanaa Muhammad Suleiman, (2013), "The Psychology of Human Communication (10 ".and Its Skills
- Fadda Abbasi Basli, Muhammad al-Fatih Hamdi, (2017), "An Introduction to (11 ".Communication and Media Sciences: Methods, Models, and Theories
- Rahima Al-Tayeb Aissani, (2008), "Introduction to Media and Communication: (12 "Basic Concepts and New Functions in the Age of Media Globalization
- 1) Bauer, Martin W. / Bucchi, Massimiano 1970-. "Journalism, science and social science communication between news and public relations". New York Routledge 2007.
 - 2) Bucchi, Massimiano 1970-. "Science and the media alternative routes in scientific communication". London; New York Routledge 1998.
 - 3) Gilles Willett (dr.), *La communication mode. An introduction to concepts, models and themes .*, Editions of Renouveau Pedagogique Ottawa, 1992.
 - 4) Philippe Cabin and autres, communication, and savings. Editions sciences humaines 1998
 - 5) David Holmes, (2009), "Communication Theory Media, Technology and Society
 - 6) PeytonPaxson, (2010), "Mass communication and media studies :An introduction

Hexagram: the second

Unit name: basic

Course name: Fundamentals of library science and documentation

Balance: 05

Parameter: 02

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year2023-2024

:Education objectives

The student should be familiar with the rules for describing sources and their availability, realize the importance of documentary analysis and its uses, and familiarize the student with the technological aspects related to documentation

:Prior knowledge required

General knowledge about the principles of administration and management , and prior dealing with books and information resources

:Acquired abilities

- .The ability to distinguish between document description and analysis
- Realizing the importance of modern technologies in the field of documentary institutions
- Mastery of knowledge developments in the fields of document description and analysis

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

.Organizing and managing documentary institutions (1

.Documentary series: collection, processing and retrieval (2

.Scientific management of documentary institutions: schools of administrative thought (3

.Documentary institution management functions (4

.Electronic management of documentary institutions (5

.Description of documents and intellectual vessels (6

.Stages of development of rules for describing documents (7

Specifications and standards for describing documents (8.

.Functional requirements for bibliographic recording (9

.Description of the sources and making them available in documentary institutions (10

.Basics of documentary analysis (11

.Classification of knowledge and objective classification of sciences (12

.Analysis, indexing and extraction (13

.Thesaurus and the structural structure of knowledge (14

.Ontology and the Semantic Web (15

.Evaluation method: *(continuous observation, examination, etc.)*

Exam mark: 60% + directed work: 40%

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

1) Pebayle , Emanuelle Chevy. **Systems organization and human numbers** . London: ISTE Ed, 2017

Abdel Hadi, Mohamed Fathi; Abdel Fattah Mohamed, Khaled. **Metadata: its (2 theoretical foundations and practical applications** . Cairo: Egyptian Lebanese House, .2013

3) Waller, Suzanne. **Analysis document: a methodological approach** . Paris: ADBS, 2013. 3

Hexagram: the second

Unit name: basic

Title of the subject: History of Algeria in the year 02

Balance: 05

Parameter: 02

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

Introducing the student to the history of Algeria from the earliest times to the present time, enabling him to understand how the Algerian nation was formed throughout history .and introducing him to the dimensions of Algerian identity throughout the ages

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

Information about the geography of the Algerian country

Tribal knowledge about the events that took place in Algeria in modern and .contemporary history

.General knowledge about the dimensions of national identity

:Acquired abilities

- .Being able to record the history of Algeria (modern and contemporary)
- .Knowing the basic stages of development of Algerian society
- .Knowing the transformations that Algeria has experienced throughout the ages

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

.The entry of the Ottoman Turks into Algeria and the development of the ruling system (1

.The era of the Days (2

.Algeria's foreign relations during the Ottoman era and its international status (3

.The French occupation of Algeria (4

.Resistance to Emir Abdelkader Al-Jazairi (5

.Organization of the state of Emir Abdelkader Al-Jazairi (6

.Ahmed Bey's resistance (7

.Sheikh Bouamama's resistance (8

.Other popular resistances (9

.French colonial policy in Algeria (10

.Algerian National Movement 1 - the reformist and independence movement (11

.Algerian National Movement 2 - Other movements (12

.The outbreak of the revolution and its development from 1954-1962 (13

The development of Algeria after independence - the system of government and the (14
.constitution

.Algeria's development after independence - society and economy (15

Algerian diplomacy in international forums (16

.Evaluation method: *(continuous observation, examination, etc.)*

Exam mark: 60% + directed work: 40%

**The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title**

University year2023-2024

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

- .Abd al-Rahman al-Jilali, General History of Algeria (1
- .Yahya Bouaziz, Algeria's Revolutions in Qanin 19-20 AD (2
- .Muhammad bin Al-Mubarak Al-Mili, The History of Algeria in Ancient and Modern (3
- .Yahya Bouaziz, Al-Mawjiz fi Tarikh Algeria (4
- .Abu al-Qasim Saadallah, History of the Algerian National Movement (5
- .Jamal Qanan, texts and documents in the modern history of Algeria (6

Hexagram: the second

Unit name: basic

Course name: Introduction to archaeology 02

Balance: 05

Parameter: 02

Education objectives: (*mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Providing information to students about archeology as a science in itself for the first time in their academic career, giving them insight into the research methodology in antiquities and archaeological excavations, and giving them information about their various types of .cultural waste and how to extract, collect, study and exploit them

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

Information about archeology

Concepts about archaeological research

Information about some famous archaeological sites

:Acquired abilities

- .Familiarity with various fields of archaeology
- Ability to conduct field research
- .Knowledge of relevant frameworks and ancillary sciences for archaeology

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

Stages of archaeological research (1

Archaeological file (scientific + administrative) (2

Archaeological survey and its types (3

Subsurface survey (sounding and geophysical methods) (4

Aerial surveying and remote sensing (5

Surveying in submerged areas (6

Fossils and their types (7

Drilling methods and techniques (8

Archaeological sites, their protection, management and exploitation (9

Laboratory work: management of archaeological finds and collections (10

Laboratory work: maintenance and preservation of archaeological finds (11

Laboratory work: dating methods (12

Documentation and report preparation (13

Archaeological research in Algeria (history of research) (14

Cultural institutions and archaeological research structures in Algeria (15

.Evaluation method: *(continuous observation, examination, etc.)*

Exam mark: 60% + directed work: 40%

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

(Introduction to Archeology) Edited by: Abdul Qadir Mahmoud, King Saud University, 1 .Riyadh, 1999 AD

Kafafi, Zidane (Introduction to Archaeology), 1st edition, Hamada Publishing House, (2005 AD)
Irbid - Jordan, 2005 AD
Adnan Al-Bunni, Modern Archaeological Excavation (Second Edition, Ministry of Culture) (1976)
George Daou: History of archaeology (4)
Muhammad Saleh Al-Jabri: Using modern techniques in archaeology (5)
Izzat Zaki Hamed Qadous: An Introduction to Greek and Roman Archaeology (6)

Hexagram: the second

Unit name: Methodology

Course name: Methodology and techniques of scientific research in the human sciences

Balance: 03

Parameter: 02

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

Enabling the student to control scientific research terminology, differentiate between method and methodology, and learn scientific research methods in the humanities, especially in media and communication sciences, library and information science, history, and archaeology. In addition to training him in the methodological methods and techniques necessary to practice the act of analysis, whether in completing directed work or a graduation thesis

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

.General knowledge about scientific research, its methods and objectives

To pursue this training, the student is required to be familiar with the general knowledge of research methods, and to be aware of the epistemological aspect of scientific research, .and the theories that are taken as frames of reference for historical analysis

:Acquired abilities

- The student is able to understand the methods of obtaining scientific knowledge
- Acquires skills for preparing scientific research
- Knowing the first steps in writing problems and formulating hypotheses and ...questions

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

- 1) The concept of scientific research - the concept of method and methodology in scientific research
- 2) The basic processes in the scientific method: induction, perception, understanding, analysis , SYNTHESIS, EXPERIMENTATION, DEDUCTION, CLASSIFICATION, INTERPRETATION, .ABSTRACTION, JUDGMENT, AND REASONING
- 3) Stages of scientific research: Choosing the topic - defining the research problem and .hypotheses
- 4) Collecting questionnaires and sources - criticism and analysis
- 5) .Choose the research topic and set the title
- 6) Determining the problem: its formulation and conditions
- 7) Adjust the search plan
- 8) Collecting and classifying scientific materialism: the difference between sources and references - the cards method
- 9) Analyzing, synthesising and formulating ideas (ideas file)
- 10) .Linguistic conditions for editing scientific material
- 11) Quotation, its concept, methods, and conditions, the methodology of summarization, .abbreviation, and deletion

12) Marginalization and documentation: First, archival sources and documents/various references and studies/audiovisual references and technological media

13) Introduction and conclusion of the research

14) Appendices (maps, images, texts, tables), abbreviations and terms

15) Methodology for analyzing a text and methodology for studying and presenting a book.

.Evaluation method: (*continuous observation, examination, etc.*)

Exam mark: 60% + directed work: 40%

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

- .Maurice Ingres, Methodology of Scientific Research in the Human Sciences
- Ibrahim Abu Lughod and others: Social research, its methods and tools, Center for Basic Education in the Arab World, Sous Al-Layan
- Ahmed Badr, Principles of Scientific Research and Its Methods, Publications Agency, Kuwait
- Akram Al-Omari, research methods and manuscript verification, Library of Science and Wisdom, Medina
- Gamal Zaki and others: Foundations of Social Research, Dar Al-Fikr Al-Arabi, Cairo, D.T
- Hamed Amer: The Scientific Method in the Study of Society, Dar Al-Maaref, Cairo
- Khair Safouh: Geographical research, its methods and methods, Ministry of Culture and National Guidance, Damascus
- Dio Boulud van Dalen: Research methods in education and psychology. Translated by Muhammad Nabil Nofal, Anglo-Egyptian Library
- Rabihi Al-Hassan: The Researcher's Guide to Organizing Social Research Writing, Royal Scientific Society Press, Amman
- .Sami Arifaj and others: Scientific research methods and methods, Amman
- Mr. Ali Sheta: Scientific Method and Social Sciences, University Youth Foundation, Alexandria
- Mr. Muhammad Khairy: Statistics in psychological, educational, and social research, Dar Al-Ta'el Press, Cairo 1963
- Asim Al-Araji: Al-Wajeez in Scientific Research Methods, Dar Al-Fikr for Publishing and Distribution, Amman
- Cairo , Abdel Basset Hassan, Fundamentals of Social Research, Wahba Library
- Abdel Basset Hassan, Fundamentals of Scientific Research, Al-Bayan Committee Press, Cairo
- Abdul Haqq Kayed: Principles in writing scientific and cultural library research, Dar Al-Fath Library, Damascus
- Abdel Hamid Lotfy, Sociology, Dar Al Maaref, Cairo
- .Abdul Rahman Badawi, Scientific Research Methods, Publications Agency, Kuwait
- .Asad Rustom, The Terms of History, Modern Library, Sidon-Beirut, 1st edition, 2002 -

Laila Al-Sabbagh, A Study in the Methodology of Historical Research, Khaled Bin Al--
.Walid Press, Damascus, 1979
Hassan Othman, Historical Research Methodology, Dar Al-Maaref, Cairo, 3rd edition, -
.1970
Abdulaziz Al-Douri, The Origins of History among the Arabs, published by the Zayed -
.Center for Heritage and History, Al Ain, United Arab Emirates, 2000
Hassan Hallaq, Historical Research Methodology-
Nasser al-Din Saidouni, Basics of History Methodology, Al-Kasbah Publishing House, -
.Algeria, 2000
Edward Carr, What is History, translated by Maher Kilani and Pierre Akl, Arab -
.Foundation for Studies and Publishing, Beirut, 2nd edition, 1980
Muhammad Othman Al-Khasht, The Art of Writing Scientific Research and Preparing -
.University Theses, Dar Rihab for Printing, Publishing and Distribution, Algeria, undated

Hexagram: the second

Unit name: Methodology

Course name: Fields of human sciences

Balance: 3

Parameter: 2

Education objectives: *(mention the qualifications the student is supposed to acquire
. (after passing this subject, in three lines at most*

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title

University year 2023-2024

Introducing the student to the areas of specialization in the humanities, the fields of work in them, and the differences between their specializations

Required prior knowledge: *(a detailed description of the knowledge required that will enable the student to continue this education, two lines at most*

Prior knowledge related to the humanities and their specializations

:Acquired abilities

- Enabling the student to understand the nature of the humanities in general and the difference between the components of its subjects and specializations
- The student's awareness of the bridges between the branches and specializations that make up the branch
- Understanding the advantages and prospects of employment in each branch or specialization

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

Fields of media and communication sciences, public relations - 1

Fields of media and communication sciences, media and communication – 2

Fields of media and communication sciences, opinion polling and organizational communication - 2

Fields of media and communication sciences, written journalism and electronic journalism - 3

Fields of library and information science, library economics – 4

Fields of library and information science, information science, archival science - 4

Fields of library and information science, information technology and documentation - 5

Fields of library and information science, information security and management of documentary institutions - 6

Fields of archaeology, prehistoric monuments and ancient archaeology - 7

Fields of archaeology, Islamic antiquities - 8

Fields of archaeology, conservation and restoration – 9

Fields of archaeology, cultural tourism and tourist guidance – 10

Fields of history, ancient and medieval history - 11

Fields of history, modern and contemporary history – 12

Fields of history, centers of historical research -13

Bridges between the components of the humanities disciplines -14

Areas of employment for humanities graduates -15

.Evaluation method: *(continuous observation, examination, etc.)*

% . exam

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

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title

University year 2023-2024

- .Radouane Belkhiri, Introduction to New Media (1
- .Radwan Belkhiri, introduction to communication and public relations (2
- .Asad Rustom, the term history (3
- .Al-Hadi Muhammad. Information technology and its application (4

Hexagram: the second

Unit name: Expeditionary

Course name: Introduction to the history of Islamic civilization

Balance: 01

Parameter: 01

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Introducing the student to the history of Islamic civilization in general, the role of Muslims in the renaissance of science and knowledge, and the achievements of the scientific and urban Islamic civilization

Required prior knowledge: *(a detailed description of the knowledge required that will enable the student to continue this education, two lines at most*

General knowledge about the most famous Islamic inventions in the field of science
General knowledge about the Islamic influence on the Renaissance of Europe

:Acquired abilities

- .Enabling the student to understand the nature of Islamic civilization
- .Being able to understand the role of Islamic civilization in modern development
- .Appreciating the role of the Islamic nation in building human civilization

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

- .Definition of Islamic civilization (1
- .Geography of Islamic civilization (2
- .Sources of the history of Islamic civilization (3
- .The major Islamic metropolises in the Levant, Morocco, and Andalusia (4
- .Medical and pharmaceutical sciences in Islamic civilization (5
- .Astronomy and astrolabe (6
- .Chemistry (7
- .Mathematics and optics (8
- .Islamic architecture (9
- .Social laws and regulations (10
- .Markets in Islamic civilization (11
- .Islamic arts (12
- .Crafts and industries (13
- .The impact of Islamic civilization on Europe (14
- .Biographies of the most famous Muslim scholars in the rational sciences (15

.Evaluation method: *(continuous observation, examination, etc.)*

Exam mark: 60% + directed work: 40%

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

- .Sigrid Hoenke, The Arab Sun Shines on the West (1
- .Saad Zaghoul Abdel Hamid, Architecture and Arts in the Islamic State (2
- .Manuel Moreno, Islamic Art in Europe (3
- Musa Abdel-Lawi, Islamic civilization and its effects on Western civilization (4

Hexagram: the second

Unit name: Expeditionary

Name of the material: Documentary research

Balance: 01

Parameter: 01

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

For the student to understand the methods of traditional and electronic documentary research, and to familiarize the student with the documentary research strategy and how to use research methods and tools

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

Ability to search for and use references

Initial knowledge in navigating the Internet

:Acquired abilities

- .Ability to use documentary research methods and tools well
- .The ability to distinguish between traditional and digital documentary research
- .Familiarity with the steps of the documentary research strategy

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

.A conceptual introduction to unit terminology (1

Searching for information (2: .its concept and methods

.Searching for information: goals, justifications and objectives (3

.Searching for information: obstacles and ways to overcome them (4

.Information and documentary research specialist (13

.Searching for information: its techniques and tools (5

.Historical development of bibliographic tools (6

.Documentary needs: Documentary research sources and the ability to use them (7

.Documentary requirements: Requirements formulation chart (8

.Documentary needs: Levels of documentary needs (9

.Types of sources and reference vessels (10

.Principles and rules of documentary research (11

.Documentary research methods and strategies (12

.Evaluating and sorting the search results (14

.Methods and rules of referential marginalization (15

.Evaluation method: *(continuous observation, examination, etc.)*

% . **exam**

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

.Qasim Heshmat. **Library and research** . Cairo: Dar Gharib Publishing, D.T (1[

Good for you, Ammar. **Searching for information on the Internet** . Damascus: Al- (2

.Rida Publishing House, 2000

The National Pedagogical Committee for the Field of Humanities and Social Sciences

: Institution : Bachelor's degree title

University year2023-2024

3) Boubée, Nicole; Tricot, André. *What's the point of finding the information ?* Lyon: Presses de l'ENSSIB, 2017

Hexagram: the second

Unit name: horizontal

Course name: Foreign language

Balance: 01

Parameter: 01

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year 2023-2024

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

The student must deal with allied sciences and practice using foreign languages

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

General knowledge of the foreign language

:Acquired abilities

- Realizing the importance of foreign languages in scientific knowledge
- .Realizing the importance of foreign texts in documentation and knowledge acquisition
- .Documenting research and knowing the names and terminology of various materials

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

1) Methods of dealing with historical texts

2) Ways to deal with historical terms

3) Study of a historical text in the modern history of Algeria (Algeria in the Ottoman era

4) Study of a historical text in the contemporary history of Algeria (the national movement

5) Study of a historical text in the contemporary history of Algeria (the Liberation Revolution

6) Study text in archaeology

7) Text study in media and communication

8) Study a text about library science

9) Study of a historical text in Islamic civilization (sciences)

10) Study of a historical text in Islamic civilization (literature and arts)

11) Text study on documentary research

.Evaluation method: *(continuous observation, examination, etc.)*

Continuous monitoring

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

● Moulay Belhamisi , Marine and marins d' Alger T.1: Navires and hommes : 1518 - 1830 , Alger , Bibliothèque Nationale d' Algérie , 1996.

● Mahfoud Kaddache , And Algeria in Liberia 1954-1962, Editor Paris-Méditerranée, Paris 2003.

● Kaddache (Mahfoud), History of nationalisme Algérienne , (question Nationale et politique. Algérienne) 1919-1951, SNED, Alger, 1980

● Boubée, Nicole ; Tricot, André. *What's the point of finding the information ?* Lyon: Presses de l'ENSSIB, 2017

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title

University year 2023-2024

- Gilles Willett (dr.), *La communication mode. An introduction to concepts, models and themes* ., Editions of Renouveau Pedagogique Ottawa, 1992.
- Philippe Cabin and autres, communication, and savings. Editions sciences humaines 1998

Hexagram: the second

Unit name: horizontal

Name of the material: Automated information

Balance: 01

Parameter: 01

Education objectives: *(mention the qualifications the student is supposed to acquire . (after passing this subject, in three lines at most*

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title

University year 2023-2024

how to deal with , The student gets to know the basic concepts about automated media the operating system, and how to deal with office tools

Required prior knowledge: *(a detailed description of the knowledge required that will enable the student to continue this education, two lines at most*

Ability to operate a computer , and know how to open Microsoft Office programs

:Acquired abilities

- .Knowledge of means to assist in knowledge production
- .The ability to acquire new knowledge helps in scientific developments
- .Realizing the importance of office supplies

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

- 1) Microsoft Office PowerPoint
 - Presentation of the interface
 - Creation and mise in the form of a presentation
 - Animation of a presentation
 - The preparation of a presentation
- 2) Microsoft Office Excel
 - Presentation of the interface
 - La saisie des données et des formules
 - The table manipulation
 - The calculation manipulation
 - The manipulation of graphiques
- 3) Internet

.Evaluation method: *(continuous observation, examination, etc.)*
Continuous monitoring

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

- *Mc Belaid, 2011* . Formation in PowerPoint 2007: Présentez votre document sur Data Show, Les Éditions Pages Bleues Internationales, Algérie.
- *Mc Belaid, 2015* . Premier with the order : courses and necessary procedures, the Editions Pages Bleues Internationales, Algeria

Fourth: Contracts/Agreements^(*)

Yes

no

**If yes, agreements and contracts shall be attached to the paper and digital copies of)
(the composition presentation**

.Mandatory in all professional offers -(*)

Sample letter expressing intent or desire

(In the event that the training offer is submitted in partnership with another university institution)

An official letter bearing the name of the relevant university institution

:Subject:Approval of double supervision for a bachelor’s degree presentation entitled

The university (or university center) announces its desire to provide double supervision for the above-mentioned bachelor’s degree throughout the qualification period for this training, and in this context, the university (or university center) accompanies/accompanies this training offer through

- ,Expressing opinion while designing and updating educational programmes
- ,Participation in forums organized for this purpose
- ,Participation in discussion committees
- .Contributing to the exchange of human and material capabilities

:Signature of officially qualified official

:Function

:the date

Sample letter expressing intent or desire

(In the event of submitting a bachelor’s degree training offer in partnership with an institution for a user sector)

(Official paper bearing the name of the institution)

:Subject:Approval of a bachelor’s degree research project entitled

:Submitted by

The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor’s degree title
University year2023-2024

The... Foundation announces its desire to accompany this training mentioned above as a .potential user of the product of this training

:In this context, we confirm our joining this project, and our role in it is through

- ,Expressing our opinion on designing and updating educational programmes
- ,Participation in forums organized for this purpose
- .Participation in discussion committees
- Facilitating, as much as possible, the reception of students interning at the institution within the framework of completing graduation notes or within the framework of .supervised projects

The necessary capabilities to carry out these operations, which are our responsibility, will be harnessed in order to achieve and implement the goals, both on the material and .human levels

.Mr.(a) shall be appointed as an external coordinator for this project

:Signature of officially qualified official

:Function

:the date

:The official seal of the institution

Fifth: CVs of members of the training team in the specialty

A brief biography for each person from the pedagogical team concerned with training in the specialization

(*) (internal framing)

(According to the attached form)

.Only one page per CV – (*)

:nickname

:date and place of birth

E-mail:

:the phone

:Rank

:Original institution

:Certificates: (graduation, post-graduation, date of obtaining, specialization, etc.)

**Professional pedagogical competencies (school subjects, professional experience,
:(.etc**

**The most important scientific activities: (publications, interventions, research
:(teams**

**Sixth: Opinion and approval of the institution's administrative and pedagogical
bodies**

The head of the department is responsible for the training field team

**The National Pedagogical Committee for the Field of Humanities and Social Sciences
: Institution : Bachelor's degree title
University year2023-2024**

Opinion - History - Authentication Opinion - History - Authentication

Dean of the college or director of the institute

Opinion - History - Authentication

Director of the university institution

Opinion - History - Authentication

Seventh: Opinion and visa for the regional seminar

The visa is only available in the final copy of the training offer transmitted to the)
(Ministry

Eighth: Opinion and approval of the National Pedagogical Committee for the field
The visa is only available in the final copy of the training offer transmitted to the)
(Ministry

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION
AND SCIENTIFIC RESEARCH

Compliance Framework
TRAINING OFFER
L.M.D.

