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

Mohamed Kheider University, Biskra AGERIA

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

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Sociales		**humanités**

2023-2024

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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 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

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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)

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4- Available human capabilities :

A- Absorption capabilities : (disclosed through the numbers of students who can be integrated into the training being offered)

B- Permanent internal supervision dedicated to training in the department/branch (to be filled out and approved by the head of the department and the dean of the college or the director of the institute) **(mandatory field)**

the signature	School subjects	The rank	Specialization certificate (MA-PhD)	Specialization certificate (graduation)	Name and Surname

Department authentication, college or institute authentication

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and approved by the to be filled out) **C** - **Permanent internal supervision devoted to training in the specialty to be opened** department head, the college dean, or the institute director) (**mandatory field**)

the signature	School subjects	Rank	Specialization certificate (MA-PhD)	Specialization certificate (graduation)	Name and Surname

Department authentication, college or institute authentication

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: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**

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.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

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꜀- 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

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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

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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

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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.

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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

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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

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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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15) The Zayanid state.

Evaluation method: *(continuous observation, examination, etc.*)
Exam mark: 60% + directed work: 40%

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

1) Abd al-Rahman al-Jilali, General History of Algeria.
2) Mahfouz Kaddache, Algeria in Ancient Times.
3) Muhammad bin Al-Mubarak Al-Mili, The History of Algeria in Ancient and Modern.
4) Yahya Bouaziz, Al-Mawjiz fi Tarikh Algeria.
5) Leonal Ballou, Algeria in prehistory.
6) K. Brahimi, an introduction to the prehistory of Algeria.
7) Abdel Hamid Hajiyat and others, Algeria in History, the Islamic Era

Hexagram: the first

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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, January**1** .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, January**1** .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%

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.**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

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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)

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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

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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.

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- 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

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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
➢ Domains 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.)

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Page 34

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

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: Institution : Bachelor's degree title
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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.).

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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

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: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).*
1) Organizing and managing documentary institutions.
2) Documentary series: collection, processing and retrieval.
3) Scientific management of documentary institutions: schools of administrative thought.
4) Documentary institution management functions.
5) Electronic management of documentary institutions.
6) Description of documents and intellectual vessels.
7) Stages of development of rules for describing documents.
8**.** Specifications and standards for describing documents
9) Functional requirements for bibliographic recording.
10) Description of the sources and making them available in documentary institutions.
11) Basics of documentary analysis.
12) Classification of knowledge and objective classification of sciences.
13) Analysis, indexing and extraction.
14) Thesaurus and the structural structure of knowledge.
15) Ontology and the Semantic Web.

Evaluation method: *(continuous observation, examination, etc.*)
Exam mark: 60% + directed work: 40%

References: (*books, publications, websites,* etc.)
1) Pebayle , Emanuelle Chevry. **Systems organization and human numbers** . London: ISTE Ed, 2017

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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

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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%

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.**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

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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).*
1) Stages of archaeological research
2) Archaeological file (scientific + administrative)
3) Archaeological survey and its types
4) Subsurface survey (sounding and geophysical methods)
5) Aerial surveying and remote sensing
6) Surveying in submerged areas
7) Fossils and their types
8) Drilling methods and techniques
9) Archaeological sites, their protection, management and exploitation
10) Laboratory work: management of archaeological finds and collections
11) Laboratory work: maintenance and preservation of archaeological finds
12) Laboratory work: dating methods
13) Documentation and report preparation
14) Archaeological research in Algeria (history of research)
15) Cultural institutions and archaeological research structures in Algeria

Evaluation method: *(continuous observation, examination, etc.*)
Exam mark: 60% + directed work: 40%

References: (*books, publications, websites,* etc.)
1 (Introduction to Archeology) Edited by: Abdul Qadir Mahmoud, King Saud University, Riyadh, 1999 AD.