ACADEMIC LICENSE
2015 - 2016

Establishment	Faculty / Institute	Department
Mohamed Kheider University of Biskra	Faculty of Human and Social Sciences	human science

Domain	Sector	Speciality
Humanities and Social Sciences	Human Sciences – History	General History

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I- licence ID card

- licence ID card

1- Determine the location of the configuration:

- **College or institute:** humanities and social sciences
- **Department:** Department of Humanities.
- History Division

2- Coordinators:

- Official of the formation field band

Name and surname: Dabla Abd el Ali

- **Rank:** Professor

07.71.58.51.85 **Fax:** 033.50.12.40 **Email:** debladz@yahoo.fr

- Coordinator/Administrator of the Training Division

- **Name and surname:** Masmoudi Nasr Eddine
 - **Rank:** Assistant Professor, Department A
- 05.58.50.21.07 **Fax:** 033.50.12.40 **Email:** mass.naser@gmail.com

Specialization coordinator/responsible

Name and surname: Ghardaine Mughniyeh

- **Academic degree:** Assistant Professor, Department A
- **(Fax:** 0556298180 **Email:** maghniagherdaine@yahoo.com

3- Other participants:

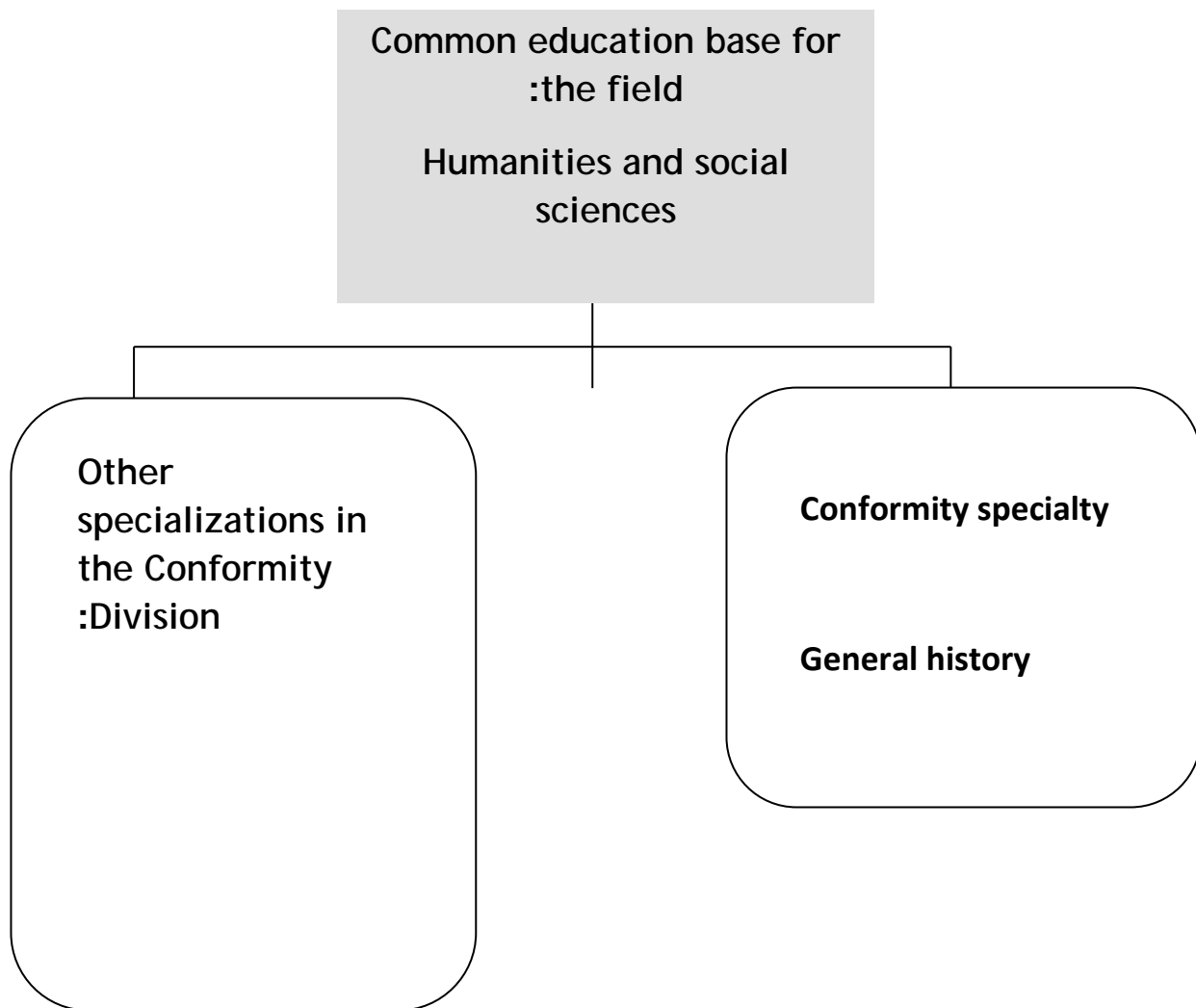
- Other partner institutions
 - _Departments of humanities with their various divisions
- Institutions and other socio-economic partners

- Foreign international partners:

3- Training framework and objectives:

A - General organization of training: project status (mandatory field)

If several courses are proposed for the bachelor's degree, or if there are courses sponsored by the institution (whether from the same training group or other training groups), please determine the status of this project compared to other sections according to the following format:



B- Training objectives (mandatory field)

(Targeted competencies, knowledge acquired at the end of training - 20 lines at most)

- Developing the student's thinking methods across different historical eras to suit their abilities, levels of thinking, and the means available .

- Analyzing the information available to him in order to arrive at laws, theories, and generalizations that will benefit him in his life's journey.

Collecting information from various documentary sources is related to the necessity of knowing how to use libraries and information centers, as well as the types of information sources that the researcher needs and how to use them.

- Preparing an educated individual who is prepared to deal responsibly with collective issues.

- Providing the student with the necessary scientific foundations to continue his subsequent studies.

- He possesses the scientific skills that enable him to perform his professional, practical and other tasks.

- Developing methods and methods of thinking and scientific work among students and developing their abilities to think critically and use observation and knowledge to form scientific explanations.

- Providing students with an integrated knowledge system about science and developing their abilities to think and organize scientific work.

- Preparing students to live in society, interact with its members, and develop social relationships.

C- Targeted qualifications and competencies (20 lines at most) (mandatory field)

This training aims to acquire and deepen scientific competencies and historical culture
 The training is concerned with the study of history in general, including all historical periods.

- Giving the student a culture of dialogue, peaceful coexistence, and the importance of bridges of cooperation between peoples and civilizations.
- Historical awareness and development of cultural sense

D- Regional and national capabilities for employability (mandatory field)

- Regarding employability: The student can continue his studies in the field of scientific research, and can begin education in colleges and secondary schools, and he can also hold positions in culture houses, museums, and the security and military sectors.

E- Bridges towards other specializations (mandatory field)

All history majors receive master’s degrees at the national level

F- Indicators of effectiveness for continuing training (mandatory field)

(Permanence standards, success rate, employability, follow-up of graduates, acquired competencies....)

- Students’ success rate in the first and second semesters: The training success indicator is achieving at least 60% of success in the first and second semesters.

Percentage of successful students in the third and fourth semester: The indicator of training success is achieving at least 80% of success in the third and fourth semester.

- Percentage of successful students in the fifth and sixth semesters: The indicator of training success is achieving at least 95% of success in the fifth and sixth semesters.

D- The total outcome of human resources devoted to training (Year 3)

grade	Internal number	External number	the total
Professor of higher education	01	//	01
Professor Lecturer A	01	//	01
Professor Lecturer b	//	//	//
Assistant Professor A	16	//	16
Assistant Professor B	04	//	04
Other*	//	//	//
the total	22	//	22

Other: Support users and technician*

(Absorption capacity (number of students

Number	Processing title	the number	Notes
01	Processing address	07	
02	Classrooms	64	
03	Orientation business Rooms	06	
04	Terraces	Three floors	272 seats per floor
05	Libraries	03 floors	80 seats
06	Documentation Rooms	05	40 seats per hall
07	Automated media Rooms	02	40 seats
08	Professors room	75 office	03 seats
09	Pedagogical accompaniment offices	02	80 seats
	Internet Room	02	40 seats
10		01	60 seats

(B- Fields of apprenticeship and training in institutions (see the appendix: contracts/agreements

A lurking place	Number of students	the duration of training
Educational institutions	50	15
the state	50	15
Municipalities	50	15

C- Documentation available at the university institution related to the proposed training offer ((mandatory field

Reference vessel type	Number of titles	Number of copies
books	1380	10158
Magazines	30	150
Dictionaries	19	285
Foreign references	200	1000

D- Personal business spaces and information and communication technologies available at the institute or college

- 02 automated media halls connected to the Internet:

The first hall is designated for students from the third year to the first and second year of the master's degree.

The second hall is designated for professors and doctoral students.

- Another hall designated for doctoral students that is not connected to the Internet.

- 03 halls dedicated to applied works.

II- The semester organization card for education

(The Sixth semestre 06)

**(Integrating the appendices of ministerial decisions regarding
the base of joint education in the field and branch)**

Third Semester:

Education unit		The hourly size of a	Weekly Courier Volume						Continuous evaluation	
	Education unit	The hourly size of a hexagon	Weekly Courier Volume						Continuous evaluation	
Basic e		(15 weeks)	lecture	Acts directed	Practical works	Other Acts	Coefficient	Balances	Continuous monitoring	Exam
Article	Basic education units									
Ancien	Article 1: History of the National Movement (1919-1954) 1	45 h00	01 h 30	1 h30	1 h 30	45 h00	2 2	55	x x	x X
Article	Article 2: The Islamic East between the two centuries (8-15 AD) 1	45 h00	01 h 30	1 h30	1h30	45 h00	2 2	55	x x	x x
Article	Article 3: Historical and political issues	45 h00	1 h 30	1h30		45 h00	2	5	x	x
Article	Article 4: Greeks and Romans	45 h00	01 h 30	1 h30		45 h00	2 2	35	x x	x x
Article	Islamic Levant									
Article	The development of sectarian movements in the Islamic world	22 h30	1 h 30			45 h00	1	1		x
Article	The Arab Levant (1516-1914)									
Article	Colonialism and liberation movements in Africa and Asia (19-20)	22 h30	1 h 30			45 h00	1	1		x
Article	Systematic teaching units									
Article	critical studies of historical writings	45 h00	03 h30	13 h30	09 h30	45h00	16	30	x	x
Article	Exploratory learning									

units(EJ/EH)									
The history of social and political thought in the contemporary period Social Psychology Civilizations of the ancient Far East	22 h30	1 h 30			45 h00	1	1		x
History of sub-saharan Africa	22 h30	1 h 30			45 h00	1	2		x
Horizontal Learning units									
Governance and Professional Ethics	22 h30	1 h 30			45 h00	1	1		x
A foregs language	22 h30		1 h 30		45 h00	1	1	x	
Total Hélixgon	337 h30	13 h30	09h		450	16	3		

Education unit	The hourly size of a hexagon	Weekly Courier Volume				Coefficient	Balances	Continuous evaluation	
		lecture	Acts directed	Practical works	Other Acts			Continuous monitoring	Exam
Basic education units									
Article 1 History and civilization of Ancient Maghreb	45 h00	1 h 30	1 h30		45 h00	2	5	x	x
Article 2: History and civilization of the Islamic Maghreb and Andalusia	45 h00	1 h 30	1 h 30		45 h00	2	5	x	x
Article 3: The modern history of Algeria between the two centuries (16-19 AD)	45 h00	1 h 30	1h30		45 h00	2	5	x	x
Article 4: Modern and contemporary cultural history of Algeria 2	45 h00	1 h 30	1 h30		45 h00	2	5	x	x
Systematic teaching units									
Research methodology and technique	45 h00	1 h30	1h 30		45h 00	2	3	x	x
Sources of Algerian history	45 h00	1 h30			22h 30	2	3		x
Exploratory learning units(EJ/EH)									
Ottoman Empire European Renaissance The contemporary Arab world Prehistoric North Africa	22 h30	1 h 30			45 h00	1	1		x
	22 h30	1 h 30			45 h00	1	1		x
Horizontal Learning units									
Physical geography	22 h30	1 h 30			45 h00	1	1		x
A foregs language	22 h30		1h 30		45 h00	1	1	x	
Total Héxgon	337 h30	13 h30	09 h30			16	30		

Education unit	The hourly size of a hexagon	Weekly Courier Volume				Coefficient	Balances	Continuous evaluation	
		lecture	Acts directed	Practical works	Other Acts			Continuous monitoring	Exam
Basic education units									
Article 1 History of the National Movement (1919-1954) 1	45 h00	1 h 30	1 h30		45 h00	2	5	x	x
Article 2 Colonialism and liberation movements in Africa and Asia between the 16th and 20th centuries AD	45 h00	1 h 30	1 h 30		45 h00	2	5	x	x
Article 3: Islamic Levant	45 h00	1 h 30	1h30		45 h00	2	5	x	x
Article 4: The Ottoman Empire and the Arab Levant 1516-1914 AD	45 h00	1 h 30	1 h30		45 h00	2	5	x	x
Systematic teaching units									
Study and analysis of historical texts	45 h00	1 h30	1h 30		45h 00	2	3	x	x
Completion of a graduation thesis	45 h00	1 h30			22h 30	2	3		x
Exploratory learning									

units(EJ/EH)									
Social Psychology Horizontal Learning units	22 h30	1 h 30			45 h00	1	1		x
History of political systems between 1945- 1989	22 h30	1 h 30			45 h00	1	1		x
Economic geography Good governance and professional ethics Completion of a graduation thesis	22 h30	1 h 30			45 h00	1	1		x
A foregs language	22 h30		1h 30		45 h00	1	1	x	
Total Héxgon	337 h30	13 h30	09 h30			16	30		

	The basic	The methodology	The exploratory	The Horizontal	The total
a lecture	540	157.30	360	67.30	1164.6
Acts directed	540	157.30	67.5	135	899.8
Practical works	00	45	00	00	45
personal business	//	22.30	//	//	//
Other work (specify)	//	//	//	//	//
the total	1080	381.9	427.5	202.30	2091.7
Balances	120	25	26	09	180
% credits per unit of instruction	66.66	13.88	14.44	05	100

III- Cards organizing educational units (Please design a card for each educational unit)

semestre: Third

Unit Title: The basic educational unit

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 03 h Directed work: 03 h Practical works: 00 Personal work: 90 h
Credits and transactions granted to the education unit As well as the materials that make up it	Teaching unit: Basic 1 Credits: 20 Article 1: History and civilization of ancient Morocco 1 Balances: 5 coefficient: 2 Article 2: The beginning of Islam and the Umayyad state Balances: 5 coefficient: 2 Article 3: The modern Arab Maghreb between the two centuries (16-19 AD) Balances: 5 coefficient: 2 Article 4: Modern and contemporary cultural history of Algeria 1 Balances: 5 coefficient: 2
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: History and civilization of ancient Morocco 1 It aims to learn about the history and civilization of ancient Morocco and the various patterns of governance and cultural systems from the beginnings to the end of the Byzantine occupation. It also includes the economic and social changes in the region. Article 2: The beginning of Islam and the Umayyad state Through this course, the student learns about the history of Islam from its beginnings with the prophetic call and the rational caliphate to the end of the

	<p>Umayyad era.</p> <p>Article 3: The modern Arab Maghreb between the two centuries (16-19 AD) It aims to learn about the history of the region during the Ottoman period, in particular until the beginning of European colonialism, as well as the accompanying political, social, economic and cultural developments.</p> <p>Article 4: Modern and contemporary cultural history of Algeria 1 Through this course, the student learns about the cultural climate that Algeria was experiencing in the contemporary period, the cultural momentum, the men who created it, and the legacy they left for us.</p>
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semestre: the third

Unit title: Education methodology

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 03 h Directed work: 01 h 30 min Practical works: 00 Personal work: 67 h30 min
Credits and transactions granted to the education unit As well as the materials that make up it	Education Unit: Methodology Credits: 06 Article 1: Methodology and technique of historical research 1 Balances: 3 coefficient: 2 Article 2: Philosophy of History Balances: 3 coefficient: 2
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Methodology and technique of historical research 1 It aims to define the science of history and the sciences related to history and how to deal with historical material (sources, citations, marginalization) Article 2: Philosophy of History Through this course, the student is introduced to the philosophical approach to understanding the movement of history above all else

semestre: the third

Unit title: Exploratory Learning (choice of two subjects)

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 03 h Directed works: 00 Practical works: 00 Personal work: 90 h
Credits and transactions granted to the education unit As well as the materials that make up it	Education Unit: Exploratory balances: 02 Subject 1: History of Science balances 1 coefficient: 1 Article 2: Europe in the Middle Ages balances: 1 coefficient: 1 Article 3: History of Beliefs and Religions balances 1 coefficient: 1 Article 4: The Contemporary World balances: 1 coefficient: 1
type of assessment(Continuous or exam)	exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: History of Science It aims to identify the historical path of the development of science, its basic principles, its dynamics, and its impact on human material and moral consciousness Article 2: Europe in the Middle Ages Through this course, the student learns about the various historical eras that Europe experienced between the fall of Rome and the beginning of the Renaissance over ten centuries of time, and the wars and political, social, economic, and cognitive crises it experienced therein. Article 3: History of Beliefs and Religions This course deals with the beliefs and religions of the ancient world since the prehistoric period, known by ancient civilizations such as the Egyptian civilization, the civilizations of ancient Iraq, the Greeks and the Romans. Article 4: The contemporary world We deepen students' understandings about the transformations that the world has witnessed since World War I

semestre: the third

Unit title: Horizontal education

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 01 h 30 min Directed work: 01 h 30 min Practical works: 00 Personal work: 90 h
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Horizontal Credits: 02 Article 1: Physical Geography Balances: 1 coefficient: 1 Article 2: Foreign language 1 Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Physical Geography It aims to get acquainted with the subject of geography in its natural aspect, with its various propositions and details, which give the student an insight into the natural balance of the Earth. Article 2: Foreign language 1 The student learns historical knowledge based on the foreign languages chosen for teaching, as well as basic terminology that enables the student to deal with foreign texts comfortably.

semestre: the fourth**Unit title: The basic instructional unit**

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 6 h Directed work: 6 h Practical works: 00 Personal work: 180 h
Credits and transactions granted to the education unit As well as the materials that make up it	<p>Education unit: Basic Credits: 20</p> <p>Article 1: History and civilization of ancient Morocco 2 Balances: 5 coefficient: 2</p> <p>Article 2: History and civilization of the Islamic Maghreb and Andalusia. Balances: 5 coefficient: 2</p> <p>Article 3: The modern history of Algeria between the two centuries (16-19 AD) balances: 5 coefficient: 2</p> <p>Article 4: Modern and contemporary cultural history of Algeria 2 Balances: 5 coefficient: 2</p>
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	<p>For each material: restate its title and objectives (teaching them in a few lines)</p> <p>Article 1: History and civilization of ancient Morocco 2 It aims to identify the most important founding elements of the Maghreb region in the ancient period, and the various cultural influences that came upon it at that time.</p> <p>Article 2: History and civilization of the Islamic Maghreb and Andalusia Through this course, the student learns about what the Maghreb region witnessed in Islamic times, in terms of history and civilization, and the most important positive and negative indicators that it experienced.</p> <p>Article 3: The modern history of Algeria between the two centuries (16-19 AD) It aims to learn about Algeria during the Ottoman period, the periods of rise and fall it witnessed in various fields, especially political and military.</p> <p>Article 4: Modern and contemporary cultural history of Algeria 2 Through this course, the student learns about the Algerian cultural stock in the modern and contemporary periods and the most important Algerian cultural players in this era.</p>

semestre: the fourth

Unit title: Education methodology

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 03 p.m Directed work: 01 h 30 min Practical works: 00 Personal work: 90 hours
Credits and transactions granted to the education unit As well as the materials that make up it	Education Unit: Methodology balances: 06 Article 1: Methodology and technique of historical research 2 Balances: 3 coefficient: 2 Article 2: Sources of Algerian history Balances: 3 coefficient: 2
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Methodology and technique of historical research 2 It aims to define the science of history and the sciences related to history and how to deal with historical material (sources, citations, marginalization) Article 2: Sources of Algerian history Through this course, the student will learn about the most important sources, especially the bibliographic ones that chronicle Algeria, how to deal with these sources, and how to benefit from them and preserve them.

semestre: the fourth**Unit title: Exploratory Learning (choice of two subjects)**

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 03 p.m Directed works: 00 Practical works: 00 Personal work: 90 hours
Credits and transactions granted to the education unit As well as the materials that make up it	Education Unit: Exploratory Credits: 02 Article 1: The Ottoman Empire Balances: 1 coefficient: 1 Article 2: European Renaissance balancess: 1 coefficient: 1 Article 3: General Prehistory Balances: 1 coefficient: 1 Article 4: The Contemporary Arab World Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: The Ottoman Empire It aims to learn about the history of the Ottoman Empire from its beginning to its end and the various stages it went through from a peak to a peak at rock bottom and the most important reasons leading to that. Article 2: European Renaissance Through this course, the student learns about the period that witnessed the awakening of the European continent in the fifteenth century and all the reasons that led it to rise from its stumbles that lasted ten centuries and the consequences that resulted from that, including the modern colonial movement. Article 3: General prehistory Through several axes, the student learns about the time frame, climatic and geological framework, the stages of development of languages, the major cultural divisions and cultural manifestations. Article 4: The contemporary Arab world The student learns about the transformations that the Arab world witnessed after the First World War in various fields

semestre the fourth**Unit title: Horizontal education**

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 01 h 30 min Directed work: 01 h 30 min Practical works: 00 Personal work: 90 hours
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Methodology Credits: 02 Article 1: Human Geography Balances: 1 Factor: 1 Article 2: Foreign language 2 Balances: 1 Factor: 1
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each subject: restate its title and objectives (teaching them in a few lines) Article 1: Human Geography It aims to identify the features of human geography and their indicators Article 2: Foreign language 1 The student tries to master the basics of the foreign language, which enables him to view and deal with historical texts in this language.

semestre: fifth

Unit title: The basic instructional unit

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 6 p.m Directed work: 6 p.m Practical works: 00 Personal work: 180 hours
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Basic Credits: 20 Article 1: History of the National Movement 1919-1954 balances: 5 Coefficient: 2 Article 2: The Islamic East between the two centuries (8-15 AD) Balances: 5 coefficient: 2 Article 3: The Ottoman Empire and the Arab Levant (1514-1516) balances: 5 coefficient: 2 Article 4: Colonialism and liberation movements in Africa and Asia 19-20 AD Balances: 5 coefficient: 2
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: History of the National Movement 1919-1954 AD Through this course, the student learns about the history of the national movement from 1919 until 1954, the date of the outbreak of the liberation revolution. Article 2: The Islamic East between the two centuries (8-15 AD) The student learns about the history of the Arab East during the period between the eighth and thirteenth centuries (the history of the Umayyad and Abbasid caliphates). Until the fall of Baghdad in 1258 AD. Article 3: The Ottoman Empire and the Arab Levant (1516-1914) It aims to learn about the history of the region during the Ottoman period, in particular until the beginning of European colonialism, as well as the accompanying political, social, economic and cultural developments. Article 4: Colonialism and liberation movements in Africa and Asia, 19-20 Through this course, the student learns about the history of colonialism and liberation in Africa and Asia and how these regions were able to get rid of colonialism through means of struggle

semestre: fifth

Unit title: Education methodology

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 1 h 30 min Directed work: 01 h 30 min Practical works: 00 Personal work: 45 h
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Methodology Credits: 3 Article 1: Research methodology and technique Balances: 3 coefficient: 2
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Research methodology and technique It aims to define the science of history and the steps that the researcher must follow in preparing research, and how to deal with historical material and sources and expose marginalization

semestre: fifth

Unit title: Exploratory Education (two compulsory subjects and one elective subject)

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 4 h 30 min Directed work: 1 h 30 min Practical works: 00 Personal work: 135 h
Credits and transactions granted to the education unit As well as the materials that make up it	Learning Unit: Exploratory Credits: 05 Article 1: Europe and the Americas in the contemporary period Balances: 2 coefficient: 2 Article 2: History of Sub-Saharan Africa Balances: 2 coefficient: 1 Article 3: History of social and political thought in the contemporary period/social psychology Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Europe and the Americas in the contemporary period It aims to identify the historical path of the historical development of the two regions, Europe and America, and the events, changes, and influence they witnessed between the two regions. Article 2: History of Sub-Saharan Africa Through this course, the student learns about the various historical eras that Africa experienced in the modern era, including the formation of many local kingdoms. Article 3: History of social and political thought in the contemporary period Learn about theories of social and political thought in the contemporary world Article 4: Social Psychology This course aims to give the student a wealth of knowledge about the relationships between the individual and the institution and to focus on leadership theories and the characteristics of a successful leader in order to complete the content of this training and enrich it in all aspects.

semestre: fifth

Unit title: Horizontal education

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 01 h 30 min Directed work: 01 h 30 min Practical works: 00 Personal work: 90 hours
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Methodology Credits: 02 Article 1: Drug dangers Balances: 1 coefficient: 1 Article 2: Foreign language Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Drugs and Society The goal of teaching this subject is to inform the student about this phenomenon and its dangers to the individual, the family, and society, and to work to avoid it. Article 2: Foreign language 1 The student learns historical knowledge based on the foreign languages chosen for teaching, as well as basic terminology that enables the student to deal with foreign texts.

semestre: the sixth

Unit title: The basic instructional unit

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 6 h Directed work: 6 h Practical works: 00 Personal work: 180 h
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Basic Credits: 20 Article 1: History of the National Movement and the Liberation Revolution 1954-1962 balances: 5 coefficient 2 Article 2: The Islamic East between the two centuries (8-15 AD) balances: 5 coefficient: 2 Article 3: The Ottoman Empire and the Arab Levant (1514-1516) Balances: 5 coefficient: 2 Article 4: Colonialism and liberation movements in Africa and Asia Balances: 5 coefficient: 2
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: History of the National Movement and the Liberation Revolution 1954-1962 The aim of studying this subject is to acquaint the student with the terrain on which the liberation revolution broke out, its stages, and the seriousness of the Algerian people in the struggle for liberation after they tried various means of struggle in previous periods. Article 2: The Islamic East between the two centuries (8-15 AD) The student learns about the history of the Arab East during the period between the eighth and thirteenth centuries (the Umayyad and Abbasid Caliphates) until the fall of Baghdad in 1258 AD. Article 3: The Ottoman Empire and the Arab Levant (1514-1516) It aims to learn about the history of the region during the Ottoman period, especially until the beginning of European colonialism, and the changes that occurred in the region, and what characterized it during the modern period until the beginning of the nineteenth century. Article 4: Colonialism and liberation movements in Africa and Asia Through this course, the student learns about the history of colonialism and liberation in Africa and Asia and how these regions were able to get rid of colonialism through different means of struggle according to each region.

semestre: the sixth

Unit title: Education methodology

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 00 h Directed work: 03 h Practical works: 00 Personal work: 37 h30 min
Credits and transactions granted to the education unit As well as the materials that make up it	Education Unit: Methodology Credits: 06 Article 1: Completion of a graduation thesis balances: 3 coefficient: 2 Article 2: Study and analysis of historical texts Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material restate its title and objectives (teaching them in a few lines) Article 1: Completion of a graduation thesis At the end of the bachelor's degree, the student is trained on how to prepare a memorandum and the methodology used in preparing it, to prepare him in the future to control the research method. Article 2: Study and analysis of historical texts Through this course, the student will learn about the most important historical sources and references and how to deal with them and benefit from them in preparing research and university dissertations in particular and historical writing in general.

semestre: the sixth

Unit title: Exploratory Education (two compulsory subjects and one elective subject)

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 04 h 30 min Directed works: 00 Practical works: 00 Personal work: 37 h 30 min
Credits and transactions granted to the education unit As well as the materials that make up it	Learning Unit: Exploratory Credits: 05 Article 1: Good governance and professional ethics Balances: 2 coefficient 2 Article 2: History of political systems 1945-1989 Balances: 2 coefficient 1 Article 3: Social Psychology/Economic Geography Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Good governance and professional ethics This course aims to educate and sensitize the student to the danger of corruption, and to push him to contribute to fighting it by acquiring knowledge related to good governance and professional ethics. Article 2: History of political systems 1945-1989 This course acquaints the student with the various political systems prevailing in the world and their role in ruling peoples, and understanding the process of historical events through these systems. Article 3: Social Psychology This course aims to give the student a wealth of knowledge about the relationships between the individual and the institution and to focus on leadership theories and the characteristics of a successful leader in order to complete the content of this training and enrich it in all aspects. Article 4: Economic Geography It aims to identify what is meant by economic geography, and what this branch of geography studies of various economic resources and their distribution across various regions of the world.

semestre: the sixth

Unit title: Horizontal education

Distribution of the hourly size of the education unit and its constituent materials	Lecture: 00 o'clock Directed work: 01 h 30 min Practical works: 00 Personal work: 22 h 30 min
Credits and transactions granted to the education unit As well as the materials that make up it	Education unit: Horizontal Credits: 1 Article 1: Foreign language Balances: 1 coefficient: 1
type of assessment(Continuous or exam)	Continuous + exam
Description of materials	For each material: restate its title and objectives (teaching them in a few lines) Article 1: Foreign language The student tries to master the basics of the foreign language, which enables him to view and deal with historical texts in this language.