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Kafafi, Zidane (Introduction to Archaeology), 1st edition, Hamada Publishing House, (2
.Irbid - Jordan, 2005 AD
Adnan Al-Bunni, Modern Archaeological Excavation (Second Edition, Ministry of (3
.(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

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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

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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

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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).*
1 - Fields of media and communication sciences, public relations
2 – Fields of media and communication sciences, media and communication
2 - Fields of media and communication sciences, opinion polling and organizational communication
3 - Fields of media and communication sciences, written journalism and electronic journalism
4 – Fields of library and information science, library economics
4 - Fields of library and information science, information science, archival science
5 - Fields of library and information science, information technology and documentation
6 - Fields of library and information science, information security and management of documentary institutions
7 - Fields of archaeology, prehistoric monuments and ancient archaeology
8 - Fields of archaeology, Islamic antiquities.
9 – Fields of archaeology, conservation and restoration
10 – Fields of archaeology, cultural tourism and tourist guidance
11 - Fields of history, ancient and medieval history
12 – Fields of history, modern and contemporary history
13- Fields of history, centers of historical research
14- Bridges between the components of the humanities disciplines.
15- Areas of employment for humanities graduates

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

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

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.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*

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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).*
1) Definition of Islamic civilization.
2) Geography of Islamic civilization.
3) Sources of the history of Islamic civilization.
4) The major Islamic metropolises in the Levant, Morocco, and Andalusia.
5) Medical and pharmaceutical sciences in Islamic civilization.
6) Astronomy and astrolabe.
7) Chemistry.
8) Mathematics and optics.
9) Islamic architecture.
10) Social laws and regulations.
11) Markets in Islamic civilization.
12) Islamic arts.
13) Crafts and industries.
14) The impact of Islamic civilization on Europe.
15) Biographies of the most famous Muslim scholars in the rational sciences.
Evaluation method: *(continuous observation, examination, etc.*).
Exam mark: 60% + directed work: 40%

References: (*books, publications, websites,* etc.).
1) Sigrid Hoenke, The Arab Sun Shines on the West.
2) Saad Zaghloul Abdel Hamid, Architecture and Arts in the Islamic State.
3) Manuel Moreno, Islamic Art in Europe.
4) Musa Abdel-Lawi, Islamic civilization and its effects on Western civilization

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Hexagram: the second
Unit name: Expeditionary
Name of the material: Documentary research
Balance: 01
Parameter: 01

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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
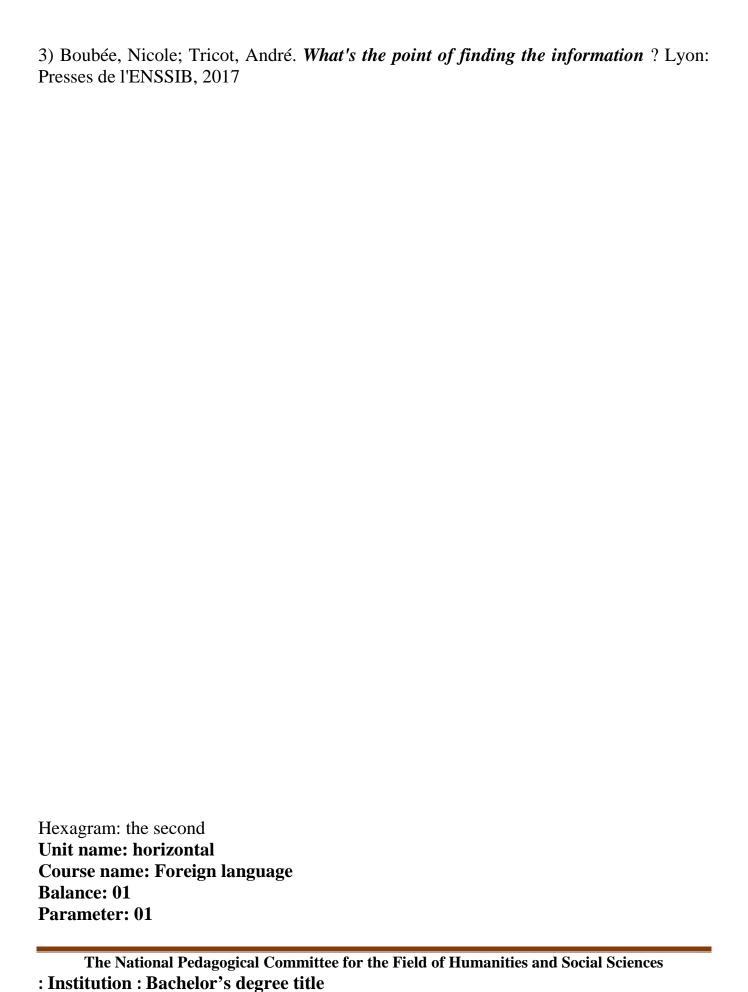.Methods and rules of referential marginalization (15

.**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

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Page 51

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

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

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- 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*

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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 formulas
➢ 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

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Fourth: Contracts/Agreements^(*)

Yes

no
If yes, agreements and contracts shall be attached to the paper and digital copies of)
(the composition presentation

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.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

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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)

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.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

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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

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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

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License Degree Training Offer

Academic

Domain: Humanities and Social Sciences

Major: Social Sciences/Philosophy.