IV_ Detailed Course Program for Each Subject

(Presenting a Detailed Card for Each Subject)

Licentiate (degree) in History

Thirdsemester

fundamental unit

Module : History and civilization of Ancient Maghreb

Credit : 05

Coefficient : 02

Goals

Enabling the student to identify the basic components of the history and civilization of ancient Maghreb, by learning about the Maghreb political entities since the Protohistory and the most important eras of foreign occupation, as well as the cultural interactions that the region experienced with various ancient Mediterranean civilizations, starting with the Phoenicians and Carthage, then the Greeks and Romans.

Targeted skills :

- 1-Identifying the first origins of human populating in Algeria
- 2-Discovering the cultural depth of Algeria and its indigenous people.
- 3-Learn about the ruling families and kingdoms of Maghreb.

Content of Module :

- 1-Sources of study ancient history of Maghreb
- 2-People of Ancient Maghreb : Origins and tribes.
- 3-Libyan culture and his relations with Neighbors (Egyptians, Greek and Phoenicians).
- 4-Carthage : its origins, expansion, and political and cultural role in the history of ancient Maghreb.
- 5-Carthaginian cultural heritage:Material and literary sources- Economic and social life- Architecture.
- 6-Punic inscriptions.
- 7-Principality and ancient Libyan kingdoms.
- 8-Manifestations of Numidian civilization.
- 9-Literary and material sources of Numidian History.
- 10-Economic and social life of Numidian kingdoms.
- 11-The Maghreb and Conflict between Rome and Carthage (Punic wars).
- 12-Stages of the Roman occupation of the Maghreb.
- 13-King Juba and the fall of Numidia.
- 14-Jugurthine War.
- 15-Mauretania kingdom

-Evaluation: 40% tutorial class, 60% lecture.

-Bibliography :

- Gsell Stéphane, Histoire ancienne de l'Afrique du Nord, 8 volumes (1921-1929).
- François Decret, M'hamed Hassine Fantar, L'Afrique du Nord dans l'Antiquité, bibliothèque historique, Payot, Paris, 2e édition augmentée 1998.
- François Decret, Carthage ou l'empire de la mer, Points Histoire, Le Seuil, Paris, 4e édition 1995.
- Jean-Marie Lassère, Africa quasi Roma, 256 av. J.-C.-711 ap. J.-C., CNRS, 2015.
- Yann le Bohec, Histoire de l'Afrique romaine : 146 avant J.-C. - 439 après J.-C., Paris, Picard, coll. « Antiquité-synthèses », 2005, 282 p.

- Michèle Coltelloni-Trannoy, Le royaume de Maurétanie sous Juba II et Ptolémée (25 av. J.-C.-40 ap. J.-C), Etudes d'Antiquités Africaines, CNRS Editions, Paris, 1997.
- Gabriel Camps, Berbères, mémoire et identité, Errance, 1987. Republished in 2007, at Éditions Actes Sud.
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- Carolina López-Ruiz, Phoenicians and the Making of the Mediterranean, Harvard University Press, 2022.
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- Edward Lipiński, Dictionnaire de la civilisation phénicienne et punique, Brepols, 1992.
- Esther Eidinow, Simon Hornblower, Antony Spawforth, The Oxford Classical Dictionary.
- Frank L. Benz, Dictionnaire de la civilisation phénicienne et punique.

Unit title: Basic education

Article: The beginning of Islam and the Umayyad state

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

It aims to identify the historical and social background of the Arabian Peninsula before Islam, and its future image as the first Islamic society since the period of the Prophet and then the period of the Rightly Guided Caliphate and the Umayyad state in the fields of political and cultural history.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

It is necessary to become familiar with the condition of the ancient world that preceded and coincided with the emergence of Islam and the theories establishing this world

Article content:

- Sources for studying the history of the Arabs before and during Islam
- Arab society before the Islamic call
- The Islamic call, the Prophet's biography, and building the Islamic state
- The development of society in the Rashidun era
- The establishment of the Umayyad Caliphate and the system of government
- Islamic conquests in the East and West
- Administrative and economic organizations
- Cultural life in the Umayyad era:
- The emergence and development of science among Muslims
- Translation in the Umayyad era
- The transfer of science to the Islamic West and the role of Toledo and Sicily in transferring it to Europe
- Mental sciences: (mathematics and arithmetic, engineering, mechanics, medicine and pharmacy, agriculture, astronomy and chemistry, philosophy and logic).

- Translational sciences: (Sharia sciences - social and human sciences, geography - history - literature...).

Evaluation method:

Business oriented markup: 50% +50%.

References: (Books, publications, websites, etc.)

- Ibn Imad al-Hanbali. Gold Nuggets in News of Gold - supervised by Abdul Qadir Al-Arnaout and its hadiths - verified and commented on by Mahmoud Al-Arnaout - Dar Ibn Katheer - Damascus - Beirut - 1410 AH - 1989 AD.

- Ibn Adam, Yahya al-Qurashi (203 AH/818 AD), Kitab al-Kharaj, Dar al-Ma'rifa for Printing and Publishing, Beirut, 1979 AD.

- Ibn Hajar Al-Asqalani, Ahmed bin Ali bin Muhammad (d. 852 AH / 1449 AD), Anbaa Al-Ghamr fi Abn Al-Omar, Dar Al-Jeel, Beirut, 1993 AD.

- Ibn Tabataba, Muhammad bin Ali, known as Al-Taqtaqi (born in the year 660 AH/1261 AD), Al-Fakhri fi Al-Adab Al-Sultaniya, Beirut Edition 1960 AD.

- Ibn AbiZaid Al-Qayrawani, Abu Muhammad Abdullah bin Abdul Rahman (310 AH - 386 AH / 923 - 996 AD), Kitab Al-Jami' fi Sunnahwa'l-Adab, Al-Maghazi and Al-History, edited by Muhammad Abu Al-Ajfan, Othman Battikh, Al-Resala Foundation, Beirut, 2nd edition, 1983 AD.

- Abu YusufYaqoub bin Ibrahim (known as Judge Abu Yusuf, d. 182 AH/798 AD), Kitab Al-Kharaj, Dar Al-Ma'rifa for Printing and Publishing, Beirut 1979 AD.

- Al-Maqrizi, Abu Al-Abbas TaqiAl-Din (d. 845 AH / 1441 AD), Sermons and Consideration in Mention of Plans and Antiquities, Al-Shayyaj South CoastPress, Beirut (D.TA).

- Ibn Al-Homsi Ahmed bin Muhammad: (934 AH / 1527 AD). Incidents of time and deaths of sheikhs and peers - edited by: Abdul Aziz FayyadHarfoush - Dar Al-Nafais - Beirut - Lebanon - 1st edition - 1421 AH / 2000 AD.

- Ibn Babah Abu Al-Abbas Ahmad bin Ali Al-Qashani. Al-Nadim's capital in the histories of notable people of Islam - verified and presented by: A - Dr. SuhailZakkar - Dar Al-Fikr - Beirut - Lebanon - 1st edition - 1418 AH / 1997 AD.

- Ibn Hazm, Al-Fasl fi Al-Milalwa Al-Ahwa' wa Al-Nihal - taken care of and verified by Abu Abd al-Rahman Adel bin Saad - Dar Ibn al-Haytham - Cairo - 1st edition - 1426 AH / 2005 AD.

- Al-Dhahabi, Shamsal-Din Muhammad bin Ahmed bin Othman (d. 748 AH / 1347 AD): Biographies of Noble Figures, edited by Shuaib Al-Arnaout and Muhammad Naim Al-Arqsusi, Al-Resala Foundation, Beirut, 9th edition, 1413 AH / 1993 AD.

- Al-Shahrastani, Abu Al-Fath Muhammad bin Abdul Karim (d. 548 AH / 1153 AD): Mills and Bees, edited by Abu Muhammad Muhammad bin Farid, Al-Maktabah Al-Tawfiqiyah, Cairo, Dr. T.
- Al-Suyuti, Abdul Rahman bin AbiBakr bin Muhammad Al-Suyuti, Jalal al-Din (d. 911 AH/1505 AD): History of the Caliphs, edited by Muhammad Muhyial-Din Abdul Hamid, Al-Sa'adaPress, Egypt, 1st edition, 1371 AH/1952 AD.
- Ibn Farhoun, Imam Al-Qadi Ibrahim bin Noural-Din (d. 799 AH/1396 AD): The Preface of the Doctrine in Knowing Notable Scholars of the Doctrine, edited by Mamoun bin Muhyial-Din al-Jinan, Dar al-Kutub al-Ilmiyyah, Beirut, 1st edition, 1417 AH/1996 AD.
- Ibn Qayyim Al-Jawziyyah, Abu Abdullah Muhammad bin AbiBakrAyyub Al-Zar'i (d. 751 AH / 1350 AD): Rulings of the People of the Dhimmah, edited by Yusuf Ahmad Al-Bakri and Shaker Tawfiq Al-Arouri, RamadiPublishing, Dammam, and Dar Ibn Hazm, Beirut, 1st edition, 1418 AH / 1997 AD.
- Al-Masoudi, Ali bin Al-Hussein bin Ali Abu Al-Hassan (d. 346 AH / 957 AD), Meadows of Gold and SubstantialMinerals, edited by Qasim Al-Shammai Al-Rifai, Dar Al-Qalam, Beirut, Lebanon, 1st edition, 1408 AH / 1989 AD.
- Ibn Battuta, Abu Abdullah Muhammad bin Ibrahim Al-Lawati (d. 799 AH / 1377 AD), Tuhfat Al-Nazir fi Oddities of the Lands and Wonders of Travel, edited by Abdul Hadi Al-Tazi, Rabat, d./ed., 1997 AD.
- Al-Maqdisi, ShamsAl-DinAbi Abdullah bin AbiBakr Al-Shami Al-Maqdisi (d. 539 AH / 999 AD), Ahsan Al-Taqasim fi Ma'rifat Al-Aqlim, Khayyat Library, Beirut (D.TA).

Hexagram: the third

Unit title: Basic Education

Article: The modern Arab Maghreb between the two centuries (16-19 AD)

Education objectives:

It aims to identify the situation of the Arab Maghreb in the modern period and the various conditions and state of movement that distinguished it between the states of colonialism and resistance and the emergence of national states in the region.

Prior knowledge required:

Familiarity with the end of the medieval period and the beginning of the modern period.

Article content:

1. The fall of Granada and its repercussions on the Maghreb countries.
2. The conditions of the Maghreb countries in the late 15th century AD and the beginning of the 16th century AD.
3. The Ottoman expansion into the western basin of the Mediterranean.
4. The circumstances of the annexation of the Maghreb countries (Algeria, Tripoli, Tunisia) to the Ottoman Empire.
5. The development of the system of government in Algeria during the Ottoman period.
6. The development of the ruling system in the Far Maghreb during the Saadian and Alawite period.
7. The development of the system of government in Tunisia.
8. The development of the government system in Tripoli.
9. Relations of the Maghreb's foreign countries (the Arab Levant, Africa, Europe).
10. Social and economic life in the countries of the modern Maghreb.
11. Maghreb cultural relations.

Evaluation method:

The mark for directed work is 50% + the exam is 50%.

the reviewer:

- Ibn Askar, Abu Abdullah, Dohat al-Nasher, edited by Muhammad Subhi, Rabat 1977.
- Ibn Al-Qadi, Al-Muntaqi Al-Mansur on the exploits of Caliph Al-Mansur, Cairo, 1970.
- Al-Ifrani, Nuzhat al-Hadi bi Akhbar al-Kingul al-Akhri al-Akhri, edited by Hodas, Burdin Press, Paris 1688 AD.
- Al-Tamgrouti, Ali bin Muhammad, The Musky Whiff in the Turkish Embassy, presented and verified by Muhammad Al-Salhi, Arab Publishing Foundation, Beirut 2007.
- Al-Zayani, Abu Al-Qasim, Al-Tarjumana Al-Kubra, edited by Abdul Karim Al-Filali, Rabat 1991.
- Al-Zayani, Abu Al-Qasim, Tuhfat Al-Hadi Al-Mutrib in raising the lineage of noble Moroccans, presented and verified by Rachid Al-Zawiya, consultations of the Ministry of Endowments, Morocco 2008.
- Al-Fashtali, Abdul Aziz, Manahil Al-Safa fi the exploits of our honorable masters, edited by Abdul Karim Karim, Rabat 1972.
- Al-Nasiri, Ahmed bin Khaled Al-Salawi, Al-Istiqsa fi Akhbar Al-Aqsa, edited and commented by the author's sons, Muhammad and Jaafar, Dar Al-Kitab, Dar Al-Bayda, 1955.
- Ibn Kharouf, Ammar, Political Relations between Algeria and Morocco in the 16th Century AD, Dar Al Amal, Tizi Ouzou 2006.

- Al-Tazi, Abdel Hadi, The Diplomatic History of Morocco, 1988 edition.
- Hajji, Muhammad, Al-Zawiya Al-Dalaiya, its religious, social and political role, National Press, Rabat 1972.
- Ibn Abi Al-Diyaf, Ahmed, Ithaf Ahl al-Zaman Bi Akhbar Tunisian Kings during the Era of Security, Tunisian Publishing House, D.M.J. Algeria 1977.
- Harakat, Ibrahim, Political and Intellectual Currents in Morocco during the Two and a Half Centuries Before the Protectorate, Casablanca 1985.
- Rogers, B.J., A History of Anglo-Moroccan Relations Until 1900, Casablanca 1981.
- Shehata, Hassan Ibrahim, The Wadi Al-Makhzen incident in the history of Morocco 1578, House of Culture, Dar Al-Bayda 1979.
- Al-Sharif, Muhammad Al-Hadi, History of Tunisia, Saras Publishing, Tunisia 1980.

References in foreign languages:

1. BRAUDEL, F., The Mediterranean and the Mediterranean world at the time of Philip II, Paris, 1966.
2. TERRASSE, H., History of Morocco, ed. Atlamtiele, Casablanca 1947.
3. CHERIF (M. H.), Power and society in the Tunisia of Husayn bin Ali (1705-1740), Tunis, P.U.T., 2 vols., 1984-1986.
4. RAYMOND, A., Great Arab Cities in the Ottoman Period, ed. Sinbad, Paris 1985.
5. VALENSI, L., The Maghreb before the capture of Algiers 1970-1830, Flammarion, Paris, 1969.

Third hexagram

Unit address: Basic education

Subject: Modern and contemporary cultural history of Algeria 1.

Education objectives:

(Mention the qualifications the student is expected to acquire after succeeding in this field. In three lines at most)

It aims to introduce the student to the extent of the modern contribution to civilization in the Arab-Islamic civilization, and to evaluate the cultural resistance against the French cultural invasion.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education. Two lines at most).

History of Algeria in the Middle Ages.

the program:

- 1- Heritage of the 15th century
 - Influences of cultural life
 - Scholars and princes
 - Arabic language and literature
- 2- Theology and philosophy
 - Science and logic
 - Readings and interpretation of Sharia sciences
- 3- Cultural institutions
 - Endowments
 - Mosques and corners
 - Higher institutes and libraries

Evaluation method:

Business Oriented Mark 50% + the exam 50%

the reviewer: (Books, publications, websites, etc.)

- Churchill (Henry), *The Life of Emir Abdelkader*, translated by Abu Al-Qasim Saadallah, Algeria, 1975.
- Turki (Rabah), *National Education and the National Personality*, National Publishing and Distribution Company, Algeria, 1981.
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- Dodo (Abu Al-Eid), *Algeria in the writings of German travelers (1830-1835)*, Algeria 1989.
- Rakhila (Amer), *May 8, 1945, the decisive turning point in the path of the national movement*, Office of University Publications, Algeria, 1995. Al-Rabir, Saif al-Islam: *The History of the Press in Algeria*, National Publishing and Distribution Company, Algeria, 1982.
- Zouzou (Abdel Hamid), *Texts and documents in the modern history of Algeria*, National Book Foundation, Algeria.
- Al-Arabi (Ismail), *Arab Studies in Algeria during the French Occupation*, Algeria 1988.

- Al-Arabi (Ismail), Algerian diplomatic relations during the era of Emir Abdelkader, Office of University Publications, Algeria.
- Saadallah, Abu Al-Qasim, Research and Opinions in the History of Algeria, Part 2, National Publishing and Distribution Company, Algeria 1981.
- Saadallah (Abu Al-Qasim), Lectures on the Modern History of Algeria, the Beginning of the Occupation, National Publishing and Distribution Company, Algeria 1982.
- Saadallah (Abu Al-Qasim), The Cultural History of Algeria, 9 parts, Dar Al-Gharb Al-Islami, Beirut 2000.
- Saadallah (Abu Al-Qasim), Algerian Mufti Ibn Al-Annabi, pioneer of Islamic renewal (1775-1850) Algeria 1977 .
- Saadallah (Abu Al-Qasim), The Algerian National Movement, 4 parts, Dar Al-Gharb Al-Islami, Beirut 1992.
- Al-Murabit (Jawad), Sufism and Emir Abdul Qadir al-Husseini al-Jazairi, Arab Vigilance House, 1966.
- Mahmoud (Qassem), Imam Abdel Hamid Ibn Badis, the spiritual leader of the Algerian liberation war, Dar Al-Maaref, Egypt .
- Manasiriya (Youssef), The revolutionary trend in the Algerian national movement between the two wars, National Book Foundation, Algeria 1988.
- Al-Milli (Mohammad), Ibn Badis and the Arabism of Algeria: National Publishing and Distribution Company, Algeria, 1980.
- Hilal (Ammar), Algerian migration towards the Levant, (1847 - 1919) Algeria 1980.

Semester : Third

Unit : Units of Methodological Historical Teaching

Course : Methodological and Technical Historical Research

Teaching Goals :

The aim is to teach and provide the student with methodological issues of Historical writing.

Prior Knowledge required :

The student must be familiar with various and helpful scientific subjects in the knowledge of History that would enable him/her to understand and write historical articles in a scientific manner.

Course content :

- 1- History science (Its definition,status and field of research).
- 2- History science among the West from Herdotus to Toynbee,and History science among Arabs from Al-Tabri to Ibn Khaldun.
- 3- Sciences associated to History.
- 4- Truth and objectivity in History.

Evaluation method :

Oriented work grades 50% + exam 50% .

References : (books, publications, internet sites, ect..).

- Ibrahim Baythoun : Methodology issues in the arabic historical writing, Dar Elmouarakh Al arabi (home of the arabic historian), Beirut T1 D.b
- Hugh Atkin : Study of History and Its Relationship With social Sciences , Traduction of Mahmoud Ziad(Dar Al ilm Lilmalayeen), Beirut , D.b
- Ser Elkhatem Ottman Ali : Origins of Teaching History , Dar Elchawaf, Cairo, 1992.
- Hassen Ottman : Historical Research Method, Dar Elmaaref.
- Ahmad Abd elmounaam Hassen : Origins of Scientific Research, Scientific Methods and Methods of writing Reasearch and Scientific Theses (tow volumes), Academic Library .
- Mahmoud Al howiri : Research Method in History, Egyptian Buraeu of Publications Distribution.
- Mansour Naaman, Ghassan Dib Elnamri : Scientific Research Craft and Art, Dar Al kandi.
- Ased Rastem : History Terminology , Modern Library, Beirut T1,2002.
- Layla Al sabagh : A study in Historical Research Methodology, Printing Press of Khalid Ibn Elwalid, Demascus, 1979.
- Hasen Ottman : Historical research Method , Dar Al maaref,Cairo, T3,1970.
- Abd Elaaziz El-Dory : The Emergence of History Science among the Arabs, Zayid Publication Center for Heritage and History, Al- Ain, United Arab Emirat, 2000.
- Naser Elddine saaidouni : Basics of Historical Methodology, House of Kosba for Publication, Algeria, 2000.
- Edward Car : What is History ?, Maher Kilani and Pier Aakel translation, The Arabic Institution for Studies and Publication, Beirut T2, 1980.
- Mohamed Ottman El-Khacht : The Art of Writing Scientific Research and Preperation of University Theses, House of Rahab for printing and Publication Distribution, Algeria.

Semester: Third

Unit Title: Methodological Education

Subject: Philosophy of History

Educational Objectives:

(Specify what qualifications the student is expected to acquire after successfully completing this subject, in no more than three lines)

To assist students in interpreting facts related to the evolution of historical thought.

Prerequisites:

(Detailed description of the knowledge required to enable the student to continue this education, in no more than two lines)

Understanding the distinction between the science of history and the science of philosophy.

Content of the Subject:

- Concept of the philosophy of history and its application areas.
 - History and Mythology (The relationship between history and mythology through major historical works – Herodotus-)
 - God and History (Analysis of the view that portrays history as a series of events orchestrated by God – Saint Augustine-)
 - Heroes and History (The role of heroes in shaping historical events – Vico-)
 - The State and History (Analysis of Hegel's theory in history and the state)
 - History and Causality
 - History and Teleology
 - History and Determinism.
 - The End of History.
-

Evaluation Method: Continuous assessment

Practical Work Marks

References: (Books, publications, websites, etc.)

- Ibn Khaldun, Abd al-Rahman, The Muqaddimah, Cultural Book Foundation, Beirut, 2nd edition, 1996.
- Al-Jabri, Mohammed Abed, The Intellectuals in Arab Civilization: The Ordeal of Ibn Hanbal and the Calamity of Ibn Rushd, Arab Studies Center, Beirut, 2nd edition, 2000.
- Imam Abdel Fattah, Hegel (Lectures in the Philosophy of History), Cairo, The Eastern World, 1986.
- Raafat Ghunaimi Al-Sheikh, Philosophy of History, Cairo, Dar Al-Thaqafa for Publishing and Distribution, 1st edition, 1987.
- Suleiman Al-Khatib, Philosophy of Civilization in Malik Bennabi: An Islamic Study in the Light of Contemporary Reality, Beirut, University Foundation for Studies, Publishing and Distribution, 1st edition, 1413 AH / 1993.
- Abdel Rahman Badawi, The Latest Theories in the Philosophy of History.
- Fouad Mohamed Shbl, Toynbee the Innovator of the Historical Method, Cairo, 1975.
- Le Bon, Gustave, Philosophy of History, translated by Adel Zaiter, Issa Al-Halabi, 1969.

- Malik Bennabi, The Major Issues, Damascus, Dar Al-Fikr, 1st edition, 1412 AH / 1991.
- Malik Bennabi, Reflections, Damascus, Dar Al-Fikr, 3rd edition, 1977.

Semester: the third

Unit title: Exploratory teaching

Subject: history Europe in the Middle Ages

Education objectives

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Giving the student a clear idea of the conditions of Europe, both its eastern and western parts, during the Middle Ages, with familiarity with some of the conflicts that prevailed between the European and Islamic parts, and identifying the most important cultural aspects of the European parts during the Middle Ages.

Prior knowledge required (A detailed description of the knowledge required that will enable the student to continue this education, two lines at most) Be familiar with the history of Europe in the Renaissance.

the content:

- 1) The beginning of the European Middle Ages.
- 2) The situations of the Roman Empire until the end of the third century AD.
- 3) The emergence of Christianity and the Roman Empire's position on it.
- 4) The Roman Empire during the reign of Emperor Diocletian and then Constantine.
- 5) Germanic invasions and the fall of the western wing of the Roman Empire.
- 6) The origins and development of the papacy.
- 7) Islam and its relationship with Europe Middle Ages.
 - The Kingdom of the Franks and its relationship with the Muslims.
 - Charlemagne's empire and its relationship with Muslims.
- 8) The political situation in Rome until the fall of Constantinople.
- 9) The conflict between the papacy and the political forces in the West.
- 10) The end of the European Middle Ages.
- 11) European civilization in the Middle Ages.
- 12) Islamic civilization and its impact on Europe in the Middle Ages.

Exam 100%. References: (Books, publications, websites, etc.)

Exam 100%.

Resources and References: (Books, publications, websites, ...)

- 1- Abdel Aziz Nawar and Mahmoud Jamal El-Din: Modern European History from the Renaissance to the End of World War I, Dar Al-Fikr Al-Arabi, Cairo, Egypt, 1999.
- 2- Abdel Aziz Suleiman Nawar: Modern History - Europe from the French Revolution to the Franco-Prussian War 1789-1871, Dar Al-Fikr Al-Arabi, Cairo, Egypt, 1st edition, 2002.
- 3- Hassan Sobhi: Modern European History, two parts, University Youth Foundation, Alexandria, Egypt, 1982.
- 4- Abdel Aziz Abdel Ghani Ibrahim: Lectures on the History of Europe between the Renaissance and the French Revolution, Malta, 1987.
- 5- Abdul Hamid Al-Batriq and Abdul Aziz Nawar: Modern European History from the Renaissance to the Late Eighteenth Century, Dar Al-Fikr Al-Arabi, Cairo, Egypt.

Foreign language references

- Robert Fossier : L'occident médiéval V siècle XIII siècle, Hachette, 2006
- Jacques Paul : Le christianisme occidental au moyen âge, Paul Colin, 2004
 - Jean Claude Clegnet : Byzance, Colin, 2006
 - Le Ctesse Dohojowska : L'Europe au moyen âge, Paris, 1958.
 - Tourneur Aumont : Moyen histoire général de l'Europe jusqu'au XVI siècle.

- Charles Bemont : Histoire de l'Europe au moyen âge 395-1270, Paris, 1921
- Abbon de Fleury (mort en 1040), Siège de Paris par les Normands, éd. et trad. François Guizot in Collection des mémoires relatifs à l'histoire de France depuis la formation de la monarchie française jusqu'au 13^e siècle, Paris, éd. J.L.J. Brière, vol. I, 1824.
- **Annals**
 - o -Anonyme, Annales de Saint- Bertin et de Metz, éd. et trad. François Guizot in Collection des mémoires relatifs à l'histoire de France depuis la formation de la monarchie jusqu'au 13^e siècle, Paris, éd. J.L.J. Brière, vol. I, 1824.
 - o Annales de Saint- Bertin et de Saint-Vaast suivies de fragments d'une chronique inédite, éd. Abbé César Auguste Dehaisnes, Paris, éd. Jules Renouard, 1871.
- Eginhard (mort en 840), Annales des rois Pépin, Charlemagne et Louis-le Débonnaire, éd. et trad. François Guizot in Collection des mémoires..., vol. III, 1824.

Semester: Third

Subject: the History of Beliefs and Religions

Axes of the History of Beliefs and Religions.

- 1/ Introduction to the history of religions (philosophical theories)
- 2/ The emergence of religion in the first primitive civilizations
- 3/ Religious myths and the emergence of beliefs
- 4/ Pagan religions in the Near East
 - Mesopotamian religion
 - Pharaonic religion
 - The Phoenician religion
- 5/ Models of the Far Eastern religions, Buddhism and Hinduism
- 6/ Greek religion
- 7/ Roman religion
- 8/ The religion of the ancient Maghreb
- 9/ Heavenly religions
 - Judaism
 - Christianity
 - Islam

Resources and References:

- Kamel Saafan, Asian Beliefs (Iraq, Persia, India, China, Japan), Damascus: Dar Al-Nada, 1999.
- Yaroslav Cherny, Ancient Egyptian Religion, translated by Ahmed Qadri, Cairo: Dar Al-Shorouk, 1996.
- Abraham Arnold, The First Christians, translated by Hana Aziz, Cairo: 2000.
- Secrets of Gods and Religions/written by Hassan Ishaq. - I.1. - Damascus, Syria: Dar Aladdin, [2005] - (Dar Aladdin - Damascus).
- The Babylonian Flood Myth / written by Edmund Solberger; Translated by Samir Chalabi. - I.1. - Beirut, Lebanon: Arab House of Encyclopedias, 2000. - Arab House of Encyclopedias - Beirut.

- Muhammad Al-Khatib, the Pharaonic religion of Egypt. - I.1. - Damascus, Syria: Dar Aladdin, 2003. - 181 pages (Dar Aladdin - Damascus).
- Religion among the Greeks, Romans, and Christians / written by Abkar Al-Saqqaf. - I.1. - Beirut, Lebanon: Arab Diffusion Foundation, 2004. - 407 pages (Arab Diffusion Foundation - Beirut).
- Worship in ancient religions / written by Abdul Razzaq Al-Muhi. - I.1. - Damascus, Syria: Pages for Studies and Publishing, 2004. Pages for Studies and Publishing - Damascus.
- Greek beliefs / written by Khazal Al-Majidi. - I.1. - Amman, Jordan: Dar Al-Shorouk/A, 2004. The Spiritual Heritage of Man Series (Dar Al-Shorouk/A - Amman).
- Ahmed Amin Selim, in the history of the ancient Near East, Dar Al-Nahda Al-Arabi, Beirut. 1989

and Climate, Alexandria 1974(in arabic)

Hexagram: the sixth
Physical geography
Content:

- 1 - The origin of the Earth and its components
- 2 - The lithosphere and tectonic movements (volcanoes, earthquakes, torsions,)
- 3 – Atmosphere
- 4 - the climate
- 5 - Climatic regions
- 6 - Landforms of planet Earth
- 7 - Plant regions
- 8 – seas, oceans, lakes, and rivers

References:

- Ibrahim Ahmed Rezkana and others, Physical Geography, Cairo, Dar Al-Nahda Al-Arabiya, 1967(in arabic)
- Ahmed Ahmed Mustafa, The Earth's Surface: A Study in Terrain Geography, University Knowledge House, Alexandria, 2003(in arabic)
- Gouda Hassanein Gouda, Landmarks of the Earth's Surface, Egyptian General Book Authority, Alexandria, 1982(in arabic)
- Johari Yousry, The Geography of the Arab Maghreb, University Youth Foundation, Alexandria, 2001(in arabic)
- Hassan Abu Sammour, Hamid Al-Khatib, Geography of Water Resources, Safaa Publishing and Distribution House, Amman, 1st edition ,1999 (in arabic)
- Hassan Sayed Ahmed Abu Al-Enein, Planet Earth, Beirut, Dar Al-Nahda Al-Arabi, 1970(in arabic)
- Sabri Muhammad Sub Salim, Physical Geography, Modern Foundations and Concepts, Dar Al-Fikr Al-Arabi (in arabic)
- Mahmoud Muhammad Ashour: Foundations of Physical Geography, Dar Al Qalam, Dubai, 2nd edition, 2004. (in arabic)
- Muhammad Medhat Gaber: Dictionary of Geographic and Environmental Terms, Minya University, 2006(in arabic)
- Yahya Muhammad Fawzi: Geology, Cairo. 1965(in arabic)
- Muhammad Safi al-Din Abu al-Ezz: The Earth's Crust, Beirut 1972(in arabic)
- Fahmi Hilali Abu Al-Atta: Weather and Climate, Alexandria 1974(in arabic)

Hexagram: the third

Unit title: Horizontal education

Subject: Foreign language 1

THE OBJECTIVE OF THE MODULE :

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

OBJECTIF DU MODULE :

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

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 .
- References:
- 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
- Goemans ‘ H. E. 2000. War and Punishment. Princeton: Princeton University press
- 2- Kydd ‘ Andrew. 2005. Trust and Mistrust in international Politics. Princeton: Princeton University Press
- James ‘ Patrick. 1995. Structural Realism and the Causes of War
- 3-Bueno de Mesquita ‘ Bruce. 2006. Game Theory ‘political Economy ‘ and the Evolving Study of War and Peace
- 4-Fearon ‘ James D. 1995. Rationalist Explanations for War
- 5- Encyclopedia of Globalization. Edited by Jan Aart Scholte and Roland Robertson. New York: Routledge ‘ 2007. 4 volumes

semestre: the fourth

Licentiate (degree) in History

Fourthsemester

fundamental unit

Module : History and civilization of Ancient Maghreb

Credit : 05

Coefficient : 02

Targeted skills :

- Identify the political, social, economic and cultural transformations brought about by the Roman occupation of the Maghreb.
- Highlighting the Indigenous peoples resistance to the Roman occupation of the Maghreb. Highlighting the weakness of Roman authority and the Vandal occupation.
- Study the Byzantine occupation of the Maghreb and the beginning of the Islamic conquests.

Content of Module :

- 1-Roman policy in the Maghreb.
- 2-Roman laws in the Maghreb.
- 3-Administrative organization of the Roman provinces in the Maghreb.
- 4-Province of Africa Proconsularis and Numidia.
- 5-Province of Mauretania Caesariensis.
- 6-Province of Mauretania Tingitana
- 7-Legacy of the Roman civilization in the Maghreb.
- 8-religions and beliefs.
- 9-Architecture.
- 10-Indigenous peoples resistance to the Roman occupation of the Maghreb.
- 11-Christianity in Ancient Maghreb.
- 12-Vandal Conquest and its Kingdom in the Maghreb.
- 13-Byzantine rule in the Maghreb.
- 14-Mauro-Roman Kingdom
- 15-The situation in the Maghreb on the eve of the Islamic conquest.

-Evaluation: 40% tutorial class, 60% lecture.

-Bibliography :

- J. Alexandropoulos, Les monnaies de l'Afrique antique, 400, J.C-40 AP.J.C, Presses universitaires du Mirail, Toulouse, 2007.
- M. Benabou, La résistance Africaine à la romanisation, Paris, François Maspero, 1976.
- J. Desanges, Catalogue des tribus des Africains de l'Antiquité classique de l'ouest de Nil, Dakar, Publication de la section d'histoire, 1962.
- Hitchner, R. Bruce, A companion to North Africa in antiquity. Hoboken, NJ: John Wiley & Sons, 2022.
- Jean-Marie Lassère, Africa quasi Roma, 256 av. J.-C.-711 ap. J.-C., CNRS, 2015.
- Jean-Marie Lassère, Vbique Populus : peuplement et mouvements de population dans l'Afrique romaine, de la chute de Carthage à la fin de la dynastie des Sévères (146 aC-235 pC), Paris, 1977.
- Marcel Le Glay, Saturne africain, Histoire, Belfar, Paris, 1966, 522 p.
- Serge Lancel, Saint Augustin, Paris, Fayard, 1999.
- Serge Lancel, Pax et concordia : chrétiens des premiers siècles en Algérie (iiiè – viiè siècles) [en collaboration avec Paul Mattei], Paris, Marsa, 2001.
- Serge Lancel, L'Algérie antique. De Massinissa à saint Augustin, Paris, Mengès, 2003.

- Serge Lancel, Actes de la conférence de Carthage en 411, 3 vols [texte établi, traduit et commenté], Paris, coll. Sources chrétiennes, éditions du Cerf, 1972-1976.
- Gilbert Charles-Picard, La civilisation de l'Afrique romaine, Plon, 1959.
- Yves Modéran, Les Maures et l'Afrique romaine, IVe-VIIe s., Rome, éd. Bibliothèque des Écoles françaises d'Athènes et de Rome, 2003.
- Christian Courtois, Les Vandales et l'Afrique, Arts et Métiers Graphiques, Paris, 1955.
- Yann le Bohec, La Troisième légion Auguste, Paris, CNRS, coll. « Études d'antiquités africaines », 1989, 632 p.
- Stéphanie Guédon, La frontière romaine de l'Africa sous le Haut-Empire, Bibliothèque de la Casa de Velázquez, 2018.
- Claude Briand-Ponsart et Christophe Hugoniot, L'Afrique romaine : De l'Atlantique à la Tripolitaine - 146 av. J.-C. - 533 ap.J.-C., Armand Colin, 2005.
- Bernadette Cabouret (dir.), L'Afrique romaine, de 69 à 439, Editions du Temps, 2005.
- Paul Corbier et Marc Griesheimer, L'Afrique romaine 146 av. J.-C.- 439 ap. J.-C., Ellipses, 2005.
- Antonio Ibba et Giusto Traina, L'Afrique romaine : De l'Atlantique à la Tripolitaine (69-439 ap. J.-C.), Bréal, 2006.
- Hélène Ménard et Noëlle Géroudet, L'Afrique romaine : de l'Atlantique à la Tripolitaine (69-439), Belin sup histoire, 2005.
- Ammar Mahjoubi, Villes et structures urbaines de la province romaine d'Afrique, Tunis, Centre de publication universitaire, 2000

Hexagram: the fourth

Unit title: Basic education

Subject: History and civilization of the Islamic Maghreb and Andalusia

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Enabling the student to control the stages of development of the West and Andalusia after the Islamic conquests, and to know the regional mini-states that emerged in the Islamic West. It also allows us to learn about the nature of the economic, social and intellectual changes that Western countries experienced under Islamic civilization.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The spread of Islam in the Levant and the Islamic conquests in the Islamic world

Article content:

- 1) The situation of the Maghreb countries after the Islamic conquest
- 2) The era of the governors
- 3) Regional states: Aghlabids - Rustamids - Idrisids - the Umayyad state in Andalusia - the era of the Taifa kings - the Fatimids - the Zirids - the Hammadids - the Almoravids - the Almohads - the Hafsids - the Zayids - the Marinids - the Banu Al-Ahmar state.
- 4) Economic and social life in the Islamic Maghreb
- 5) Cultural and intellectual life in the Islamic Maghreb
- 6) Architecture and arts in the Islamic Maghreb
- 7) Islamic civilization in Andalusia:
 - Economic, social and cultural life in Andalusia
 - Architecture and arts.
- 8- The fall of Andalusia
 - Evaluation method:

Business oriented markup: 50% +50%.

References: (Books, publications, websites, etc.)

- Ibn al-Abar, Abu Abdullah Muhammad bin Abdullah al-Qadha'i (d. 658 AH / 1260 AD), the sequel to the book Al-Sila, edited by Abdul Salam Al-Harras, Dar Al-Fikr, Beirut, 1415 AH / 1995 AD.
- Ibn al-Abar: Al-Hillat al-Sira', edited by Hussein Mu'nis, Dar al-Maaref, Cairo, 2nd edition, 1985 AD.
- Ibn al-Atheer, Muhammad bin Muhammad bin Abdul-Wahid al-Shaybani (d. 630 AH/1232 AD): Al-Kamil fi al-Tarikh, edited by Abu al-Fida Abdullah al-Qadi, Dar al-Kutub al-Ilmiyyah, Beirut, 2nd edition, 1415 AH/1995 AD.
- Ibn al-Ahmar Ismail (d. 807 AH/1405 AD): Houses of Grand Fez, Dar al-Mansour for Printing and Printing, Rabat, 1972.
- Al-Idrisi, Al-Sharif Abu Abdullah Muhammad bin Abdullah (d. 558 AH / 1161 AD): The African continent and the island of Andalusia from the book Nuzhat Al-Mushtaq, edited by Ismail Al-Arabi, Office of University Publications, Algeria, 1983 AD.

- Ibn Abi Usaibah, Abu Al-Abbas Ahmad bin Al-Qasim bin Khalifa bin Yunus Al-Saadi (d. 668 AH / 1269 AD): Eyes of the News in the Classes of Physicians, edited by Nizar Reda, Al-Hayat Library House, Beirut, 1965.
- Al-Barzali, Abu Al-Qasim bin Ahmad Al-Balawi Al-Tunisi (d. 841 AH / 1438 AD): A collection of issues of rulings regarding the cases revealed by muftis and rulers, presented and edited by Muhammad Al-Habib Al-Hayla, Dar Al-Gharb Al-Islami, Beirut, 1st edition, 2002 AD.
- Ibn Bassam, Abu Al-Hasan Ali Al-Shantarini (d. 542 AH / 1148 AD): Al-Dhakhira fi The Virtues of the People of the Peninsula, edited by Ihsan Abbas, Dar Al-Gharb Al-Islami, 1st edition, 2000.
- Palencia, Angel Gentalet: The History of Andalusian Thought, translated by Hussein Mu'nis, Library of Religious Culture, Cairo, 1955 AD.
- Bouchish, Ibrahim Al-Qadiri: The impact of feudalism on Andalusian political history from the middle of the third century AH after the emergence of the Caliphate (250-316 AH), Okaz Publications, Rabat, 1992 AD.
- Khalis Saleh: Seville in the fifth century AH, a historical literary study of the emergence of the Banu Abbad state in Seville and the development of literary life there, House of Culture, Beirut, 1965 AD.
- Dozi Reinhardt: A History of the Muslims of Spain, translated by Hussein Habashi, reviewed by Jamal Mahrez and Mukhtar Al-Abadi, Ministry of Culture and National Guidance, Egyptian General Institution for Authoring, Printing and Publishing, Dar Al-Maaref, Cairo, 1963 AD.
- Al-Rais Muhammad Daa Al-Din: Taxes and the Financial System - Al-Shakaa Mustafa: Morocco and Andalusia: Islamic Horizons, Human Civilization, and Literary Investigations, Dar Al-Kutub Al-Islamiyyah, Dar Al-Kitab Al-Misri, Cairo, Dar Al-Kitab Al-Lubani, Beirut, 1st edition, 1407 AH/1987 AD.
- Tawil Maryam Qasim: The Kingdom of Granada during the reign of the Beni Ziri Berbers 403-483 AH / 1012-1090 AD, Arab Unity Library, Casablanca, Dar Al-Kutub Al-Ilmiyyah, Beirut, 1st edition, 1414 AH / 1994 AD.
- - Constable Olivia Remy: Trade and Merchants in Andalusia, translated by Faisal Abdullah, Obeikan Library, Riyadh, 1st edition, 1423 AH/2002 AD.
- - Moreno, Manuel Gomez: Islamic Art in Spain, translated by Lotfi Abdel Badie, and Mr. Mohamed Abdel Aziz Salem, reviewed by Jamal Mohamed Mahrez, Moroccan House of Authorship and Translation, Casablanca, Dr. T.
- - Honka Sigrid: The Arab Sun Shines on the West, translated by Farouk Baydoun and Kamal Desouki, New Horizons House, Beirut, 5th edition, 1401 AH/1981 AD.
- s of the Islamic State, Dar Al-Ansar, Cairo,

Hexagram: the fourth**Unit title: Basic education****Subject: The modern history of Algeria between the two centuries (16-19 AD)****Education objectives:**

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Enabling the student to know the history of Algeria under Ottoman rule.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

He realizes the extent of the influence of Andalusian and Levantine civilization on the developments of modern Morocco, in addition to his knowledge of the systems of government in the Islamic Maghreb of the Saadians, Alawites, and Hafsids.

Article content:

1. The Iberian invasion of the Maghreb countries
2. The political development of Algeria during the Ottoman era
3. Algeria's international relations in modern history
4. State and society in Algeria during the Ottoman period (government system, economy, endowments, education, zawiyas, social organization)

Evaluation method:

Mark for directed work: 50% + exam: 50++%.

References: (Books, publications, websites, etc.)

Sources

- Ibn Abi Al-Diyaf: Ithaf Ahl al-Zaman fi Akhbar Akhbar Tunisian Kings and the Era of Security, Tunisia, 1963 AD. , Part 2, Dar Al-Tunisia and the National Publishing and Distribution Company, 2nd edition.
- Ibn Abi Dinar al-Qayrawani: Al-Mu'nis fi Akhbar Africa and Tunisia, edited and commented by Muhammad Shammam, Tunisia, Al-Maktabah Al-Atiqa.
- Ibn Sahnoun Ahmed Ali Al-Rashidi: Al-Thaghr Al-Jumani fi Ibtisam Al-Thaghr Al-Wahrani, edited and presented by Al-Mahdi Al-Boubadli, Algeria, Ministry of Original Education and Religious Affairs, 1983 AD.
- Ibn Maimon Muhammad: The Pathological Masterpiece in the Bakdashy State in the Protected Country of Algeria, edited and presented by Muhammad bin Abdul Karim, Algeria, National Publishing and Distribution Company, 1972 AD.
- Ibn Hattal Ahmed al-Tilmisani: The Journey of Bey Muhammad al-Kabir to southern Algeria, edited 1969 AD. , Muhammad bin Abdul Karim, Cairo, Alam al-Kutub, 1st edition.
- Hamdan bin Othman Khoja: The Mirror, presented, Arabized and edited by Muhammad Al-Arabi Al-Zubairi, Algeria, National Publishing and Distribution Company, 1985 AD
- BENACHENHOU A., the Algerian State in 1830, its institutions under Emir Abdelkader
- BONTEMPS Claude, Manual of Algerian institutions, from Turkish domination to independence, Turkish domination and the military regime 1518-1870
- DAN Pierre, History of barbarism and its corsairs
- ESTERHAZY WALSIN, On Turkish domination in the former regency of Algiers
- GRAMMONT H.D. De, History of Algiers under Turkish domination (1515-1830)
- HAËDO Fray Diego de, History of the kings of Algiers

- HAËDO Fray Diego de, Topography and general history of Algiers
KHODJA Hamdan, Le Miroir, historical and statistical overview of the regency of Algiers

Hexagram: the fourth

Unit title: Basic education

Subject: Modern and contemporary cultural history of Algeria2.

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Expanding the student's awareness of important aspects of the cultural history of Algeria, and the role of its scholars in the scientific and cultural movement.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

Acquisitions of the scale of modern Algerian history, which are concerned with social, intellectual and cultural life in Ottoman Algeria.

Article content:

1- Education and scholars

- Educational policy
- Teaching methods
- Senior teachers
- The status and functions of scientists
- The relationship of scholars with rulers
- Migration of scholars
- Algerian Muslim scholars

2- Men of Sufism and Sufi orders

- The righteous saints, Sufi orders, and the position of the Ottomans towards men of Sufism
- The behavior of some Sufis

Evaluation method:

The mark for directed work is 50% + the exam is 50%.

the reviewer: (Books, publications, websites, etc.)

Churchill (Henry), *The Life of Emir Abdelkader*, translated by Abu Al-Qasim Saadallah, Algeria, 1975.

Turki (Rabah), *National Education and the National Personality*, National Publishing and Distribution Company, Algeria, 1981.

Al-Tamimi (Abdul Jalil) *Research and Documents in Maghreb History: Algeria, Tunisia, Libya (1816-1971)*, 1985.

Tlemceni (Ben Youssef), *The Tijaniya Position on Central Authority in Algeria 1800-1900*, Algeria, 1998.

Al-Jilali (Abdul Rahman), *General History of Algeria, Part 4, 4th Edition*, Beirut 1984.

Al-Khatib (Ahmed), *The Association of Algerian Muslim Scholars and its reform impact in Algeria*, National Book Foundation, Algeria 1985.

Dodo (Abu Al-Eid), *Algeria in the writings of German travelers (1830-1835)*, Algeria 1989.

Rakhila (Amer), *May 8, 1945, the decisive turning point in the path of the national movement*, Office of University Publications, Algeria, 1995. Al-Rabir,

Saif al-Islam: The History of the Press in Algeria, National Publishing and Distribution Company, Algeria, 1982.

Zouzou (Abdel Hamid), Texts and documents in the modern history of Algeria, National Book Foundation, Algeria.