Specialty: General philosophy.

2017 / 1018

Third Semester

Basic Fundamental Unit

Subject Course Name **: Old Eastern Thought**

Balance**05 :**

Coefficient**03**

Syllabus

Philosophical implications and the first adventures of the mind in Eastern thought (man, nature, eternity, divinity, law, justice, society...

Chinese thought Confucianism Indian thought Buddhism

Thought of the civilizations of Mesopotamia 1, Persian thought, not Manichaeism, Babylonian Zara, Sumerian thought...

Egyptian Thought Theories Justice and the philosophy of Maat - i.e. truth and uprightness... Eastern thought and the act of codification (a study of the reasons for the absence of the Atra).

Basic Fundamental Unit

Subject Course Name **: Greek philosophy**

Balance**05 :**

Coefficient**03**

Objectives:

The study of metaphysics (non-existence theology

The study of ontology, existence, man, nature, the study of axiology, ethics, beauty

Knowledge study (knowledge, its tools, its history, and its criticism)Article

Syllabus:

The emergence of Greek philosophical schools.

    A. Historical factors
      B. Economic factors.
      C. Political factors.

D. Geographical factors
E - Intellectual factors.

2- The major philosophical schools in Greece
The first stage: the stage of superstitious thinking (Greek theological thought).
The second stage: a stage
The major schools are as follows: First: the natural or cosmological school
Thales (521-550 BC) Anaximenes (588-524 BC) Anaxagoras 500 BC) - Her
Cletus (540-480 BC) - Ambad and Philis (ca. 40 BC)

3370-460) Democritus

Second: The Pythagorean school is attributed to the Pythagorean school To the
mathematical world.

Third: The Sophistic School: the fifth century BC. HEPAS Gorgias, Callikis,
and Bruta Goras.

The Socratic School: Socrates (333 486 AD.

Fourth and Fifth: Plato's ideal school.

Sixthly: Aristotle's Realistic Rationalist School: Aristotle Thales.

Seventh: The Stoic School: Zeno (336-254)

Eighth: The Epicurean School: Epicurus (341270 BC......

Ninth: The Alexandrian School: Euclid, Archimedes, and the philological
linguist

Ebratosthenes, Philo of Alexandria, and Plotinus.

Basic Fundamental Unit

Subject Course Name **: History of Science**
Balance**05 :**
Coefficient**03**

Syllabus:
Defining the concept of the history of science
The history of science in Mesopotamian civilizations (Iraq Persia...
History of Sciences in Chinese and Indian civilization. The history of science in
the Pharaonic civilization
History of science among Muslims.
In the modern and contemporary era, the history of science
The history of science between accumulation and discontinuity

Methodological Unit

Subject Course Name **:** Philosophical research methodology
Balance **:**
Coefficient
Syllabus
Definition of its issues, mechanisms, methods of philosophical research,
techniques, philosophical research, presentation, note 2, article)
Method and philosophy: The dialectic of order and chaos) The dialectical approach
from Plato to Hegel
Methodology: Materialist dialectics (Marx, Althusser, Max Weber)
Analytical approach

Methodological Unit
Course name: **Traditional Logic**
Balance:
Coefficient:

Definition of classical logic

Pre-Aristotle Logic Learn about ancient Indian logic through The book of the Vedas

Aristotelian logic origins and development

Study of issues, perceptions and ratifications

Measurement and its forms.