Al-Arabi (Ismail), Arab Studies in Algeria during the French Occupation, Algeria 1988.

Al-Arabi (Ismail), Algerian diplomatic relations during the era of Emir Abdelkader, Office of University Publications, Algeria.

Saadallah, Abu Al-Qasim, Research and Opinions in the History of Algeria, Part 2, National Publishing and Distribution Company, Algeria 1981.

Saadallah (Abu Al-Qasim), Lectures on the Modern History of Algeria, the Beginning of the Occupation, National Publishing and Distribution Company, Algeria 1982.

Saadallah (Abu Al-Qasim), The Cultural History of Algeria, 9 parts, Dar Al-Gharb Al-Islami, Beirut 2000.

Saadallah (Abu Al-Qasim), Algerian Mufti Ibn Al-Annabi, pioneer of Islamic renewal (1775-1850) Algeria 1977 .

Saadallah (Abu Al-Qasim), The Algerian National Movement, 4 parts, Dar Al-Gharb Al-Islami, Beirut 1992.

Al-Murabit (Jawad), Sufism and Emir Abdul Qadir al-Husseini al-Jazairi, Arab Vigilance House, 1966.

Mahmoud (Qassem), Imam Abdel Hamid Ibn Badis, the spiritual leader of the Algerian liberation war, Dar Al-Maaref, Egypt .

Manasiriya (Youssef), The revolutionary trend in the Algerian national movement between the two wars, National Book Foundation, Algeria 1988.

Al-Milli (Mohammad), Ibn Badis and the Arabism of Algeria: National Publishing and Distribution Company, Algeria, 1980.

Hilal (Ammar), Algerian migration towards the Levant, (1847 - 1919) Algeria 1980.

Hexagram: the fourth

Unit: Systematic teaching units

Article: Methodology and technique of historical research 2

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

This course aims to give the student the methodological methods and techniques necessary to practice the act of historical analysis, whether in completing directed work or a graduation thesis.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

To pursue this training, the student is required to be familiar with the general knowledge of research methods, and to be aware of the epistemological aspect of scientific research, and the theories that are taken as frames of reference for historical analysis.

Article content:

1- Dealing with historical material: (setting the research plan and identifying sources).

2- Dealing with the material: apparent criticism (correction criticism and source criticism).

- 3- Dealing with the material: internal criticism (negative and positive).
- 4- Dealing with the material: historical formulation (analysis, synthesis, and historical construction).
- 5- Scientific techniques in historical research: (research form, labeling, proof of sources, marginalization, quotation, bibliography, indexes, appendices, terminology and abbreviations).

Evaluation method:

Directed work mark: 50% + exam: 50%.

References : (books, publications, internet sites, ect..).

- Ibrahim Baythoun : Methodology issues in the arabic historical writing, Dar Elmouarakh Al arabi (home of the arabic historian), Beirut T1 D.b
- Hugh Atkin : Study of History and Its Relationship With social Sciences , Traduction of Mahmoud Ziad(Dar Al ilm Lilmalayeen), Beirut , D.b
- Ser Elkhatem Ottman Ali : Origins of Teaching History , Dar Elchawaf, Cairo, 1992.
- Hassen Ottman : Historical Research Method, Dar Elmaaref.
- Ahmad Abd elmounaam Hassen : Origins of Scientific Research, Scientific Methods and Methods of writing Reasearch and Scientific Theses (tow volumes), Academic Library .
- Mahmoud Al howiri : Research Method in History, Egyptian Buraeu of Publications Distribution.
- Mansour Naaman, Ghassan Dib Elnamri : Scientific Research Craft and Art, Dar Al kandi.
- Ased Rastem : History Terminology , Modern Library, Beirut T1,2002.
- Layla Al sabagh : A study in Historical Research Methodology, Printing Press of Khalid Ibn Elwalid, Demascus, 1979.
- Hasen Ottman : Historical research Method , Dar Al maaref,Cairo, T3,1970.
- Abd Elaaziz El-Dory : The Emergence of History Science among the Arabs, Zayid Publication Center for Heritage and History, Al- Ain, United Arab Emirat, 2000.
- Naser Eddine saaidouni : Basics of Historical Methodology, House of Kosba for Publication, Algeria, 2000.
- Edward Car : What is History ?, Maher Kilani and Pier Aakel translation, The Arabic Institution for Studies and Publication, Beirut T2, 1980.
- Mohamed Ottman El-Khacht : The Art of Writing Scientific Research and Preperation of University Theses, House of Rahab for printing and Publication Distribution, Algeria.

Hexagram: the fourth

Unit title: Education methodology

Article: Sources of Algerian history

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

This course aims to expand the student's understanding of exploiting various types of historical sources.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

Be familiar with the scientific material of Algerian history.

Article content:

1. Archival documents.
2. Manuscripts
3. Colonial newspapers and journals.
4. Algerian newspapers and magazines.
5. French historical writings.
6. Algerian historical writings.
7. Magazines and periodicals issued by scientific, historical and archaeological societies (such as the Algerian Historical Society and its magazine: The African Journal).

Evaluation method: continuous observation

Applied Business Mark.

References: (Books, publications, websites, etc.)

- Al-Ibrahimi Muhammad Al-Bashir, Oyoun Al-Basir, 2nd edition, National Publishing and Distribution Company, Algeria 1971.
- Ibn Badis Abdel Hamid: The basic law of the Association of Algerian Muslim Scholars and its reform principles.
- Ibn Ruwaila Qaddour, The Scarf of the Phalange and the Decoration of the Conquering Muhammadi Army, followed by the Diwan of the Military Muhammadi al-Miliani, presented by Muhammad ibn Abd al-Karim, S.W.T., Algeria 1968.
- Adeeb Marwa: The Arab press, its origins and development, Al-Hayat Library, Beirut.
- Ahdaden Zuhair: The written press in Algeria, Office of University Publications, University of Algiers.
- Bey, Ahmed: Memoirs of Ahmed Bey, Hamdan Khoja, and Boudharba, presented, edited and translated by Muhammad Al-Arabi Al-Zubayri, 2nd edition, National Publishing and Distribution Company, 1982.
- - Bouaziz, Yahya, The Wills of Sheikh Al-Haddad and the Memoirs of His Son Si Aziz, M.W. As 1989.
- Bouaziz, Yahya, The Algerian Wars of Resistance as Portrayed in Western French Writings, University of Oran 1982.
- Bouaziz, Yahya, Algeria's Revolutions in the 19th and 20th Centuries, vol. 2, 2nd ed., publications of the National Mujahid Museum.
- Ibn Abd al-Qadir Muhammad: The Visitor's Masterpiece in the Exploits of Prince Abd al-Qadir and the News of Algeria, Arab Vigilance House, Beirut, 1964.

- Gharbi, Al-Ghali (Models of the French encirclement policy during the liberation revolution), series of forums, electrified barbed wire, National Center for Studies and Research in the National Movement and the Revolution of November 1, 1998.
- Gharbi, Al-Ghali, "The French Policy of Separating the Sahara and National Reactions," Forum Series, Separating the Desert in French Colonial Politics, 1998.
- Malek Reda, Evian Negotiations, Al-Masdar Magazine, No. 5, 2001
- Manasriya Youssef, French documents about the activity of the liberation revolution in the south, Al-Masdar Magazine No. 5, 2001
- Manasriya Youssef, The Military Development of the Liberation Revolution between 1954 - 1955, book by Mustafa Ben Boulaid, November 1 Association, Batna, 1999
- Manasriya Youssef, the second issue of the "Al-Watani" newsletter, Al-Masdar magazine, No. 1, 1999.

Hexagram: the fourth

Unit title: Exploratory learning

Article: The Ottoman Empire

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Identify the economic, social and political transformations that took place in the Arab world during Ottoman rule.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

It is required that he have gains specific to the history of the Islamic Levant and the fall of the mini-states.

Article content:

-The origin of the Ottomans and the establishment of the Ottoman Empire

2-The political system of the Ottoman Empire

3-The Ottoman army (Janissaries and naval forces).

4-Society and culture in the Ottoman Empire

2-Ottoman expansion

- In the Arab Levant

- In the Arab Maghreb

3-The Ottoman system of government:

- The Ottoman administration in the Arab countries

The Eastern Question

- Ottoman organizations

4- An era of decadence and weakness

5-The era of Sultan Abdul Hamid

6-The end of the Ottoman Empire.

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

5. Al-Jabarti, Abd al-Rahman (d. 1237 AH/1822), *Ajaib al-Athar fi al-Tirām wa al-Akhbar*, 4th edition, edited by Abd al-Rahman Abd al-Rahim, Dar al-Kutub al-Misriya, Cairo, 1988 AD.

6. The Ottoman Constitution, Part 2, translated by Nawfal Effendi Nimatullah, reviewed by Khalil Effendi Al-Khoury, Al-Adabiya Press, Beirut, Lebanon, 1301 AH.

7. Al-Khalidi Al-Safadi, Ahmed bin Muhammad (d. 1034 AH / 1624 AD), *The History of Prince Fakhr al-Din al-Ma'ani II*, Lebanese University Publications, Beirut, Lebanon, 1969 AD.

8. Al-Tahtawi, Rifa'a Rafi', *The Complete Works, Study and Verification of Muhammad*, Amara, Arab Foundation for Studies and Publishing, Beirut, Lebanon, 1973 AD.

9. Al-Awra, Ibrahim, *History of the State of Suleiman Pasha Al-Adl*, edited by Constantine Pasha Al-Makhlisi, Deir Al-Makhlisi Press, Sidon, Lebanon, 1936 AD. 1. Ibn Iyas, Muhammad (d. 930 AH/1532 AD), *Bada'i' al-Zuhur fi Waki'i al-Awhar*, 5 c, edited by Muhammad Mustafa, Cairo, Egypt, 1984 AD.

2. Ibn Tulun, Muhammad bin Tulun al-Salhi (d. 953 AH / 1546 AD), *Mafirat al-Khalan fi Hawadith al-Zaman*, Beirut, Lebanon, 1998 AD.

3. Amin, Ahmed, Leaders of Reform in the Modern Era, Dar Al-Kitab Al-Arabi, Beirut, Lebanon, 1979 AD.
4. Al-Bitar, Abd al-Razzaq (d. 1335 AH/1916), Hilyat al-Bishr fi Notables of the Thirteenth, 2 c, edited by Muhammad Bahjat al-Bitar, Damascus, Syria, 1961 AD.
 - GOUVION Edmond and Marthe, Kitab Aâyane el-Marhariba
 - Robert Mantran, history of the empire, 2T.
 - Pierre Dan, histoire de barbarie et des corsaires

Hexagram: the fourth

Unit title: Exploratory teaching

Subject: European Renaissance

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

This course aims to give the student a general culture consistent with his specialization, to help him understand historical events and intellectual interactions.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

To pursue this training, the student is required to be familiar with the reality of Europe in the Middle Ages in all fields, in addition to the need to master at least one foreign language.

Article content:

- 1-The general situation in Europe before the Renaissance
- 2- Definition of the Renaissance and the factors behind its establishment
- 3-The literary, artistic, intellectual, scientific and economic renaissance
- 4- Its results and characteristics
- 5-The humanist movement and religious reform

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

- Dr. Abdul Hamid Al-Batriq and Dr. Abdul Aziz Nawar, Modern European History, Dar Al-Nahda Al-Arabi, Beirut.
- Nour El-Din Hattoun, History of the European Renaissance, Dar Al-Fikr, Beirut.
- Dr. Mahmoud Saeed Omran, Landmarks of the History of the Byzantine Empire, Dar Al Nahda Al Arabiya, Beirut.
- Dr. Jalal Yahya, Modern and Contemporary European History, Modern University Office, Alexandria.

Brotton, Jerry, The Renaissance: A Very Short Introduction

Burke, P, The European Renaissance: Center and Peripheries

Stephens, John, The Italian Renaissance: The Origins of Intellectual and Artistic Change before the Renaissance

2- Databases on the Internet

<http://www.erudit.org>

- <http://gallica.bnf.fr>

- <http://classiques.uqac.ca>

- <http://horizon.documentation.ird.fr/exl-php/cadcgp.php?MODELE=vues/commun/charte/present-login-ird.html&query=1>

- <http://socio-anthropologie.revues.org>

- http://www.centre-charles-moraze.msh-paris.fr/article.php3?id_article=9

- <http://www.awu-dam.org/book/indx-study.htm>

- <http://www.espritcritique.fr/accueil/index.asp>
- <http://www.civilisations.ca/resourcef.asp>
- <http://www.gutenberg.org/browse/languages/fr>
- <http://www.textesrares.com/indnoms.html>
- http://www.pheno.ulg.ac.be/Lexique_philosophique_Fr_All.htm
- http://www.pheno.ulg.ac.be/Lexique_philosophique_All_Fr.htm
- <http://www.ai.univ-paris8.fr/corpus/lurcat/dara>
- http://www.clio.fr/BIBLIOTHEQUE/article_christianisme.asp
- http://www.clio.fr/BIBLIOTHEQUE/article_islam.asp
- http://www.clio.fr/BIBLIOTHEQUE/article_islam.asp
- <http://muttaqun.com/dictionary.html>
- <http://theses.univ-lyon2.fr>
- http://presses.univ-lyon2.fr/rubrique.php3?id_rubrique=2
- <http://www.doaj.org/doaj?func=subject&cpid=87>

Hexagram: the fourth

Unit title: Exploratory teaching

Subject: General prehistory

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Providing the student with the theories and specializations of prehistory and allied sciences, and the climate and major civilization changes that accompanied the development of humanity, in addition to identifying the most important aspects of prehistoric civilization.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

To have a general culture about the land and its geographical arrangement.

Article content:

- 1) Prehistoric science (definition - origins - method - subject matter)
- 2) Geological times and their characteristics
- 3) Major climate shifts
- 4) Prehistoric civilizational development
 - Stone industries
 - Bone and wood industries
 - Rock art
 - The appearance of man and his locations
- 5) Social manifestations in prehistoric times
- 6) Global cultural sites
- 7) The cultural manifestations of the Neolithic Revolution
- 8) Cultural manifestations of the dawn of history

Evaluation method: Exam 100%.

References: (Books, publications, websites, etc.)

1. Muhammad Sahnouni, Prehistory, University Press, Algeria 1999.
2. J. H. Wells, Landmarks of Human History, translated by Abdulaziz Tawfiq Jawaaid, 2004.
3. Jim Hawkes Will. Woolley, Prehistory and the Beginning of Civilization, translated by Yousfi Al-Jawhari, Dar Al-Maaref
4. Mahmoud Abu Zaid, Chapters on Civilization and Human Creativity, Cairo: Dar Al-Gharib for Printing, Publishing and Distribution, 2006)
5. C. L. Heiser, The Dawn of History, translated by: Ali Al-Ansari, (Cairo: Middle East Library, 1962).
6. Francis Orr, Paleolithic Civilizations, Arabization by Dr. Sultan Muhaisen, Alif Baa Press, 1995
7. Sultan Muhaisen, The Levant in Prehistory: (The First Hunters), Damascus 1989.
8. Al-Ajl.F., Paleontology, Office of University Publications, Algeria, 1986.
9. Romain PIGEAUD, how to reconstruct prehistory? EDP sciences, 2007
10. Mohamed SAHNOUNI, the Paleolithic in Africa, ED Artcom, 2005
11. Ginnette AUMASSIP, Algeria of the first men, ED la maison des sciences de l'homme, Paris 200

- **Hexagram: the fourth**
- **Unit title: Exploratory teaching**
- **Subject: The contemporary Arab world**
- **Education objectives:**
 - (Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)
 - Identifying the most important contemporary local, national, and regional issues, and explaining the importance of each of them, and their political, economic, and social impacts on the world, especially on the Arab world, and their role in shaping the Arab region.
 - (A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)
 - The student's awareness and understanding of what the world is experiencing at the present time, especially the situation of the Arab region and its issues.
- **Article content:**
 - 1. The role of the Arabs in the First World War.
 - 2. The Great Arab Revolt of 1916.
 - 3. Sykes-Picot Agreements 1916.
 - 4. Balfour Declaration 1917.
 - 5. The French mandate over Syria and Lebanon.
 - 6. The British Mandate for Palestine and Iraq.
 - 7. The political situation in the Arab world between the two wars.
 - 8. The role of the Arabs in World War II.
 - 9. League of Arab States.
 - 10. The division of Palestine and the emergence of the State of Israel.
 - 11. The Arab-Israeli conflict and its developments.
 - 12. Military coups and their repercussions on the Arab situation.
 - 13. Arab-Arab conflicts.
 - 14. The Lebanese civil war and its developments.
 - 15. Economic, social and cultural developments in the contemporary Arab world.
- **Evaluation method:**
 - Exam 100%.
- **References: (Books, publications, websites, etc.)**
 - - Muhammad Turki Ibrahim: In Contemporary Islamic Thought, Legal Books 2009
 - - Farouk Al-Shunnaq, Objectives of Israeli Excavations, Royal Commission for Jerusalem Affairs, Amman 2008.
 - - Beshara Khader, Europe and Palestine from the Crusades until today, translated by Mansour Al-Qadi and reviewed by George Saleh, 1st edition, Center for Arab Unity Studies, Beirut.
 - - Jawad Muhammad and others, Introduction to the Palestinian Issue, Center for Middle East Studies, Amman 1999.
 - - Ziadah Nicolas: Dimensions of Lebanese History, Cairo, 1972.
 - - Sassin Assaf and others, Contemporary Arab Issues, 1st edition, Amman 2001
 - - Saleh Wehbe, Contemporary Global Issues, Damascus 2001 AD.
 - - Al-Sabbagh, Laila: Modern and Contemporary History of the Arabs, Damascus, 1981/1982
 - - Subhi Hassan: The Arab World, Beirut, 1967.

- - Muhammad Zahir Al-Sammak, "Political Geography", Ministry of Higher Education and Scientific Research, Baghdad.
- - Muhammad Abd al-Ghani Saudi, "Geography and International Problems", Cairo, 1976 AD.
- - Letzer R. Brown, translated by Ali Hajjaj, Conditions of the World, 1997, Al-Ahliyya Publishing House, Amman, 1999 AD.
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- References in foreign languages
- - Abdelrazek, Adnan, 2002, The Palestinian Immovable Property In Jerusalem, Amman.
- - Arediskanjian, 1983, "The Armenians and The Holy Land Places Jerusalem", in the International Conference Bilad Alsham. Palestine 19-24, New York.
- - Henri Laurens: History of the contemporary Arab world, Fayard,
- - Feki Yasri: Middle East conflicts, 2010.
- - Samuel Ghiles Meilhac: The diplomatic world and Israel, Ed Manuscrit, 2006.
- **Hexagram: the fourth**

Unit title: Horizontal education

Subject: Human Geography

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Developing the student's ability to determine the nature and quality of the relationship between geographical phenomena, especially focusing on the relationship between humans and the natural environment.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

- Be familiar with geographical principles.

Article content: .

- 1- Introducing human geography and its development.
- 2- Human races.
- 3- Population growth and its stages.
- 4- Factors affecting population distribution:
 - Natural factors (climate, water, terrain, natural resources)
 - Human and economic factors (historical and political conditions - economic activity - progress).
- 5-Migration: (its concept, importance, forms and patterns, results).
- 6- Geography of cities: functions of cities - distribution of cities - shapes and patterns of cities.

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

Fathi Abu Ayana: Economic Geography, University Knowledge House, Alexandria, 1994 AD.

- Fathi Abu Ayana, Fathi Abu Radi: Foundations of Physical and Human Geography, University Knowledge House, Alexandria 1999 AD.

- Muhammad Khamis Al-Zouka: Economic Geography, University Knowledge House, Alexandria, 1996 AD.

- Ahmed Ali Ismail: General Geography, Selected Topics, Dar Al-Thaqafa for Publishing and Distribution, Cairo 1995 AD.

- Ahmed Ali Ismail: Foundations of Demography and its Geographical Applications, eighth edition, Dar Al-Thaqafa for Publishing and Distribution, Cairo, 1997.
- Souad Al-Sahn: General Geography, Ministry of Education in collaboration with Egyptian universities, Cairo 1984/1985.
- Fathi Muhammad Abu Ayana: Studies in Human Geography, University Knowledge House, Alexandria, 2000.
- Gouda Al-Turkmani: Physical Geography, Foundations and Fields, Arab Culture House, Cairo 2001 AD.
- Abdel Aziz Tareh Sharaf: Climatic and vegetation geography with application to the climate of Africa and the climate of the world, eleventh edition, University Knowledge House, Alexandria 1994.
- Ali Ali Al-Banna: The Geography of Economic Resources, Anglo-Egyptian Library, Cairo, 1984 AD.
- Muhammad Al-Sayyid Ghallab: General Natural and Human Geography, University Youth Foundation, Alexandria 1995 AD.
- Muhammad Muhammad Al-Shazly, Ali Ali Al-Morsi: General Ecology and Biodiversity, Arab Thought Series for Basic Science References, No. 12, Dar Al-Fikr Al-Arabi, Cairo 2000.
- Fathi Muhammad Abu Ayana: Studies in Human Geography, University Knowledge House, Alexandria, 2000.
- Gouda Al-Turkmani: Physical Geography, Foundations and Fields, Arab Culture House, Cairo 2001 AD.
- Abdel Aziz Tareh Sharaf: Climatic and vegetation geography with application to the climate of Africa and the climate of the world, eleventh edition, University Knowledge House, Alexandria 1994.
- Ali Ali Al-Banna: The Geography of Economic Resources, Anglo-Egyptian Library, Cairo, 1984 AD.
- Muhammad Al-Sayyid Ghallab: General Natural and Human Geography, University Youth Foundation, Alexandria 1995 AD.
- Muhammad Muhammad Al-Shazly, Ali Ali Al-Morsi: General Ecology and Biodiversity, Arab Thought Series for Basic Science References, No. 12, Dar Al-Fikr Al-Arabi, Cairo 2000.

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- **The English language**

- **THE OBJECTIVE OF THE MODULE :**

- **Practical use the English language** as a toll 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.

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 .

semestre: fifth

Unit title: Basic Education**Article: History of the National Movement between 1919-1954 AD****Education objectives:**

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Enabling the student to identify the most important aspects of the national movement that followed World War I, its various trends, the success of the colonial authorities in the political activity pursued by the national movement, and the role of this activity in the outbreak of liberalism.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

This stage of study comes after the student has previously become acquainted with resistance activity before World War I, which was based on revolutions, writing petitions, the press, and clubs.

Article content:

- 1) The outcome of the activity of the national movement during World War II
- 2) The massacres of May 8, 1945 and their repercussions
- 3) Rebuilding the national movement
- 4) The law of September 20, 1947 and the Algerians' position on it
- 5) The private organization and its activities
- 6) The crisis of the movement for the victory of democratic freedoms
- 7) Revolutionary Committee for Unity and Action

Evaluation method:

Directed work mark: 50% + exam: 50%.

References: (Books, publications, websites, etc.)

- Al-Zubairi, Muhammad Al-Arabi, Contemporary History of Algeria, two parts, Damascus, 2001.
- Bou Aziz Yahya, Political Ideologies of the Algerian National Movement: Algeria, University Presses, 1986.
- Al-Amin tape, Partisan pluralism in the experience of the National Movement, (1919-1962), Algeria, Office of University Press, 1998.
- RakhilaAmer - May Eighth, the decisive turning point in the path of the national movement, Algeria, University Press, 1995.
- The Algerian National Movement 1900-1930, Part Two, Dr. Abu Al-QasimSaad Allah, 4th edition, Beirut, Dar Al-Gharb Al-Islami, 1992
- Al-Khatib Ahmed, Algerian People's Party, Part One, Algeria National Book Foundation, 1986.
- Al-Aqoun Abdel Rahman, The National and Political Struggle, Algeria, National Book Foundation, 1984.
- Al-Alawi Muhammad Al-Tayeb, Manifestations of Algerian Resistance (1830-1954), Algeria, Dar Al-Baath, 1984.
- Saadallah, Abu Al-Qasim, The Algerian National Movement, 4 parts, Dar Al-Gharb Al-Islami, Beirut 1992.
- The National Center for Studies and Research in the National Movement, The Beginnings and Foundations of the Algerian National Movement 1830-1954, Algeria 2007
- Al-Khatib Ahmed, The Association of Algerian Muslim Scholars and its reform influence in Algeria, National Book Foundation 1985.

- Al-Khatib Ahmed, Algerian People's Party, Part 1, National Book Foundation, 1986.
- LamamraRabahTurki, Historical Society of Algerian Muslim Scholars 1931-1956, National Foundation for Printing Arts, Algeria 2000
- Ibrahim Mayas, Approaches in the History of Algeria 1830-1962, Houma Printing, Publishing and Distribution House, Algeria 2007.
- Mehsas Ahmed, The Revolutionary Movement in Algeria 1914-1954, Dar Al-Maarifa, Algeria 2007
- Al-Mili Muhammad, Algerian Islamic Conference, Houma Printing and Publishing House, Algeria 2007
- Saadallah Abu Al-Qasim, The Algerian National Movement 1900-1930, vol. 2, 4th edition, Dar Al-Gharb Al-Islami, Beirut 1992.
- Al-Amin tape, Party pluralism in the experience of the National Movement 1919-1962, Office of University Publications, Algeria 1998.
- Tape Abdullah, Political Thought and Ideological Effort in Algeria, National Book Foundation, 1986.
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- Julien, Charles Andre: North Africa is on the move - Islamic nationalisms and French sovereignty, Arabization by Al-Munji Slim and others.
- Qaddash Mahfouz and Qanansh Muhammad, North African Star (1926-1937), 2nd edition, Office of University Publications, Algeria 1991.
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- Julien, Charles Andre: North Africa is on the move - Islamic nationalisms and French sovereignty, Arabization by Al-Munji Slim and others.
- COLLOT, Claude and HENRY, Jean-Robert. The Algerian National Movement, Texts 1912-1954
- GUENANECHÉ, M.- The independence movement in Algeria between the two wars.
- Algerian People's Party, 1937-1939. Documents and testimonies to be used in the study of Algerian nationalism.
- BENKHEDDA, B. The origins of November 1, 1954.
- KADDACHE, M. History of Algerian nationalism.2 vol, National question and Algerian politics, 1919-1951.
- MAHSAS, A. The revolutionary movement in Algeria from the First World War to 1954. Essay on the formation of the national movement.
- MERAD, Ali. Muslim reformism in Algeria from 1925 to 1940. Essay on religious and social history.
- NOUCHI,André. The birth of Algerian nationalism.
- STORA, Benjamin. - The sources of Algerian nationalism. Ideological journeys. Origins of the actors.
- HARBI, Mohamed. Archives of the Algerian revolution.
- KESSEL, P. and PIRELLI, G. The Algerian people and the war. Letters and testimonies 1954-1962.
- MANDOUZE, André. The Algerian revolution through texts.
- ARON, R. The origins of the Algerian war, Paris, 1962, 332p.
- JAUFFRET, J-Ch, (Dir.): The Algerian war through documents, T 1, The warning: 11943-1946, SHA, Paris, 1990, 550p.

- T 2, The doors of war: 1946-1954, SHA, Paris, 1998, 1023p.
- EVENO, P. and PLANCHAIS, J. The Algerian War, Paris, 1989, 425p.
 - KOUACI, M. Algeria of yesterday, Algeria of always, ENAL, Algiers, 1984.
 - ANDER NUSCHL. The Birth of Algerian Nationalism (1914-1954). Paris, Les editions de midnight, 1962.
 - BADRA LAHOUAL: "Colonial Policy, national and super-national identity in Algeria 1830, 1937" Revusd`histoireMagrébine, vol 15 Number (June) 1988.
 - CLAUDE COLLOT AND JEAN ROBERT HENRY. MOVEMENT
 - ALGERIAN COUNTRY. TEXTS 1912-1954. 2nd ED. ALGIERS: O.P.U AND L`HARMATTAN, PARIS 1981.
 - HOUARI ADDI. The impasse of populism Algeria: national enterprise 1990.
 - KADDACHE (M). HISTORY OF ALGERIAN NATIONAKISM. ALGER. SNED T2. 1978. P761.
 - MOHAMED TEGUIA. ALGERIA AT WAR. ALGIERS: OFFICE OF UNIVERSITY PUBLICATIONS. 1988.
 - HOUARI ADDI. The impasse of populism Algeria political community and state under construction Algeria: national enterprise. 1990. P. 21

Module title: basic education

Article: the Islamic Orient between the two centuries 8-15 ad

Objectives of Education:

Mention what qualifications the student is supposed to acquire after passing this subject, in at most three lines

By studying this subject, the student gains an acquaintance with the history of the second era of the Umayyad States, the history of the Abbasid state and the level of civilization that he knew throughout the period of its existence.

Required prior knowledge : A detailed description of the required knowledge that enables the student to continue this education, at most two lines

This material comes after the student previously studied the period of the origin of Islam and the history of the first Umayyad state, and what characterized it from various manifestations of political and military life in its struggle with the Romans and conquests East and West.

Article content :

1- Fatimid Caliphate in the Islamic Levant

- 2The Levantine society during the Fatimid era.

3 - Political, economic and sectarian crises during the era of the Fatimid state

4 - The fall of the Fatimid state and the emergence of dynastic States (Ayyubids, Mamluks) .

Evaluation method:

Business-oriented mark50% +exam50%

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

-Ibn Hammad (Muhammad Ali), news of the Kings of the Bani Obeid and their biography, investigation and study of Tahami Nakra and Abdel Halim Aweys, Dar Al-Sahwa publishing and distribution Cairo.

-Al-Hameer (Mohammed bin Abdul Moneim), Al-Rawd Al-Mu'tar in the Khobar of the countries, Ihsan Abbas investigation Lebanon library Beirut, 1975.

-Judge al-Numan (Mohammed bin hayyoun), Al-manaqib and Al-Muthalib investigation Majid bin Ahmed Al-Attiyah, publications of al-Alami foundation for publications Beirut Lebanon, 2002.

-Ibn khalkan (Ahmad ibn Muhammad ibn Ibrahim), deaths of notables and the news of the Sons of time, Ihsan Abbas investigation, House of scientific books Beirut Lebanon, Dr.T.

-Al-Da'i Idris, the eyes of the Khabar and the arts of the seven seventh Antiquities (Akhbar Al-Dawla al-Fatima al-Fatima, Mustafa Ghalib investigation, Dar Al-Andalus for printing, publishing and distribution, Beirut Lebanon 2000.

- Ibn Qutayba (Abu Muhammad Abdullah bin Abdul Majid Al-dinouri), the Imamate and Politics, comment on it and put footnotes : Khalil al-Mansour, House of scientific books, Beirut

-Al-Ghazali (Muhammad ibn Muhammad), the scandals of esotericism and the virtues of mustahriyah-introduction and Correction, Abdul Karim Sami Al-Jundi, publications of Ali Muhammad Baydoun, scientific books House Beirut :2002.

- el Qalqashandi (Ahmed Ben Ali), the morning of the Ashi in the construction industry, the House of Khedive books, the Amiri printing house, Cairo :1914.

- Ibn Kathir (Ismail Ibn Omar), the beginning and the end, the investigation of Abdullah bin Abdul Mohsen al-Turki, Dar Hajar, Vol.1.

Hexagram: fifth

Unit title: Basic education

Article: Colonialism and liberation movements in Africa and Asia between the 16th and 20th centuries AD

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student will gain insight into the transformation experienced by regions of Africa and Asia that were under the authority of European colonialism after World War II, and the methods they followed for liberation.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

This course is based on introducing the student to the modern European colonial expansion into the continent of Africa and Asia after the emergence of the Industrial Revolution since the late eighteenth century and its repercussions.

Article content:

- 1) Colonialism, its causes and manifestations
- 2) The colonial movement in Africa
- 3) The colonial movement in Asia
- 4) The repercussions of the colonial movement on the peoples of both continents

Evaluation method:

Directed work mark: 50% + exam: 50%.

References: (Books, publications, websites, etc.)

- Abdel Hamid Zozo, The History of Colonialism and Liberation in Africa and Asia
- Walid Abdel Hay, Prospects of Contemporary International Transformations
- Allal Al-Fassi, Independence Movements in the Arab Maghreb
- Rashid Al-Nadouri, an introduction to the objective comparative analysis of the cultural and political history of Southwest Asia and North Africa.
- Riad Al-Samad, International Relations in the Twentieth Century, vol. 2
- FERRO Marc (editor): The black book of colonialism 16th - 21st century, 1st edition, Laffont 2003, 2nd edition, Hachette Littératures, Pluriel collection.
- FREMEAUX Jacques, Colonial empires in the process of globalization, Maisonneuve and Larose, 2002
- LIAUZU Claude: Colonization: inventory rights, Paris, A. Colin, 2004
- Ageron (Charles-Robert), Paths to the decolonization of the French colonial empire, Paris, IHTP/CNRS, 1986
- Albert MEMMI, Portrait of the decolonized Arab-Muslim and some others, Gallimard, 2004
- Béji (Hélé), National Disenchantment: essay on decolonization, Paris, Maspero, 1982
- BROCHEUX Pierre and HEMERY Daniel, Indochina, ambiguous colonization, 1858-1954, 2nd ed., Paris, La Découverte, 2001, reissue 2004
- Lacouture (Jean), the Disempire: figures and themes of anticolonialism, Paris, Denoël, 1993
- LUGAN Bernard Decolonization: 1919-1963 Colin, 1965 – Collection U.
- MICHEL Marc: Decolonizations and the emergence of the Third World., Hachette, 1993 – Carré Collection. History
- PETRE-GRENOUILLEAU Olivier, The slave trades: Essay on global history, Gallimard, Bibliothèque des Idées, 2004
- PRUDHOMME Claude, Christian missions and colonization, 16th 20th century, Cerf, 2005

- RIVET Daniel, *The Maghreb put to the test of colonization*, Paris, Hachette 2002
- Yacono (Xavier), *Stages of French decolonization*, Paris, Presses universitaires de France, collection "Que sais-je?" », 1985

Unit title: Basic Education

Article: the history of the Greeks and Romans

Education objectives:

Axes of the history of the Greeks and Romans

First: the history of Greece

- 1- Sources of Greek history.
- 2- The beginning of the emergence of civilization in Greece.
- 3- Natural and human characteristics and their impact on the cultural and political formation of the Greeks
- 4- The cultural development of Greece.
- 5- The emergence of the city-state system and the development of political systems
- 6- The Persian Wars
- 7- The Athenian Empire
- 8- Peloponnesian Wars
- 9- Cultural aspects of Greece “economy, culture, religion”

Second: Roman history

- 1- Sources of Roman history
- 2- The geographical conditions of Italy and their impact on Roman history
- 3- Early Italian society
- 4- The emergence of Rome and the establishment of the monarchy
- 5- The political and social system of Rome in the Republican era
- 6- Roman expansions in Italy and the Mediterranean
- 7- Cultural aspects of the Roman Empire “economy, culture, religion”

Bachelor's degree: General History

Education unit, methodological unit

Fifth hexagram

The subject is critical studies of historical writings.

Balance: 03

Parameter: 02

Education objectives

Mention the qualifications that the student is supposed to acquire after his success in this subject, in three lines at most) It aims to know the importance of studying sources, drawing their labels, displaying them, saving them, verifying them, and analyzing them to reach the best possible level.

Place to historical truth

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most) Prior knowledge related to the methodology and techniques of historical research, in addition to the sources of Algerian history.

Acquired capabilities

Acquiring the student's critical sense.

Creating a character in historical writings.

Differentiating between objectivity and subjectivity in historical writing.

Article content

1 - Criticism of the historical origin: ensuring the authenticity of the historical text and proving its authenticity 2- Criticism of the historical text External criticism Esoteric (internal) criticism Positive criticism and negative criticism, proving the facts
Historical

- 3- The importance of criticism in historical studies.
 - 4 Historical criticism in the Renaissance and the Age of Enlightenment.
 - Historical criticism in ancient civilizations
 - 6 - Pioneers of historical criticism in the contemporary period
 - 7- Historical criticism of archival documents
 - Historical criticism of oral narration
 - And historical criticism of material evidence
 - 10 - Historical criticism of auxiliary sciences.
 - 11 - Historical criticism of personal memoirs
 - 12 - Historical criticism of journalistic writings
 - 13 - Editing manuscripts 14 - Calamities and their importance in historical studies
 - 15- Historical criticism of university periodicals and theses.
- Evaluation method: Exam score 50% + Directed work 50%

the reviewer. Edward Karl What is history? Translated by Maher Kilani and Pierre Akl.

Hassan Othman Historical Research. Layla

Al-Sabbagh: A Study in Historical Research Methodology.

Abdul Wahab Ibrahim Abu Suleiman Writing scientific research in a new formulation.

Ibrahim Baydoun: Issues of Method in Arabic Historical Writing, Dar Al-Histor Al-Arabi, Beirut, 1st edition, 1995.

Hugh Atkin: The study of history and its relationship to the social sciences, translated by Mahmoud Zayed, Dar Al-Ilm Lil-Millain, Beirut, D.T.

The Secret of the Seal, Othman Ali, Principles of Teaching History, Dar Al-Shawaf, Cairo, 1992

Mahmoud Al-Huwairi: Research Methodology in History, Egyptian Office for Publications Distribution.

Mansour Noman Ghassan Theeb Al-Thumari: Scientific research is a craft and an art, Dar Al-Kindi.

Asad Rustom, The Concept of History, Modern Library, Sidon - Beirut, 1st edition, 2002

Hassan Othman, Methodology of Historical Research, Dar Al-Maaref, Cairo, 3rd edition, 1970. Abdul Aziz Al-Duri, The Origins of History among the Arabs, published by the Zayed Center for Heritage and History, Al-Ain, United Arab Emirates. 2000 United

Nasser Al-Din Saidouni, Basics of History Methodology, Al-Kasbah Publishing House, Algeria 2000 Edward Carr, What is History? Translated by Maher Kilani and Pierre Akl, Arab Foundation for Studies and Publishing, Beirut, 2.1980

- Muhammad Othman Al-Khasht, the art of writing scientific research and preparing university theses, Dar Rehab for Printing, Publishing and Distribution
Algeria without history.

Abdullah Muwaffaq, documenting and controlling texts according to hadith scholars.

Abdul Azim Al-Deeb: The Method in the Writings of Westerners in Islamic History.

Mr. Ali Winter, scientific method and social sciences.

Hexagram:05**Unit title: Exploratory teaching****Subject: The history of social and political thought in the contemporary period**

Balance: 01

Parameter: 01

Article content:

An overview of social and political thought in ancient times.

First: The history of social thought

- Social thought in Europe: in the Middle Ages and in the Renaissance.
- Think about IbnKhalidun
- Social contract theory
- Marxist philosophy
- Contemporary social theories

Second: The history of political thought

- Political thought in the Renaissance era
- IbnKhalidun's theory of the state
- The era of the French Revolution
- Contemporary political theories (socialism, liberalism, democracy)
- New world system.

Evaluation method:

the exam

100%

List of sources and references:

- Ibrahim Turki, *Between Philosophy and Literature in Arab Thought*, Alexandria 2004 -
- Ahmed Gedi, *The Ordeal of the Renaissance and the Puzzle of History in Modern and Contemporary Arab Thought*, Center for Unity Studies, Beirut 2005.
- - Izaya Berlin, *The Roots of Romanticism*, translated by Saud Al-Suwayda, Jawadul for Publishing and Distribution, 1st edition 2012.
- - IshaqRabah, *Studies in the History of Arab Thought*, Dar Kunooz, Amman 2009
- AsadRustom, *Islamic sects and sects*, Beirut
- Ismail Ali Saad, *Power Theory in Political Sociology*, Dar Al-Maarifa -
- - Albert Hourani, *Arab Thought in the Renaissance 1798-1939*, Beirut 1997
- - Bertrand Russell, *The History of Western Philosophy*, translated by Muhammad Fathi Al-Shenety, Egyptian House of Books, 1977.
- Berslöfdijk, *Nietzsche's Fifth Gospel*, translated by Ali Misbah, Al-Jamal Publications.
- Piermontibello, *Nietzsche and the Will to Power*, translated by Jamal Mufarrej, Arab House of Sciences, 1st edition, 2010 AD.
- - Beaustraus and Joseph Crossi, *The History of Political Philosophy (from John Locke to Heidegger) Part Two*, translated by Mahmoud Sayyed Ahmed, Supreme Council of Culture 2005
- - Khalil Al-Samarrai, *Studies in the History of Arab Thought*, Beirut
- De Lacy O'Leary, *Arab Thought*, Naflah for Arabic, Ismail Al-Attar, Beirut 1972.
- Radwan Al-Sayyid, *Contemporary Islam*, Beirut 1975 AD
- Zaki Mahmoud, *Renewing Arab Thought*, Beirut 1975
- - Saleh Al-Ali and others, *The Development of Arab Nationalist Thought*, Beirut 1986
- Abdul KarimBarghouti, *Modern and Contemporary Arab Thought*, Birzeit 2000

- - Ali Adham, Contemporary Political Doctrines, Al-Ma'arif Press and Library, Egypt
- - Ghassan Ismail Abdel Khaleq, State and Doctrine in Arab-Islamic Thought, Beirut 2000 AD.
- - Farouk Abu Zaid, The Crisis of Arab Thought, Damascus 2001
- - Carl Gustav Jung, Nazism in the Light of Psychology, translated by NihadKhayyat, University Publishing and Distribution Foundation, 1st edition - 1992 AD.
- Kamal Al-Yaziji, Landmarks of Arab Thought in the Middle Ages, Beirut 1976
- Muhammad Arkoun, The History of Arab-Islamic Thought, Beirut 1998 AD
- Muhammad Abdul Rahman, The Originality of Arab Thought, Amman 1992 AD.

Unit title: Basic education**Article: The Ottoman Empire and the Arab Levant between 1516-1916 AD****Education objectives:**

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student will gain knowledge about the nature of Ottoman rule in the Arab Levant region and the extent of its comparison with the nature of Ottoman rule in the Maghreb, and to identify similarities and differences.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

Examining the conditions that the Arab Levant experienced after the fall of the Abbasid Caliphate, and the conditions that the region experienced between the late thirteenth century and the beginning of the sixteenth century, and the accompanying changes that were linked to the emergence of the Ottoman Empire.

Article content:

- The emergence of the Ottoman Empire
- The conditions of the Arab Levant before the Ottoman conquest
- The Ottoman conquest of the Arab East
- The nature of Ottoman rule in the Arab Levant
- Economic, social and intellectual conditions in the Arab Levant during the Ottomanera

Evaluation method:

Mark for directed work: 50% + exam: 50++%.

References: (Books, publications, websites, etc.)

- Muhammad Farid Bey, History of the Ottoman Empire, edited by Dr. Ihsan Haqqi, Dar Al-Nafais, sixth edition, 1408 AH - 1988 AD.
- Saeed Ashour, Europe in the Middle Ages, sixth edition, Anglo-Egyptian Library, 1975 AD.
- Ibrahim Shehata, Phases of Moroccan-Ottoman Relations, Mansha'at Al-Maaref, Alexandria, first edition 1980 AD.
- Muhammad al-Gharbi, The Beginning of Moroccan Rule in Western Sudan, National House for Distribution and Publishing, 1982 edition.
- Barthold, translated by Ahmed Al-Saeed, History of the Turks in Central Asia, Cairo, Anglo-Egyptian Press 1378 AH/1958 AD.
- Youssef Asaf, History of the Sultans of the House of Othman, edited by Bassam Al-Jabi, Dar Al-Basa'ir, third edition 1405 AH - 1985 AD.
- Raafat Al-Sheikh, Modern Arab History, Ain for Human and Social Studies and Research.
- Dr. Jamil Bevon, Dr. Shehada Al-Nadur, Professor Okasha, Modern History of the Arabs, first edition 1412 AH / 1992 AD, Dar Al-Amal for Publishing and Distribution.
- Dr. Ali Hassoun, History of the Ottoman Empire, Islamic Office, third edition, 1415 AH, 1994 AD.
- Al-Qarmani, History of the Sultans of the House of Othman, first edition, 1405 AH/1985 AD, Dar Al-Basir, Damascus, Syria.
- Omar Abdel Aziz Omar, History of the Arab Levant, University Knowledge House, Alexandria.

Hexagram: fifth**Unit title: Exploratory learning****Article: Europe and the Americas in the contemporary period****Education objectives:**

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student acquires the change that occurred on the American continent through the revolution in the United States of America against the English in the last quarter of the eighteenth century, and the impact of this country on the independence of Latin American countries from Spanish and Portuguese colonialism. Then the role of the New World in European events in the twentieth century.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

Based on the historical events that the world witnessed in the modern era after the geographical discoveries and the resulting European control over the New World, and the impact of this region on what happened in Europe, especially the French Revolution.

Article content:

- 1- The conditions of Europe before the French Revolution
- 2- The French Revolution 1789-1815
- 3- Europe between 1815-1870
- 4- European competition over the American continent
- 5- American independence and the Civil War
- 6- The conditions of Latin America from 1820-1914
- 7- America's entry into World War I

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

- 1- Dr. Muhammad Anis and Dr. Sayyed Rajab Haraz, Introduction to the History of the Americas.
 - 2- H.G. Wells, A Brief History of the World
 - 3- Allen Tuftz, Henry Steele Comics, History of the United States of America, translated by: Mustafa Amer.
 - 4- Pierre Renovan, History of International Relations, translated by: Dr. Jalal Yahya.
 - 5- Local Shine, Latin America.
 - 6- Pierre Renovan, History of the Twentieth Century, translated by: Dr. Nouredine Hatoum.
 - 7- Dr. Abdel Aziz Nawar and Dr. Abdel Majeed Na'ani, Contemporary European History
- Garraty, J. A., A Short History of the American Nation, New York, 1973.
McMaster, J.B., The United States and Latin America.
Seymour, C., Woodrow Wilson and the World War I

Hexagram: fifth**Unit title: Exploratory teaching****Subject: History of Sub-Saharan Africa****Education objectives:**

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student's acquisition of knowledge of the south of the Sahara and its political aspects made him connected to the surrounding regions, especially the north and east. This is through commercial, scientific, and migration connections.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The required knowledge that enables the student to continue this education is his familiarity with the natural manifestations that characterize this region, which are reflected in human activity there. In addition to the nature of tribal diversity.

Article content:

1. Determine the location and population (the geographical and human scope of sub-Saharan Africa and its population divisions)
2. Kingdoms of Western Sudan (Ghana, Takrur, Mali, Singhai)
3. Kingdoms of Central Sudan (Kanem Borno, Hausa Kingdoms,)
4. Kingdoms of Eastern Sudan (Nuba, Funj, Darfur, Axum in Abyssinia)
5. The spread of Islam in sub-Saharan Africa. (The role of merchants and jurists, the role of migration, the role of Sufi orders, and modern Islamic movements).

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)**Sources**

- Hassan Al-Wazzan: Description of Africa, translated by Muhammad Hajji, Muhammad Al-Akhdar, Dar Al-Gharb Al-Islami, Beirut (1983 edition), vol. 1
- Abd al-Rahman Ibn Khaldun: Lessons and Diwan al-Mubtada wa al-Khabar in the days of the Arabs, Berbers, and Persians and those who contemporaneously had the greatest authority, controlling the text and placing footnotes, Khalil Shehadeh, reviewed by Suhail Zakkar, Dar al-Fikr for Printing, Publishing and Distribution, Beirut, 2001 edition.
- Marmoul Karbakhal: Africa, translated by Muhammad Hajji and others, Moroccan Society for Authoring, Translation and Publishing, Beirut (1984 edition).
- Ahmed Baba Al-Tanbukti: Obtaining Ibtihaj with Brocade Embroidery, supervised and presented by Abdul Hamid Abdullah Al-Harama, Islamic Call Publications, Tripoli, 1st edition (1989 AD).
- Ahmed Baba Al-Tanbukti: The sufficiency of the needy to know who is not in the brocade, study and investigation by Muhammad Muti', Ministry of Endowments and Islamic Affairs, Kingdom of Morocco (2000 edition).
- .DELAFOSSSE Maurice, upper Senegal-Niger, three volumes
- .DELAFOSSSE Maurice, the blacks of Africa.
- . TRIMINGHAM Spencer, history of Islam in West Africa.
- . Jean CANAL SURET, Black Africa (geography-civilization-history
- . MONTEIL (Charles): The empires of Mali
- . TEMSIR djibrilNiane: - Research on the Mali Empire in the Middle Ages, memory of the national research institute, Conakry, 1962
- Western Sudan at the time of the great empires.
- African Presence, Paris, 1975.

Hexagram: fifth

Unit title: Exploratory teaching

Subject: Social Psychology

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student acquires knowledge of one of the sciences related to history because determining the identity and nature of society affects its behavior and thus affects the course of historical events.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The student attains knowledge of one of the branches of psychology that is concerned with the social behavior of the individual and the group and its role in the relationship between members of society, within the interactions within this milieu.

Article content:

- 1- Definition of general psychology
- 2- Definition of social psychology
- 3- Social psychology in the West
- 4- Social psychology among Muslims
- 5- The relationship of social psychology with other sciences
- 6- Problems of contemporary social psychology

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

- Hamed Zahran (1977). Social Psychology. Cairo, the world of books.
- Fouad Al-Bahi Al-Sayed (1995). Social Psychology. Cairo. Dar Al-Fikr Al-Arabi.
- Mohamed El-Sayed Abdel-Rahman (1998). Studies in mental health. C (2). Cairo: Dar Quba.
- Muhammad Muhammad Bayoumi (2000). Psychology of family relationships. Cairo: Dar Quba.
- Sari, Ijlal Muhammad (2003): Psychosocial Diseases, Cairo, Alam al-Kutub.
- Duckett, John (2000): Social Psychology and Intolerance, Translated by: Abdel Hamid Safwat, Dar Al-Fikr Al-Arabi, Arab Republic of Egypt.
- Zahran, Hamed Abdel Salam (2000): Social Psychology, World of Books, Egypt.
- Darwish Zain Al-Abidin (1999): Social Psychology and its Applications, Dar Al-Fikr Al-Arabi, Arab Republic of Egypt.
- Al-Enezi, Falah Mahrouth (2000): Social Psychology, 2nd edition, Riyadh, Technology Press, Kingdom of Saudi Arabia.
- Al-Enezi Falah Mahrouth (2001): An Introduction to Contemporary Social Psychology, 3rd edition, Riyadh Technical Press, Kingdom of Saudi Arabia.
- Abdullah, Sayed Moataz (1997): Intolerance: A Social Psychological Study, 2nd edition, Dar Gharib for Printing, Publishing and Distribution, Arab Republic of Egypt.