Famous fallacies

Traditional logic obstacles and the development of knowledge mechanisms

Beyond traditional logic: The crisis of traditional logic and the problem of going

Course name: Khaldounian Thought
Course Content:

The Khaldunian tendency in contemporary thought. Employing Khaldunian thought between the tendency
Scientific and ideological tendency
Khalduniya and urban science
Khaldunism and issues of the state and human society. Khaldunian thought, the reasonable and the unreasonable.
Khaldounian thought between symbolic capital and symbolic capital and world heritage.
Post Ibn Khaldun: Prospects for the Development of Khaldun's Thought: Ibn Khaldun vs. Ibn. Khaldoun

Al-Khalduni's thought and his position on alchemy, theology, philosophy, mysticism, magic, and Greek heritage)

Exploratory Unit, Optional
Subject: Philosophy of Ethics
Course Content:
The concept of value and its types
The problem of the relativity of values and their absolutes in ancient philosophy /
The Sophists 2
The model
The problem of value between Platonic philosophy and Aristotelian philosophy. 3
For theories of value in modern philosophy: Allock, Rousseau, and Kant
The problem of values in revolutionary philosophy Karl Marx, Friedrich
Nietzsche...
Pragmatic thought.. the philosophy of values and the crisis of the assistant,
challenges, science, technical wars. Value societies in William

Exploratory Unit, Optional
Course name: Philosophy of History

The concept of the philosophy of history and its application areas.
History and Myth: The relationship of history to myth through major historical
works.
Herodotus) 3- God and History: Analysis of the vision that makes history merely
events created by God – Saint Augustine) and heroes and history, the role of heroes
in: making the historical event - Vico, the state 5- and history analysis, Hegel's
theory: in history. and the state)

And history and causality

7- History and teleology

8 - History and teleology

- History and determinism. - The end of history.

Exploratory Unit, Optional
Course Unit: Philosophy of Religion

The concept of philosophy of religion. -
Logic of philosophy of religion.
Distinguishing religion from philosophy. Philosophy of religion and philosophical religion.
Religion as a form of life.
Philosophers and theologians.
The future of philosophy of religion

Horizontal Unit:
Module: Foreign language through philosophical texts

Module content:

Texts of Protagoras (Virtue)

Plato's texts in the Republic (Aristotle's texts on ethics)

Epicurus's texts: Pleasure and Deprivation)

Cicero Virtue Texts

The texts of Plotinus of Alexandria are the text of the abundance of the Enneads

Texts of Saint-Augustin Confessions Texts of Villon (Plan of the World)

Texts of Al-Farabi (Prophecy)

Texts of Ibn Rushd: Philosophy and Sharia) Texts of Ibn Maimon (Mishna)

Texts of Thomas Aquinas (Faith) Texts of Nicola Machiavelli (The Prince

Forth Semester

Module: Jewish/Christian philosophy

Jewish philosophy

- Historical presentation

Sources of Jewish philosophy:

-Greek philosophy.

-Sacred texts: The Torah - The Talmud.

- Investigations of Jewish philosophy.

- Notables of Jewish philosophy.

- Philo of Alexandria.

- Moses ben Maimon.

- Seger de Parabans.

- The relationship of Jewish philosophy to Christian philosophy.

-The relationship of Jewish philosophy to Islamic philosophy.

- Christian philosophy

- Historical introduction

Sources of Christian philosophy:

-Greek philosophy.

- Holy texts: Old Testament and New Testament.

- Investigations of Christian philosophy.

- Signs of Christian philosophy.

- Saint Augustine.

- Saint Anselm.

- Thomas Aquinas.

- The relationship of Christian philosophy to Jewish philosophy.

- The relationship of Christian philosophy to Islamic philosophy.

Module: Hermeneutics in middle ages

Contents:

The concept of Hermeneutics and its types

Principles and origins of Hermeneutics

Mythical basis of philosophy of Hermeneutics (Herms, the birth of Hermeneutics)

Language and Hermeneutics

Hermeneutics and Symbol

Religious text and Hermeneutical issues (Islamic, Christian, Jewish)
Hermeneutical approaches in human and social sciences
Philosophical text Hermeneutics (Averros, Ibn mimoun, Thomas Aquinas)
Philosophical Argumentation among textual context
Philosophical text between translation and Hermeneutics in middle ages.
Models of Hermeneutical schools in middle ages.

Module: Islamic scholastic theology
Contents:
Islamic scholastic theology, Definition and method,
Factors of the emergence of theology and Islamic groups
Theology Islamic groups
- The Jahmiyyah, the Mu'tazila, the Kharijites, the Murji'ah, the Shiites, the Ash'aris,
4- Major issues
1-Problems of faith, reparation, and choice.
2- Imamate and politics: Shiites and Kharijites.
3- The Mu'tazila sect: origins and five principles.
4- The Divine Self and Attributes.
5- Human action and choice.
6- The necessity of religious knowledge and the problem of reason and transmission.
7- The Ash'ari, the Mu'tazila crisis and the emergence of the Ash'ari sect.
8- The problem of the self and attributes.
9- Gain theory.
10- The decisive, the similar, the duality of reason, and transmission
11- Esoteric movements: Ismailism
12- Origin and expansion, Ismaili theology and esoteric interpretation
13- Imamate according to Ismailis and its relationship to esoteric interpretation
14- Precise speech: The theory of the individual essence and the issue of the existence of the world.
15- The issue of the creation of the Qur'an and the dispute between the Mu'tazilites and the Ash'aris
16- Issues of disbelief, faith, disobedience, and obedience.

Module: Islamic Philosophy

Contents:

The first axis: Islamic philosophy, origins and history

1 - The emergence of rational thinking among Muslims

    - Reasons for the emergence of schools of jurisprudence

    - Jurisprudence and the phenomenon of disagreement

    - Distinguishing between jurisprudential analogy and evidential analogy

    - The problem of succession and imamate

    - Translation movement.

The second axis: philosophy and its issues

    Definition of philosophy (definition of Muslim philosophers in comparison with the Greeks)

    - Issues of Islamic philosophy

    1 - God

    2- Existence

    3 - The soul

    4- The world presented

    5 - Causality

    6 - The theory of Emanationism

The third axis: Sufism

    Definition of Sufism (Definition of Sufism)

    The topic of Sufism

    Methods of Sufism (as a subjective experience)

    - Sufi language (the concept of symbol and sign)

    The concept of the apparent and the hidden

    The concept of status and position

    The concept of the complete human being

    The concept of Sufi interpretation

Module: Philosophical research methodology

Contents:

1- The experimental method (Bacon, Stuart Mill....)

2- The Critical Method (Immanuel Kant....)

3- The positivist approach (Auguste Comte, ...)

4- The phenomenological approach (Husserl, Merleau-Ponty....)

5- The archaeological approach (Michel Foucault....)

6- The genetic approach (Nietzsche, Foucault, Gilles Deleuze...)

7- The insightful approach (Gestalt)

8- Structuralist approach (language, philosophy,...)

9- The deconstructive method (Jacques Derrida,....)

10- Against the method (Karl Paul Feyeband.....)

Module: Symbolic Logic

Contents:

- Mathematical logic: concept and history.

- Modern mathematical logic through its figures, R. Carnap, G. Cantor 1845-1918, and E. Zermelo (1871-1953, J. Herbrand 1908-1931, K. Godel 1906-1943, and A. Tarski (1901-1983, D. Hilbert 1862-1943, W. Ackermann, A.A. Frankel, 1891-1965 and L.E.J.L. Brouwer 1882-1966, ...

-Sentential logic (or propositional arithmetic)

- Truth tables.

- Truth Function.

- Standard forms of logical propositions.

- The concept of Two valued in general arithmetic.

- The principle of Two values.

- Electrical circuits.

- Mathematical logic and philosophy.

- Exercises.

Exploratory Module, Optional

Philosophy of Values

Contents:

1- The concept of value and its types

2- The problem of the relativity of values and their absolutes in ancient philosophy / the Sophists as an example.

3- The problem of value between Platonic philosophy and Aristotelian philosophy.

4- Value theories in modern philosophy (Locke, Rousseau, Kant....)

5- The problem of values in revolutionary philosophy (Karl Marx, Friedrich Nietzsche...)

6- Value in pragmatic thought (John Dewey, Peirce, William James....)

7- The philosophy of values and the crisis of contemporary societies (the challenges of science, wars, technology, globalization, ...)

Philosophy of history

Contents:

1-The concept of the philosophy of history and its application areas.

2-History and myth (the relationship of history to myth through major historical works - Herodotus-)

3-God and History (Analysis of the vision that makes history merely events created by God - Saint Augustine -)

4-Heroes and History (the role of heroes in creating the historical event - Vico-)

5-The State and History (Analysis of Hegel's Theory of History and the State)

6-History and causality

7-History and teleology

8-History and teleology

9-History and determinism.