Hubert BONNER, Social Psychology

Paul SWINGLE, Social Psychology

A measure of contemporary Arab issues

Fifth hexagram

Level three, general history

Interlocutor:

First: Historical and political issues:

- Colonial projects and plans towards the Arab world from Campbell Bannerman to the Greater Middle East.
- The issue of Arab unity in its historical development.
- The great powers and the position on the Arab unity project.
- The Arab-Zionist conflict and its repercussions on the development of the Arab world.
- Major political movements and parties in the Arab world and construction and change projects.
- Religious exploitation in the contemporary Arab conflict.

Second: Economic issues:

- The historical roots of backwardness in the Arab world.
- Arab oil and its place in conflict and international relations
- The Arab economy in light of economic shadow and backwardness.

Third: The social cultural issue:

- Cultural procedures in the contemporary renaissance project.
- Contemporary Arab culture.
- The Arab feminist movement and the demands for social change in the Arab world.

Hexagon: Fifth**Education Unit: Exploratory****Article: Governance and Professional Ethics****Balance: 2**

Modulus: 2

Objectives of education (stating the qualifications that the student is supposed to acquire after passing this course, in three lines at most)

Educating and sensitizing students about the danger of corruption, and pushing them to contribute to fighting it by acquiring knowledge related to good governance and professional ethics.

Prior knowledge required (a brief description of the knowledge required to enable the student to continue this education, two lines at most)

Basic education in the social sciences + anthropology

The content of the article:

First: Good Governance

1 Good governance: definition of the concept

language

idiomatically

2 Main components of good governance

Democratization

Electoral systems

Decentralization

Constitutional system of government and legal rights

3 Principles and rules of good governance

Separation of powers

Judicial independence

Civil society

Media independence

Strengthening transparency, monitoring and accountability mechanisms

Community participation in civil control, human rights and citizenship

Second: Combating the phenomenon of corruption

1- The essence of corruption:

Corruption is a language

Corruption idiomatically

Religion and corruption

2- Types of corruption:

Financial corruption

Administrative corruption

Moral corruption.

Political corruption

3- Manifestations of administrative and financial corruption: • Bribery • Nepotism • Favoritism • Mediation • Blackmail and forgery. • Looting and illegal spending of public money. • Slowness in completing transactions. • Administrative, functional or organizational deviations by the employee and the official.

• Violations committed by the public employee during the performance of his duties.

• Failure to respect working times and times in attendance and departure or spending time reading newspapers and receiving visitors, and refraining from performing work or laxity, laziness and lack of responsibility

• Disclosing job secrets, deviating from teamwork, favoritism in appointment to positions of responsibility...

4- Causes of administrative and financial corruption:

1- Causes of corruption from the point of view of theorists:

Theorists and researchers of management science and organizational behavior confirmed the existence of three categories that identified these reasons, which are:

- According to the opinion of the first category:

-Urban reasons.

- Political reasons.

- According to the opinion of the second category:

-Structural reasons.

- Value reasons.

-Economic reasons.

- According to the opinion of the third category:

- Biological and physiological causes.

- Social reasons.

- Compound causes.

2- General causes of corruption. • Weak institutions, conflicts of interest, the pursuit of quick profit, the weak role of awareness in educational institutions, the media and others... Failure to strictly enforce the law,.... Etcetera

5- Effects of administrative and financial corruption:

- The impact of administrative and financial corruption on social aspects

- The impact of administrative and financial corruption on economic development

- The impact of administrative and financial corruption on the political system and stability

6_Fighting corruption by international and local bodies and organizations: - Transparency International: - The United Nations Convention against Administrative Corruption - The World Bank program to help developing countries fight administrative corruption - International Monetary Fund - Algerian efforts to combat corruption (Anti-Corruption Law 06-01, Anti-Corruption Commission, the role of the judicial police in combating corruption... etc.)

7- Methods of treatment and ways to combat the phenomenon of corruption: (The religious aspect, the educational aspect and increasing awareness of the dangers of corruption. The political aspect, The economic aspect, the legislative aspect, the judicial aspect, the administrative aspect, the human aspect, the supervisory aspect, the aspect of participation, the aspect of belonging and loyalty)

8- Examples of some countries' experiences in combating corruption: - The Indian experience, the Singaporean experience, the United States of America experience, the Hong Kong experience The Malaysian experience, the Turkish experience. Third: Professional ethics What are professional ethics and goals

The importance of professional ethics Principles of professional ethics Integrity Objectivity Confidentiality Efficiency Evaluation method: Continuous monitoring + written exam References: (Books, publications, websites, etc.)

Musa, Safi Imam. (1405 AH / 1985 AD). Administrative reform and reorganization strategy within the scope of thought and theories (1st ed.). Riyadh: Dar Al-Ulum for Printing and Publishing.

Musa, Safi Imam. (1405 AH / 1985 AD). The strategy of administrative reform and reorganization within the scope of thought and theories (1st edition). Riyadh: Dar Al Uloom for Printing and Publishing.

<http://www.islameiat.com/doc/article.php?sid=276&mode=&order=0>

Bahar, Joseph. Administrative corruption and its treatment from an Islamic perspective

http://www.scc-online.net/thaqafa/th_1.htm

Hammoudi, Hammam. The term corruption in the Holy Qur'an.
http://209.61.210.137/uofislam/behoth/behoth_quran/16/a1.htm

Feki, Mustafa. Administrative and financial corruption between policies and procedures
<http://www.cipe-egypt.org/articles/art0900.htm>

Mahmoud, Mahyoub Khader. One of the features of the age school in the fight against corruption.
<http://www.hetta.com/current/mahyoob23.htm>

Boobs, Saad. Campaign Against Corruption
<http://www.saadbazzaz.com/index.asp?fname=articles%5C7540.htm&code=display>

Taha, Khalid Issa. Prosecuting administrative corruption
<http://www.azzaman.com/azzaman/articles/2004/03/03-29/802.htm>

Administrative corruption and crimes of abuse of functional authority
<http://news.naseej.com.sa/detail.asp?InSectionID=1431&InNewsItemID=123076>

Al-Saif, Khalifa Abdullah. When do we see a correct mechanism to fight corruption?
<http://www.alwatan.com.sa/daily/2002-10-19/resders.htm>

Administrative and financial corruption (1)
<http://www.mof.gov.kw/coag-news11-4.htm>

Administrative and financial corruption (2)
<http://www.mof.gov.kw/coag-news11-5.htm>

Change management and human resources.
<http://www.ituarabic.org/11thHRMeeting/doc6.doc>

Self-management
[-world.com/learn/topicbody.asp?topicid=15§ionid=41](http://www.alnoor-world.com/learn/topicbody.asp?topicid=15§ionid=41)

Difficulties in implementing participatory management
 United Nations Development Programme (UNDP) – Programme on Governance in the Arab State (POGAR) July 2007.

Transparency and its role in combating corruption - research in writings - Mr. Muhammad Musa Al-Shati, July 2007.

Proceedings of the conference (New Horizons in Strengthening Integrity, Transparency and Accountability) Arab Administrative Development Organization - Cairo 2001.

Transparency International report on corruption (sent report) Dr. Ahmed El-Naggar - Economic Editor-in-Chief - Al-Ahram Center for Political and Strategic Studies in 2005. The concept of administrative corruption and its standards in Islamic legislation, Dr. Adam Noah on his crossings - College of Sharia and Islamic Studies - Jordan in 2004. Convention against Corruption in the Middle East and North Africa. First Commissioner of the Independent Anti-Corruption Commission, Jack Keyes, Kuwait Transparency Conference 13-17 January 2007. <http://www.transparency-libya.com/index.php> <http://www.shafafeyah.org/> <http://www.undp-pogar.org>

Hexagram: fifth

Unit title: Horizontal education

Subject: Foreign language

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

Hexagram: sixth**Module title: basic education****Article: the Islamic Orient between the two centuries 8-15 ad****Objectives of Education:**

Mention what qualifications the student is supposed to acquire after passing this subject, in at most three lines

By studying this subject, the student gains an acquaintance with the history of the second era of the Umayyad States, the history of the Abbasid state and the level of civilization that he knew throughout the period of its existence.

Required prior knowledge : A detailed description of the required knowledge that enables the student to continue this education, at most two lines

This material comes after the student previously studied the period of the origin of Islam and the history of the first Umayyad state, and what characterized it from various manifestations of political and military life in its struggle with the Romans and conquests East and West.

Article content :

- 1- Fatimid Caliphate in the Islamic Levant
- 2The Levantine society during the Fatimid era.
- 3 - Political, economic and sectarian crises during the era of the Fatimid state
- 4 - The fall of the Fatimid state and the emergence of dynastic States (Ayyubids, Mamluks) .

Evaluation method:

Business-oriented mark50% +exam50%

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

- Ibn Hammad (Muhammad Ali), news of the Kings of the Bani Obeid and their biography, investigation and study of Tahami Nakra and Abdel Halim Aweys, Dar Al-Sahwa publishing and distribution Cairo.
- Al-Hameer (Mohammed bin Abdul Moneim), Al-Rawd Al-Mu'tar in the Khobar of the countries, Ihsan Abbas investigation Lebanon library Beirut, 1975.
- Judge al-Numan (Mohammed bin hayyoun), Al-manaqib and Al-Muthalib investigation Majid bin Ahmed Al-Attayah, publications of al-Alami foundation for publications Beirut Lebanon, 2002.
- Ibn khalkan (Ahmad ibn Muhammad ibn Ibrahim), deaths of notables and the news of the Sons of time, Ihsan Abbas investigation, House of scientific books Beirut Lebanon, Dr.T.
- Al-Da'i Idris, the eyes of the Khabar and the arts of the seven seventh Antiquities (Akhbar Al-Dawla al-Fatima al-Fatima, Mustafa Ghalib investigation, Dar Al-Andalus for printing, publishing and distribution, Beirut Lebanon 2000.
- Ibn Qutayba (Abu Muhammad Abdullah bin Abdul Majid Al-dinouri), the Imamate and Politics, comment on it and put footnotes : Khalil al-Mansour, House of scientific books, Beirut
- Al-Ghazali (Muhammad ibn Muhammad), the scandals of esotericism and the virtues of mustahriyah-introduction and Correction, Abdul Karim Sami Al-Jundi, publications of Ali Muhammad Baydoun, scientific books House Beirut :2002.
- el Qalqashandi (Ahmed Ben Ali), the morning of the Ashi in the construction industry, the House of Khedive books, the Amiri printing house, Cairo :1914.
- Ibn Kathir (Ismail Ibn Omar), the beginning and the end, the investigation of Abdullah bin Abdul Mohsen al-Turki, Dar Hajar, Vol.1.

Hexagram: the sixth

Unit title: Basic Education

Article: The Liberation Revolution between 1954-1962

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Enabling the student to know the circumstances and factors that led to the outbreak of the liberation revolution, the stages that the revolution went through, the organizations and personalities that led the armed action, and the response to all circumstances.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The student is studying this subject, after studying in the fifth semester the period of political resistance that intensified since the end of World War I and which extended until 1954.

Article content:

1. The situation in Algeria on the eve of the liberation revolution
2. The birth of the National Liberation Front Party and the National Liberation Army
3. The outbreak of the revolution (reading in the November 1st statement)
4. Attack on August 20, 1955 (circumstances, facts, results)
5. The Fasting Conference (circumstances, facts, results)
6. The political organization of the revolution (internally and externally)
7. Military organization of the revolution (procurement of weapons, methods of military confrontation)
8. French plans to eliminate the revolution
9. The Interim Government (its activities at the internal and external levels)
10. Negotiations and independence

Evaluation method:

Directed work mark: 50% + exam: 50%.

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

- Ozkan Ammar: The best jihad. Dar Al-Tali'ah, Beirut, 1962.
- Al-Ibrahimi Muhammad Al-Bashir: In the Heart of the Battle, (1954-1962), Algeria, Dar Al-Ummah 1997
- Al-Bedjawi Muhammad: Facts about the Algerian Revolution, without a publishing house or place, 1971.
- Barakat, Dirar Anissa: The Struggle of Algerian Women During the Liberation Revolution, National Book Foundation, Algeria 1985.
- Ben Khadda, Ben Youssef: The Evian Agreements, printed by DMG Algeria 1986.
- Boualtamine Jodi Lakhdar: Glimpses from the Algerian Revolution, Dar Al-Baath (Constantine), 1981.
- Or Siddiq al-Tahir: The Revolution of 1871, translated by Jabbah Masouda, National Book Foundation, Algeria, 1989.
- Bouregaa Lakhdar: Witness to the assassination of the revolution, memoirs of Major Si Lakhdar Bouregaa,
- Boumali Ahsan: The Strategy of the Revolution in its First Phase (1954-1956), Publications of the National Mujahid Museum, Algeria
- Al-Madani, Ahmed Tawfiq: A Life of Struggle (With the Riders of the Liberation Revolution), Part 3, National Publishing and Distribution Company, Algeria, 1982.
- Nait Belkacem, (born): Initial reactions to the beginning of November, Dar Al-Baath, Constantine, 1984.

- Nizar Khaled: Memoirs of Major General Khaled Nizar, Al-Khabar Publications, Algeria, undated.
- Nour Abdel Qader: Dialogue about the Revolution, supervised by Khalifa Al-Junaidi, Part 1, National Center for Documentation, Press and Publishing, 1986.
- Al-Qashat Muhammad Al-Saeed: The Tuareg Arabs of the Sahara, National Book House, Algeria, 1985.
- Hilal Ammar: Research and studies in the history of contemporary Algeria 1830-1962, Algeria, 1995.
- Hilal Ammar, Algerian Students' Activism during the November 1954 Revolution, Lavomic Press, Algeria, 1985.
- Al-Wartalani, Fadil: Rebellious Algeria, Dar Al-Huda, Algeria 1991.
- FLN, Fundamental texts of the FLN, 1954-1962.
- GPRA, All Algerians, Ministry of Information, Tunis.
- Harbi, M. The FLN: mirage and reality.
- Duchemin, J. History of the FLN.
- Chikh, S. Algeria in arms.
- Courrière, Y. The Algerian War..
- Favrod, Ch-H. The Algerian revolution.
- Historia, The Algerian War, 7 vols.
- Teguia, M. Algeria at war.
- Boudiaf, M. The preparation of November 1, 1954..
- Yousfi, M. The plot, Algeria 1950-1954, ENAL.

Algeria on the move, 2 vols.

-Benbella, A. Itineraries,

- Dahlab, S. Mission accomplished

Hexagram: the sixth

Unit title: Basic education

Article: The Islamic East between the two centuries (8-15 AD)

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Through studying this subject, the student gains knowledge of the history of the second era of the Umayyad states, the history of the Abbasid state, and the level of civilization that it witnessed throughout its existence.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

This subject comes after the student previously studied the period of early Islam and the history of the Umayyad state, the first era, and the various aspects of political and military life that characterized it in its struggle with the Romans and the conquests east and west.

Article content:

1. The Fatimid Caliphate in the Islamic East
2. -The Levantine society during the era of the Fatimids.
3. Political, economic, and sectarian crises during the era of the Fatimid state
4. -The fall of the Fatimid state and the emergence of sultanic states (Ayyubids, Mamluks).

Evaluation method:

Directed work mark: 50% + exam: 50+%.

References: (Books, publications, websites, etc.)

- Ibn Hammad (Muhammad Ali), News of the Banu Ubaid kings and their biography, investigated and studied by Tuhami Noqra and Abdul Halim Owais, Al-Sahwa Publishing and Distribution House, Cairo.
- Al-Himyar (Muhammad bin Abdel Moneim), Al-Rawd Al-Ma'tar fi Khabar Al-Aqtar, edited by Ihsan Abbas, Lebanon Library, Beirut, 1975.
- Judge Al-Numan (Muhammad bin Hayyoun), Virtues and Imperfections, edited by Majid bin Ahmed Al-Attayah, published by Al-Alami Publications Foundation, Beirut, Lebanon, 2002.
- List of references :
- Taha (Badr Mustafa), The Great Tribulation of Islam or the Demise of the Abbasid Caliphate from Baghdad at the Hands of the Mongols, Egyptian General Book Authority: 1992.
- Brockelmann (Carl), History of Islamic Peoples, Arabized by Nabih Amin Fares and Mounir Al-Baalbaki, Dar Al-Ilm Lil-Millain, Beirut 1984.
- Al-Jubouri (Ahmed Ismail), The Abbasid Caliphate, Dar Al-Fikr, Beirut: 2009.
- Hassan Ibrahim Hassan, The History of Political, Religious, Cultural and Social Islam, published and printed by the Egyptian Nahda Library: 1965.
- Muhammad Bey Al-Khudari, Al-Dawla, Al-Abbasiya, Modern Library, Sidon: 2004.
- Al-Dashrawi (Farhat), The Fatimid Caliphate in Morocco, translated by Hamadi Al-Sahay, Dar Al-Gharb Al-Islami, Beirut: 1994.
- Sorour (Muhammad Jamal al-Din), History of the Fatimid State, Dar al-Fikr al-Arabi, Cairo.
- Owais (Abdul Halim), The Development of Agricultural Land Investment Systems in the Abbasid Era, Dar Al-Tali'ah, Beirut: 1986.
- Anan (Muhammad Abdullah), Al-Hakim bi-Amr Allah and the Secrets of the Fatimid Call, Al-Khanji, Cairo: 1983.
- Bernard (Lewis), The Origins of Ismailism, Fatimiyah, and Qarmatiya, presented and reviewed by: Khalil Ahmed Khalil, Dar Al-Hadithah: Printing, Publishing and Distribution: 1993.
- Marmul (Muhammad Salih), The Internal Politics of the Fatimid Caliphate, Diwan of University Publications: Algeria: 1983. Abdel Mawla Muhammad Ahmed, Al-Ayyarun and Shattar Al-Shattar Al-Baghdadah in Islamic History, Alexandria University Youth Foundation.
- Sir William Muir, History of the Mamluk State in Egypt, published by Madbouly Library, Cairo: 1995.

Hexagram: the sixth

Unit title: Basic education

Article: The Ottoman Empire and the Arab Levant 1516-1914 AD

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student will gain knowledge about the nature of Ottoman rule in the Arab Levant region and the extent of its comparison with the nature of Ottoman rule in the Maghreb, and to identify similarities and differences.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

Examining the conditions the region experienced after the fall of the Abbasid Caliphate in Baghdad, and the conditions it experienced after that between the late thirteenth century and the beginning of the sixteenth century.

the program :

- 1) Rebellion movements in the Ottoman Empire: the Wahhabi movement - Muhammad Ali Pasha
- 2) The Eastern Question, its manifestations and effects on the Arab East
- 3) The Arab Renaissance in the Arab Levant during the nineteenth century
- 4) The Arab Levant and World War I

_ Evaluation method:

Business oriented markup: 50% +50%.

References: (Books, publications, websites, etc.)

Muhammad Anis and Mr. Rajab Haraz, The Arab East in Modern and Contemporary History

- Sonia Muhammad Saeed Al-Banna: The Janissary troupe, its origins and development through sources, 2006 AD, Al-Turkish, Beirut, Itrak Printing, ed. 2

- Al-Salabi Ali Muhammad: The Ottoman Empire, Factors of Rise and Causes of Fall, Cairo, 2006 AD. , Part 1, Dar Al-Ma'rifa.

- Qatoush Muhammad Suhail: The History of the Ottomans from the Establishment of the State to the Coup against the Caliphate, Cairo, Dar Al-Nafais, 2001 AD.

- Muhammad Thabet Al-Shazly: The Eastern Question of the Ottoman Caliphate, Beirut, Wahba Library, 1st edition.

- Muhammad Farid Bey, the Lawyer: History of the Ottoman Empire, Beirut, Dar Al-Jeel, 1977 AD.

- Muhammad Refaat: The History of the Mediterranean Basin and its Political Currents, Cairo, Dar Al-Maaref, 1980.

- Nofan Raja Mahmoud: The Military in the Levant in the two centuries AD 16-17 AD, Beirut, New Horizons House, 1981 AD.

- Yilmaz Azuta: History of the Ottoman Empire, edited by Muhammad Al-Ansari, Turkey, Part 2, Faisal Finance Foundation, 1988 AD.

- Ihsanoglu, Ekmal al-Din, The Ottoman Empire, History and Civilization, 2nd edition, translated into Arabic by Saleh Saadawi, IRCICA, Istanbul, 1999 AD.

- Anis, Muhammad Ahmad, The Ottoman Empire and the Arab Levant 1514-1914, Cairo, Anglo-Egyptian Library, Cairo, Egypt, 1981 AD.

- Al-Rihani, Amin, History of the Bible, and its Appendices, 4th edition, Dar Al-Rihani, Beirut, Lebanon, 1972 AD.

- Abdel Karim, Ezzat, Studies in Modern Arab History, Arab Renaissance House, Beirut, Lebanon, 1970 AD.

- Abd al-Rahim, Abd al-Rahim Abd al-Rahman, Modern and Contemporary History of the Arabs, 4th edition, University Book House, 1986 AD.
- Omar, Omar Abdel Aziz, Modern and Contemporary History of the Arabs, Beirut, Lebanon, Dar Al-Nahda Al-Arabi, 1975 AD.
- Awad, Abdul Aziz, The Ottoman Administration in the State of Syria 1864-1914 AD, Dar Al-Maaref, Cairo, Egypt, 1969 AD.
- Ghali Gharbi: Studies in the history of the Ottoman Empire and the Arab Levant.
- Hurewitz. J.C. Diplomaty in the Near and Middle East. A documentary record : 1535-1914, Vol. 1

Hexagram: the sixth

Unit title: Basic education

Article: Colonialism and liberation movements in Africa and Asia between the 16th and 20th centuries AD

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student will gain insight into the transformation experienced by regions of Africa and Asia that were under the authority of European colonialism after World War II, and the methods they followed for liberation.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

This course depends on the student's knowledge of the modern European colonial expansion in the continent of Africa and Asia after the emergence of the industrial revolution since the late eighteenth century, the European country's need for raw materials, and other repercussions of industrial development.

Article content:

- 1) Liberal thought crystallized in Asia and Africa
- 2) Liberation movements in Asia
- 3) Liberation movements in Africa
- 4) The role of the Algerian revolution in the rise of African liberation
- 5) The Non-Aligned Movement and its role in the liberation movement.

Evaluation method:

The mark for directed work is 50% + the exam is 50%.

References: (Books, publications, websites, etc.)

- Shawqi Atallah Al-Gamal: Modern and Contemporary History of Africa, Anglo-Egyptian Library, Cairo, D. T.
- Basil Davidson, Africa Under New Lights, London, 1912, translated by the Center for African Studies, Sebha University, 1989.
- Diab Ahmed Ibrahim, Glimpses of Modern African History, 1st edition, Al-Marikh Publishing House, Riyadh, 1981.
- Ronald Segal, A Brief History of Africa, Beirut, 1959.
- Zaher Riyad, Africa's Colonization and Independence, Dar Al-Ma'rifa, Cairo, 1966.
- Faisal Muhammad Musa, A Brief History of Modern and Contemporary Africa, Open University Publications, Libya, 1997.
- Ibrahim Abdel Majeed Muhammad, Studies in Modern African History, Egyptian Nahda Library, 2005.
- Haridi Farghali Ali Tsen, Modern and Contemporary History of Africa: Discoveries, Colonialism, Independence, Science and Faith for Publishing and Distribution, 2008.
- a. C. Hopkins, The Economic History of West Africa, translated by Ahmed Fouad Balbaa, Supreme Council of Culture, Cairo, 1998.

References in foreign languages

- CLAUZEL Jean: The decolonization of Africa., Hatier, 1995 – Optical Collection. History
- COOPER Frederick, Africa since 1940, Cambridge (G.B.), Cambridge University Press, 2002
- GAUTHIER A.: Algeria, decolonization, socialism, industrialization., Bréal, 1976
- GRIMAL Henri: Decolonization: 1919-1963., A. Colin, 1965 – Collection U.
- Julien (Charles-André), North Africa on the Move, Paris, Julliard, 1972
- LACOUR GRANDMAISON Olivier: Colonize, exterminate., Fayard, 2005

Hexagram: the sixth

Unit: Systematic teaching units

Subject: Completion of a graduation thesis

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

This course aims to prepare the student to enter the world of scientific research and integrate into it, where he begins his first actual contact with the sources that will be his basic references in his graduation thesis.