10-The end of history.

Philosophy of religion

Contents:

- The concept of philosophy of religion.

- The logic of the philosophy of religion.

- Distinguishing religion from philosophy.

- Philosophy of religion and philosophical religion.

- Religion as a form of life.

- Philosophers and theologians.

- The future of philosophy of religion.

Horizontal Modules

Philosophical Sources

Contents:

(Works directed at reading some of the major sources in the history of philosophy)

- Select a chapter from Plato's book The Republic.

- Select a chapter from Aristotle's book Politics.

- Select a chapter from Saint Augustine's book City of God.

- Select a chapter from the book Excerpted Chapters by Al-Farabi.

- Select a chapter from Ibn Rushd's book Fasl al-Maqal.

- Select a chapter from the book An Essay on Method by René Descartes.

- Select a chapter from the book The Social Contract by Jean-Jacques Rousseau.
- Select a chapter from the book Critique of Pure Reason by Immanuel Kant.
- Select a chapter from Hegel's book, The Phenomenology of Spirit.
- Select a chapter from the book Theology and Politics by Baruch Spinoza.
- Selecting a chapter from the book Criticism of Political Reason by Muhammad Abed Al-Jabri.

Module: Foreign Language For Academic Purpose
Contents:
- Text by Thomas Hobbes (The Two Lifters)
- Text by John Locke (A Treatise on Tolerance)
- Text by René Descartes (Meditations)
- Text by Jean-Jacques Rousseau (The origin of inequality among people)
- Text by Immanuel Kant (Critique of Practical Reason)
- Text by Friedrich Nietzsche (The Decline of Idols)
- Text by Charles Sanders Peirce (How Do We Know)
- Text by Henri Bergson (laughter)
- Text by Jean-Paul Sartre (Existentialism)
- Text by Martin Heidegger (Being)
- Text by Thomas Kuhn (The Scientific Revolution)
- Text by Michel Foucault (History of Madness)
- A text by Habermas (post-secularism)

Fifth Semester

Education unit: Basic

Article: Modern Western philosophy

Credit:5

Parameter: 2

Education objectives:

(Mention the qualifications the student is supposed to acquire after his success in this subject, in a maximum of three lines)

 Identifying the most important problems addressed by philosophers in the modern era, especially the philosophy of enlightenment.

Required prior knowledge

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

- Greek philosophy.

- Christian philosophy.

 -Islamic and Jewish philosophy

Content of the material:

- Greek sources of modern philosophy:

- The revival movement.

- The Renaissance movement

- Humanism.

- The major currents in modern philosophy:

- The rationalist trend.

 -The experimental trend.

- The ideal critical trend

- The Marxist trend.

 - General criticism

 Evaluation method: (continuous observation and examination)

 References : (Books, publications, web sites, etc.)

***

Education Unit: Basic

Article: Modern Arab thought

Education objectives:

Mention what the student is supposed to be acquired from his success after his success in this article, in three lines at most

This material contributes to identifying an important stage in modern and contemporary Arab history, represented by the emergence of many names and figures who took upon themselves the responsibility of reviving the Arab-Islamic civilization, especially after the fall of the Ottoman Empire and the cessation of the colonial wave.

- Prior knowledge required:

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

The student can employ various knowledge of the history of Arab thought, in addition to interacting with the intellectual developments and dialogues that abound in the contemporary intellectual and political arena through various media.

Article content:

-Defining the thought of the Arab Renaissance

- Factors that led to its emergence

- Arab nationalism

-Reformists

- Revolutionaries

- Religious currents

 -Progressives

Evaluation method: (continuous observation and exams)

References: (Books, publications, websites, etc.

******

Education unit: basic

Article: Aesthetics

Education objectives:

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

  Learn about the foundations of aesthetics and the principles of artistic work

Prior knowledge required

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

-General philosophy - General culture.

Article content:

-Definition of aesthetics (origin, flags, its relationship to art)

-Advantages of aesthetic discourse.

-The cognitive problem in aesthetic discourse.

The problem of art philosophy

- Major trends in the philosophy of art. (Idealist, romantic, Marxist, pragmatist, realist, absurdist...)

The future of art and aesthetic discourse

Evaluation method: (continuous observation and exams)

****

Education unit: Basic

 Subject: Philosophy of Science 1

 Education objectives:

 (mention the qualifications that the student is supposed to acquire after his success in this subject, in three lines at most)

Identify the most important frameworks and formats that It frames the theory of knowledge, as well as the attempt to practice the criticism of knowledge.

Prior knowledge required:

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

- History of science.

- Curriculum history.

Article content:

- Epistemology of contemporary science (the essence of the problems)

- Contemporary scientific revolutions

- In mathematics

- In physics

- In chemistry

- Epistemology and mathematical logic

- The problem of extrapolation.

Evaluation method: continuous observation and examination

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

****

Education unit: methodology

Subject: Modern philosophical approaches

Credit:3

Parameter: 2

Education objectives:

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

Identify the most important modern research methods in the field of philosophy, humanities and social sciences.

Prior knowledge required:

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

He must be familiar with the most important trends in modern Western philosophy, with the need to differentiate between methodology and approach.

Article content:

- Experimental method (Bacon + Stuart)

- The rational contemplative method (Roné Descartes)

- Critical Method (Kant)

- The Hegelian dialectical method.

- The material dialectical approach.

- Positive approach.

Evaluation method: (continuous observation and examination)

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

***

Education unit: methodology

Subject: Educational Philosophy1

Education objectives:

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

The standard seeks to study innovative methods in teaching philosophy, attempt to bring philosophical thinking closer to the student's mind, and focus on the characteristics of objectivity and a critical sense.

Prior knowledge required:

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

Topics concerned with teaching educational methods in general, knowledge of educational psychology, and philosophy of education.

Article content:

- Introduction to education (history and origins)

- Educational concept.

- Its characteristics.

- Educational and philosophy.

- The educational structure of philosophy.

- Didactics of competencies.

-In the concept of efficiency.

Evaluation method: (continuous observation and exams)

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

***

Learning unit: exploratory

Subject: Social Philosophy

Education objectives:

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

 Learn about practical philosophy that is concerned with the everyday and the social, and attempts to explain social facts.

Prior knowledge required:

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

 Knowledge of the sociological phenomena that most permeate intellectual and cultural life.

Article content:

- Definition of social philosophy.

- Its curricula.

- Its problems.

- Philosophy and society.

- Philosophy and the state.

- Philosophy and family issues.

- Philosophy and surrounding issues.

 Evaluation method: Exam.

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

***

Education Unit: Exploratory

 Subject: Political Philosophy

 Education Objectives:

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

Prompting the student to choose a subject From four subjects, to know his orientations and intellectual abilities.

Prior knowledge required:

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

   The student must possess an important balance of general culture and be familiar with the history of general philosophy

Article content:

Article E1- Political Philosophy

- Definition of politics, the subject of political philosophy, and its methodology.

- Political thought in Eastern thought (Confucius as a model)

- Political philosophy in Greece

  1- The Sophistic School.

  2- The virtuous city according to Plato.

  3- The state and politics according to Aristotle.

- Roman political thought (Cicero)

- Christian political thought (Saint Augustine)

- Political thought in Islam (Ikhwan al-Safa, Al-Farabi, Ghabn Bajja, Ibn Rushd)

- Political thought in the modern era

  1- Social contract theories (Hobbes, Locke, Rousseau)

2-Hegel's political philosophy.

3Marx's political philosophy.

4- Political philosophy according to Baruch Spinoza.

- Issues of contemporary political philosophy

1- The state and the nation

2- Governance systems

3- Law and individual rights.

5- Citizenship and globalization.

6- War and Peace.................

  Article E2 - Philosophy of Morals

Definition of moral philosophy.

- Its fields and issues.

- Its problems and mechanisms.

- Major ethical trends (idealist, rationalist, pragmatist, materialist, Islamic,...)

- Crisis of values.

- The future of values.

-Ethics and politics..

Article E3 – Philosophy and principles of human rights.

- Introduction to the philosophy of right.

- The dialectic of right and duty.

- A natural right.

- Divine right.

- Civil right.

- The philosophy of right according to contemporary thinkers (Kant, Hegel, Marx,...)

- Contemporary philosophy of right (Nietzsche,...)

- The philosophy of right and the problem of citizenship.

- Philosophy and human rights.