This course aims to effectively integrate the student into the world of research by developing the bibliographic research he conducted in the third semester through a historical study on a topic closely related to his specialization.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

To pursue this training, the student is required to be familiar with the general knowledge of research methods, and to be aware of the methodological aspect of scientific research, and the theories that are taken as frames of reference for historical analysis.

Article content:

1- Preparing a graduation thesis: Research in libraries ends with the completion of a graduation thesis that is presented for discussion

Evaluation method:

The student discusses his memorandum before a discussion committee consisting of at least three members, who is awarded a mark with a coefficient and a credit

References: (Books, publications, websites, etc.)

1- Books:

- Al-Mukhtar Al-Harras, Qualitative Methods in the Social Sciences
- Ahmed Badr, Principles of Scientific Research and Its Methods
- Hassan Othman, How to Write History
- Saidouni Nasser al-Din, Basics of History Methodology
- Frantz Rosenthal, Methods of Muslim Scholars in Scientific Research

2- Databases on the Internet

- <http://www.erudit.org>
- <http://gallica.bnf.fr>
- <http://classiques.uqac.ca>
- <http://horizon.documentation.ird.fr/exl-php/cadcgp.php?MODELE=vues/commun/charte/present-login-ird.html&query=1>
- <http://socio-anthropologie.revues.org>
- http://www.centre-charles-moraze.msh-paris.fr/article.php3?id_article=9
- <http://www.awu-dam.org/book/indx-study.htm>
- <http://www.espritcritique.fr/accueil/index.asp>
- <http://www.civilisations.ca/resourcef.asp>
- <http://www.gutenberg.org/browse/languages/fr>
- <http://www.textesrares.com/indnoms.html>
- http://www.pheno.ulg.ac.be/Lexique_philosophique_Fr_All.htm
- http://www.pheno.ulg.ac.be/Lexique_philosophique_All_Fr.htm
- <http://www.ai.univ-paris8.fr/corpus/lurcat/dara>
- http://www.clio.fr/BIBLIOTHEQUE/article_christianisme.asp

- http://www.clio.fr/BIBLIOTHEQUE/article_islam.asp
- http://www.clio.fr/BIBLIOTHEQUE/article_islam.asp
- <http://muttaqun.com/dictionary.html>
- <http://theses.univ-lyon2.fr>
- http://presses.univ-lyon2.fr/rubrique.php3?id_rubrique=2
- <http://www.doaj.org/doaj?func=subject&cpid=87>
- <http://www.persee.fr>

Hexagram: the sixth

Unit title: Education methodology

Subject: Study and analysis of historical texts

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Through studying this subject, the student acquires knowledge of the importance of texts and documents and how to deal with them in extracting historical facts, which qualifies him to prepare memoirs and letters in the future of his studies.

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The required knowledge that enables the student to continue this education is to give care and attention to texts and documents in deriving historical knowledge.

Article content:

- 1- The importance of sources in historical writing
- 2- Types of sources (archival documents, manuscripts, correspondence, memoirs, newspapers, literature, periodicals...)
- 3- Investigating and criticizing texts
- 4- Virtual criticism
- 5- Positive internal criticism
- 6- Negative internal criticism
- 7- Proving historical facts

Evaluation method: continuous observation

Applied Business Mark

References: (Books, publications, websites, etc.)

- Abd al-Rahman Ibn Khaldun, Introduction to Ibn Khaldun, Dar al-Haytham, Cairo, 1st edition, 2005.
- Ammar Bouhoush, Muhammad Mahmoud Al-Debat, Scientific Research Methods and Methods of Preparing Research, Office of University Publications, Algeria, 3rd edition, 2001.
- Salah al-Din Mustafa al-Fawal, Methodology of Social Sciences, Alam al-Kutub, Cairo, 5th edition, DS.
- Khaled Hamed, Research Methodology in the Social and Human Sciences, Jusoor, Algeria, 1st edition, 2008.
- Hassan Othman: Historical Research Methodology, Cairo, Dar Al-Maaref
- Hussein Mu'nis: History and Historians, Cairo, Dar Al-Ma'ar F.
- Ahmed Shemby: How to write a research or dissertation, Cairo, Egyptian Renaissance
- Shawqi Al-Gamal, Science of History, Anglo Cairo
- Asad Rustom: The Concept of History, Beirut, D-T
- Hernshaw: Science of History, Cairo, 1937 AD.

Hexagram: the sixth

Unit title: Exploratory learning

Subject: Good governance and professional ethics

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Prior knowledge required:

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The student's awareness of the manifestations of corruption in the social reality in which he lives.

Article content:

1- Good governance (concept, components, principles and rules)

2- Combating the phenomenon of corruption

- The concept of corruption and its types (financial, administrative, moral, political)

- Manifestations of administrative and financial corruption (bribery, nepotism, nepotism, mediation, blackmail, and forgery...)

- Causes of administrative and financial corruption: (political, urban, social, economic, biological causes..)

- The effects of administrative and financial corruption: (on the social, economic, and political aspects)

- Fighting corruption by international and local bodies and organizations

- Methods of treatment and ways to combat the phenomenon of corruption (presenting international experiences)

4- Professional ethics

- What is professional ethics and goals

- The importance of professional ethics

- Principles of professional ethics

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

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<http://news.naseej.com.sa/detail.asp?InSectionID=1431&InNewsItemID=123076>

Al-Saif, Khalifa Abdullah. When will we see a correct mechanism to fight corruption?
<http://www.alwatan.com.sa/daily/2002-10-19/resders.htm>

Administrative and financial corruption (1)
<http://www.mof.gov.kw/coag-news11-4.htm>

Administrative and financial corruption (2)
<http://www.mof.gov.kw/coag-news11-5.htm>

Change management and human resources.
<http://www.ituarabic.org/11thHRMeeting/doc6.doc>

self management
www.alnoor-world.com/learn/topicbody.asp?topicid=15§ionid=41

Hexagram: the sixth**Unit title: Exploratory teaching****Subject: History of political systems between 1945-1989 AD****Education objectives:**

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Through studying this subject, the student acquires knowledge of the various political systems prevailing in the world in the modern era, their role in ruling peoples, and an understanding of the process of historical events through these systems.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The required knowledge that enables the student to continue this education is that the student, through his study of historical events throughout the ages, had political entities and states behind them, and thus understands the nature of those systems in the occurrence of historical events.

Article content:

1- Liberal political systems

- Liberal ideology

- Principles of political organization in liberal political systems

- The principle of legitimacy

- The principle of nation sovereignty

- The principle of separation of powers

2- Modern liberal political systems

- Parliamentary system

- Presidential system

- Assembly government system

5- Totalitarian regimes (model of the Soviet political system)

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

Muhammad Refaat Abdel Wahab, Political Systems

Muhammad Kamel Laila, Political Systems

Tharwat Badawi, Political Systems

Asim Ahmed Ajila, Political Systems

Adel Thabet, Political Systems

Mohsen Khalil, constitutional law and political systems

Muhammad Nasser Muhanna, in the history of political ideas and the theorization of power

Ismail Abdel Fattah Abdel Kafi, political systems and media policies

Marcel Prélôt and J. Boulois, Political Institutions and Constitutional Law

André Hauriou, J. Gicquel and P. Gelard, Political Institutions and Constitutional Law

Hexagram: the sixth

Unit title: Exploratory teaching

Subject: Social Psychology

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

The student acquires knowledge of one of the sciences related to history because determining the identity and nature of society affects its behavior and thus affects the course of historical events.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

The student attains knowledge of one of the branches of psychology that is concerned with the social behavior of the individual and the group and its role in the relationship between members of society, within the interactions within this milieu.

Article content:

- 1) Social behavior and the foundations of its measurement
- 2) Values, their definition and types
- 3) Trends, their definition, and characteristics
- 4) Public opinion, its definition, and measurement
- 5) Rumors, their definition and objectives
- 6) The individual's culture and social upbringing
- 7) The group, its definition, characteristics, and types

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

- Hamed Zahran (1977). Social Psychology. Cairo, the world of books.
- Fouad Al-Bahi Al-Sayed (1995). Social Psychology. Cairo. Dar Al-Fikr Al-Arabi.
- Mohamed El-Sayed Abdel-Rahman (1998). Studies in mental health. C (2). Cairo: Dar Quba.
- Muhammad Muhammad Bayoumi (2000). Psychology of family relationships. Cairo: Dar Quba.
- Sari, Ijlal Muhammad (2003): Psychosocial Diseases, Cairo, Alam al-Kutub.
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- Zahran, Hamed Abdel Salam (2000): Social Psychology, World of Books, Egypt.
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- Darwish Zain Al-Abidin (1999): Social Psychology and its Applications, Dar Al-Fikr Al-Arabi, Arab Republic of Egypt.
- Al-Enezi, Falah Mahrouth (2000): Social Psychology, 2nd edition, Riyadh, Technology Press, Kingdom of Saudi Arabia.
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- Muhammad, Tarif Shawqi (2003): Social and communication skills, psychological studies and research, World of Books, Arab Republic of Egypt.
- Hussein Abdel Hamid Ahmed Rashwan: Public relations and media from a sociological perspective, Alexandria (Egypt), Al-Death University Office, 1993.
- Ibrahim Imam: Public Relations and Society, Cairo, Anglo-Egyptian Library, 1976
- Hassan Muhammad Khair El-Din: Public Relations - Principles and Application, Cairo, Ain Shams Library, 1973
- Muhammad Abdullah Abdul Rahim: Public Relations, Cairo, Dar Al-Taleef, 1982
- Hamida Sumaisim: The Theory of Public Opinion, Baghdad, House of Cultural Affairs, 1991
- Muhammad Mounir Hijab, Rumors and Ways to Confront Them, published by Dar Al-Fajr 2007.
- Gold, M. & Douvan, E (1997). A New Outline of Social Psychology. Washington: APA Publication. ISBN: 1-55798-408-5 ISBN 13: 978-1-55798-408-1.
- Augoustinos, M.; Walker, I & Donaghue, N (2006). Social Cognition, an Integrated Introduction. (2nd ed.), Sage Publication. ISBN: 9780761942191.

- Postmes, T. & Jetten, P. A. (2006). Individuality and the Group, Advances in Social Identity. Sage Publication. ISBN: 9781412903219.
- Baumeister, R., & Bushman .(2008).Social Psychology & Human Nature ,International Students Edition ,Thomson Higher Education , USA
- Kassin,S., Fein,S., & Markus ,Hazel .(2008).).Social Psychology , International Edition, 7th ED, Wadsworth Cengage learning , USA .

Hexagram: the sixth

Unit title: Exploratory teaching

Subject: Economic Geography

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

Through studying this subject, the student acquires knowledge of one of the branches of geography, which is economic geography, and learns about the most important natural, animal, and service economic resources, and the role of man in economic production.

(A detailed description of the knowledge required that will enable the student to continue this education, two lines at most)

This subject is considered complementary to some other subjects in the Geography major that the student studied in the first and second years.

Article content:

- 1) The concept of economic geography and its methods
- 2) The natural components of economic production
- 3) Man and his role in economic production
- 4) Bioproduction (agriculture, grazing, hunting, forest resources)
- 5) Mineral production (iron, other metals)
- 6) Energy resources (coal, petroleum, other energy sources)
- 7) Industry and its types
- 8) Transportation, merchants and services

Evaluation method:

Exam 100%.

References: (Books, publications, websites, etc.)

- Saif Salem Al-Qaidi, Introduction to Economic Geography, United Arab Emirates University, Al-Falah Publishing and Distribution Library, 2001.
- Saadi Ali Ghaleb, Geography of Transport and Trade, Baghdad National Library, Baghdad 1987 AD.
- Muhammad Mahmoud Al-Deeb, Economic Geography, Anglo-Egyptian Library, Cairo, 1986.
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- Mahmoud Muhammad Ashour: Foundations of Geography: Dar Al Qalam, Dubai, 1998.
- Ali Ahmed Haroun, Foundations of Economic Geography, Dar Al-Fikr Al-Arabi, Cairo, 2000.
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- Kamel Bakri, Economic Development, Arab Renaissance House, Beirut, 1986.
- Muhammad Abdel Aziz Ajamiya, Economic and Social Development and Its Problems, University House, Egypt, 1999
- Muhammad Ali Al-Laithi, Economic Development: Its Concept and Policies, Youth University Foundation, Egypt, first edition, 1999.
- Isabelle Généau de Lamarlière, Jean-François Staszak, Principles of economic geography
- Paul Claval, Chronicles of Economic Geography
- Franck Debié, Economic and human geography
- Alexander, j. W., Economic Geography

Hexagram: the sixth

Unit title: Horizontal education

Subject: Foreign language

English subject content:

Education objectives:

(Mention the qualifications the student is supposed to acquire after passing this subject, in three lines at most)

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

THE OBJECTIVE OF THE MODULE :

Practical use the English language as a toll 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.

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

- **Total amount of the composition** (please mention the total hourly amount distributed between lectures and directed work, for all six hexagrams for all types of educational units)

	the basic	The methodology	The exploratory	The Horizontal	The total
a lecture					
Acts directed					
Practical works					
personal business					
Other work (specify)					
the total					
Balances					180
credits % per unit of instruction					

V- Contracts/Agreement

A sample letter expressing intent or desire

(If the training offer is submitted in partnership with another university institution)

An official letter bearing the name of the relevant university institution

:Subject: Approval of double supervision for the Bachelor's degree entitled

The university (or university center) announces. Expressing its desire to double supervise the Bachelor's program mentioned above throughout the qualification period for this training. In this context, the university (or university center) :accompanies this project through

,Expressing opinion during the design and updating of educational programmes -

,Participation in forums organized for this purpose -

,Participation in discussion committees -

Contributing to the exchange of human and material capabilities -

:Signature of officially qualified official

:Function

:the date

A sample letter expressing intent or desire

In the event of submitting a bachelor's degree training offer in partnership with an)
(institution for a user sector

(Official paper bearing the name of the institution)

:Subject: Approval of a bachelor's degree research project entitled

:Submitted by

An organization declares its desire to accompany this training mentioned above as a
potential user of the product of this training

:In this context, we confirm our joining this project, and our role in it is through

,Expressing our opinion on designing and updating educational programmes -

,Participation in forums organized for this purpose -

.Participation in discussion committees -

Facilitating as much as possible the reception of students interning at the institution -
within the framework of completing graduation notes or within the framework of
.supervised projects

The necessary capabilities to carry out these operations, which are our responsibility,
will be harnessed in order to achieve and implement the goals, both on the material
.and human levels

.Mr.(a)*... will be appointed as an external coordinator for this project

:Signature of officially qualified official

:Function

:the date

:The official seal of the institution

V- A summary CV

For each person from the pedagogical group concerned with training in the specialty

(internal and external framing)

(according to the following form)

:Field official-1

CV statement

Title: Debla

Name: Debla Abd El Ali

Date and place of birth: 04/19/1961 Biskra

Family status: Married

Personal address: P.O. 381 Alalia Biskra 07000/Algeria

Mobile: 00213771585185

Work Title: Department of Social Sciences/Faculty of Humanities and Social
/Sciences

Mohamed Kheidar University of Biskra / Algeria

Email: debladz@yahoo.fr

Position: Professor of Sociology at the University of Biskra

Visiting Professor, Department of Sociology, Kuwait University, 2004-2006

.Academic rank: PROFESSEUR

:Scientific certificates

.Bachelor of Arts 1980 -

.Bachelor of Sociology, Constantine University, 1984 -

.Master's degree in Sociology with excellent grade - Cairo University 1989 -

State Doctorate in Sociology with a very honorable grade - Constantine University -
.1997

.Teaching at the graduate level (bachelor): from 1989 to the present-

.Teaching at the post-graduate level (Master's): from 1998 to now-

.Teaching at the post-graduate level (doctorate): from 2010 to now-

:career

(Assistant Professor (October 1989-May 1998

(Lecturer (May 1998-December 2003

(- Professor - PROFESSEUR (December 2003

:Administrative and teaching positions are the duties of

Chairman of the Scientific Council of the College of Humanities and Social Sciences-

Responsible in the field of humanities and social sciences-

Resident at some Arab universities

University of Biskra, Algeria-

Mu'tah University - Jordan-

Kuwait University-

King Saud University - Riyadh / Saudi Arabia

University of Constantine - Algeria-

:Member of the reading committee-

Social Sciences Journal - Kuwait University -

Journal of the Center for Gulf and Arabian Peninsula Studies - Kuwait-

.Journal of Human Sciences - Constantine University -

.Journal of Human Sciences - Mohamed Kheidar University, Biskra -

.Al-Bahith Magazine, Department of Sociology, Constantine University -

-Journal of Social and Human Sciences - University of Batna- -

Al-Haqiqa Magazine, Adrar University -

Journal of Human Sciences - Ouargla University - Algeria -

.Journal of Human and Society Sciences - University of Biskra - Algeria -

:Honors

Honored by the University of Biskra in 2005

:Scientific publications

:Books-1

The state: a sociological vision. Dar Al Fajr for Publishing and Distribution. Cairo, - Arab Republic of Egypt. 2004

The modern Algerian state - economy, politics, society. Dar Al Fajr for Publishing -2 and Distribution. Cairo, Arab Republic of Egypt. 2004

The Algerian Crisis - Political, Social, Economic and Cultural Backgrounds -3 (collective author) Center for Arab Unity Studies - Beirut - 1999

Authority and governance mechanisms in the era of Bourguiba in Tunisia and the -4 Arab countries (collective author). Publications of the Tamimi Foundation for .Scientific Research and Information. Tunisia. 2003

Violence and Society (Editor and Contributor), Dar Al-Huda Publications, Ain -5 Melilla - Algeria - 2004

Sovereignty and Authority: National Horizons and Global Borders (collective -6 .author), Center for Arab Unity Studies, Beirut, November 2006

.Introduction to Sociological Analysis. Dar Al-Khaldounia. Algeria. 2011 -7

Articles in international peer-reviewed journals -2

:Scientific publications

:Books-1

The state: a sociological vision. Dar Al Fajr for Publishing and Distribution. Cairo, -1 Arab Republic of Egypt. 2004

The modern Algerian state - economy, politics, society. Dar Al Fajr for Publishing -2 and Distribution. Cairo, Arab Republic of Egypt. 2004

The Algerian Crisis - Political, Social, Economic and Cultural Backgrounds -3
(collective author) Center for Arab Unity Studies - Beirut - 1999

Authority and governance mechanisms in the era of Bourguiba in Tunisia and the Arab countries (collective author). Publications of the Tamimi Foundation for .Scientific Research and Information. Tunisia. 2003

Violence and Society (ed.), Dar Al-Huda Publications, Ain Melilla - Algeria - 2004 -5

Sovereignty and Authority: National Horizons and Global Borders (collective -6
.author), Center for Arab Unity Studies, Beirut, November 2006

Introduction to Sociological Analysis. Dar Al-Khaldounia. Algeria. 2011 -7

Articles in international peer-reviewed journals -2

The state and the nature of governance in Algeria - Al-Mustaqbal Al-Arabi -1
.magazine - November 1997 issue

Philosophy and principles of modern management - Wasat Al-Jumhuriya - 2
.Publications - 1997

The nature of the state and its role in Third World societies - Journal of Social and --3
Human Sciences - University of Batna, No. 03, 1995

Arab sociology and Western approaches - Biology Journal - University of Batna --4
(Issue 4, October 2001

Postmodernism in contemporary sociological theory - Al-Bahith Magazine - --5
(Department of Sociology - Constantine University. (Issue 3, 2001

Islam and the West from the dialogue of cultures to the clash of civilizations. -- 6
(Biology Magazine - Batna University - (Issue 6 October 2002

The Arab world and the challenges of globalization: Journal of Human Sciences - --7
.Mohamed Kheidar University of Biskra - Issue 3, October 2002

TYPOLOGIES DES BIDONVILLES- ANALYSE CRITIQUE Journal of Human - 8
Sciences - Mohamed Kheidar University of Biskra - Algeria - (Issue 5 December
(2003

Sociology of Health - Al-Bahith Magazine - Department of Sociology - -9
(Constantine University. (Issue 5, April 2004

Algerian school programs. Detective Notebooks Magazine (Issue 4, January - 10
(2009

The quality of education within the educational system in light of the obstacles to -11
achieving reform and its requirements - Dafatir Al-Makhbar Magazine (Issue 5, June
(2009

Youth, globalization and value systems. Journal of Social Sciences, University of -12 (Setif. (Special issue, April 2010

Sociology in the face of urban violence. Biskra University Publications. 2011 -13

Marital violence - a study of the concept, forms, and causes leading to it. Journal -14 of Human Sciences - Mohamed Kheidar University of Biskra - (Issue March 24, (.2012

Contemporary environmental trends and the crisis of the relationship between - 15 man and the environment - a cultural approach. Journal of Human and Society .(Sciences. (Issue 5 March 2013

The reality of school health in Algeria. Journal of Human Sciences and Society -16 .((Issue 6, June 2013

:Coordinator - Head of the Training Division

Name: Nasr al-Din

Nickname: Masmoudi

Date and place of birth: October 14, 1956, Biskra

(Address: P.O. Box 625, Park, July 05, 1956, Biskar (07000

Personal phone: 07.99.30.18.53

Email: masmoudi56@yahoo.com

Family status: Married and father of four children

The situation regarding national service: National service duty was ended in January .1987 at the Military Academy of Various Arms in Cherchell

Current position: Professor in the Department of Human Sciences - Mohamed - Khaysar University - Biskra

:Certificates obtained

Baccalaureate in Arts and Humanities, 1977, Biskra -1

Bachelor of History - Mentouri University - Constantine Guanté 1981 -2

Bachelor of Legal and Administrative Sciences - Hajj Lakhdar University - Batna, -3 June 1994

An inspector's certificate in education from the Institute for the Training of -4 .National Education Officers in El Harrach - Algiers, 1999

Certificate of Professional Competence for Female Lawyers from Mohamed -5
Kheidar University - Biskra - 2003

Master's degree in modern and contemporary history from the University of -6
.Algiers, specializing in resistance and the liberation revolution 2008-2009

Fifth-year doctoral registrar for the year 2012-2016 -

Founding member of the National Foundation for the Historic Sixth State under the -
.supervision of the National Mujahideen Organization

Member of the Scientific Council of the Mujahid Museum of the Sixth Historical -
-State - Biskra

:Scientific studies-

Khalid bin Al-Walid and his military genius, Al-Nibras Magazine, No. 11, issued by -
.the Military Academy of Various Weapons in Cherchell, Algeria, June 1986

The Islamic Nation between its cultural depth and globalization, Al-Khaldouniya -
Magazine, No. 4, issued by the Khaldouniya Society for Research and Studies in
.Biskra, January, February, March, 2005

:Forums-

The Maghreb countries before the Islamic conquest, International Forum - Uqba bin -
Nafi Al-Qahri - Publications of the Khaldounian Association - Biskra - 2010

:Specialization Responsible

.....Name and surname: Ghardaine Mughniyeh

..... - Date and place of birth: 12-18-1983 in Maghnia - Tlemcen

.....Algerian nationality

...Family status: Married

.....Address: Alalia district - Biskra

Email: maghnia gherdaine@yahoo.com

Position: Assistant Professor, Class "A," at Muhammad Khudair University

Obtained certificates

Baccalaureate degree, Arts and Sharia Sciences Division, 2002

Bachelor's degree in History 2006, Department of History, Abi Bakr Belkaid
- University - Tlemcen

Master's degree in medieval history, 2010, Department of History, Abi Bakr Belkaid
.University - Tlemcen

Temporary professor in the history and civilization of ancient Morocco, Department
of History - University of Tlemcen - since 2012-2014

Registered in the sixth year of a doctorate in medieval history, Department of History,
.- Abi Bakr Belkaid University - Tlemcen

:Scientific contributions

Eastern Andalusia after the Almoravids: an article published in the Cannes -
International Historical Periodical

Bejaia, the first destination of the Beni Ghania in the expansion: an article published -
in Al-Qartas magazine, the laboratory of cultural and intellectual studies, Abi Bakr
- Belkaid University - Tlemcen

The revolutions of the disciples in western Andalusia: an article published in the _
Khalduniya Journal of Humanities and Social Sciences - Ibn Khaldun University -
Tiaret, the investigation methodology according to Dr. Salah al-Din al-Hawari - The
book Al-Mu'jab in summarizing the news of Morocco - an example: a national forum
- Sufism according to Al-Muqri through his book Al-Haqiqat wa Al-Raqif: a national
forum, the advantages and foundations of education With Imam Abdelhamid Ben
Badis: a national forum - the policy of confronting barbed wire in the fifth term during
the liberation revolution: a national forum

VII - Opinion and visa of the regional seminar

**The visa is only available in the final copy of the training offer transmitted to)
(the Ministry**

VIII- Opinion and visa of the National Pedagogical Committee for the field

**The visa is only available in the final copy of the training offer transmitted to)
(the Ministry**