   Article E4 – Philosophy and Bioethics

-Definition of bioethics.

- The philosophical dimension of bioethics.

- The crisis of science and philosophy.

- Ethics of science.

- The future of man.

Evaluation method: exam.

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

*****

Teaching unit: horizontal

Subject: Foreign language 1

Education objectives:

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

Teaching this standard aims to provide the student with the opportunity to come into direct contact with the philosophical product and interact with the text directly in terms of ideas and language. It also provides the possibility of developing the mental abilities to analyze and understand the text in depth.

Prior knowledge required:

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

The student can employ various knowledge about dealing with texts, and he can also employ his knowledge about philosophy in general.

Article content:

- Greek texts

- Christian texts

-Jewish texts

- Islamic texts

- Modern Western texts

- Contemporary Western texts

- General texts.

Evaluation method: continuous observation

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

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Sixth semester

Education unit: basic

Subject: Contemporary Western philosophy

Education objectives:

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

Identifying the most important problems addressed by philosophers of the contemporary era, and realizing the areas of distinction and difference with those of the Enlightenment philosophers who preceded them. At the same time, realizing the areas of communication and harmony.

Prior knowledge required:

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

-Greek philosophy.

- Christian philosophy.

Modern Western philosophy -

Article content:

- Introduction to contemporary Western philosophy

- Its concept and characteristics.

- The German School (Nietzsche, Husserl, Heidegger, Habermas,.....)

- The French School (Henri Bergson, Gabriel Marcel, Jean-Paul Sartre, Merolo-Ponty, Jacques Derrida, Luc Ferry...)

- The Anglo-Saxon School (John Dewey, Bertrand Russell, William James, Charles Sanders Peirce,.....)

- The Italian School (Gramsci, Croce, Umberto Eco, ...)

- Other Western schools (choosing effective models)

- General evaluation

Evaluation method: continuous observation and examination

Education unit: basic

Subject: Contemporary Arab Thought

Objectives:

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

Studying the most important reasons for the emergence of contemporary Arab thought and identifying the major philosophical problems it addressed, as well as its most important pioneers.

Prior knowledge required:

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

Identify the most important fundamental differences between Renaissance .thought and issues of contemporary Arab thought

Article content:

- From the Arab Renaissance to the philosophy of reform.

- Evolutionary trend.

- Liberal trend (Taha Hussein).

- Marxist trend (Hussein Mroueh - Tayeb Tizini).

- National Trend (Shini Al Hosary).

- Existential and personal orientation (Abdul Rahman Badawi-Ghaziz Hababi).

- Structural (algebraic) trend.

Interpretive direction (Nasr Hamid Abu Zaid). -

- Archaeological trend (Mohamed Arkoun).

- Sufi trend (Taha Abdul Rahman).

Evaluation method: continuous observation and examination

References: (Books, publications, websites, etc.

        ***

Education unit: basic

Article: Aesthetics2

Education objectives:

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

Learn about the foundations of aesthetics and the principles of artistic work

Prior knowledge required

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

 - General philosophy - General culture.

Article content:

- Major trends in the philosophy of art. (Idealist, romantic, Marxist, pragmatist, realist, absurdist...)

- The future of art and aesthetic discourse.

- Aesthetics and current science.

- Aesthetics and the everyday.

- Aesthetics and religion.

- Aesthetics and politics.

- Aesthetics and cinema.

- Aesthetics and humanity.

Evaluation method: (continuous observation and examination)

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

*****

Education unit: basic

Subject: Philosophy of Science 2

Education objectives:

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

Identifying the most important intellectual currents that have dealt with issues in the philosophy of science.

Prior knowledge required:

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

- Philosophy of science thinkers

- History of science.

Article content: Continue

Working with texts or presentations only:

- Karl Popper and falsificationism

- Gaston Bachelard and Lacartesian epistemology

Thomas Kuhn and the structure of scientific revolutions

- Paul Feyerabend and methodological anarchism

-John Piaget and formative epistemology

- Georges Kanglehem Epistemology of Biology

- Epistemology of the human sciences

- Lacan and psychology

Bourdieu and social science

- Levi-Strauss and Anthropology

- Foucault and medicine

Evaluation method: continuous observation and examination

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

****

Education unit: methodology

Subject: Contemporary philosophical approaches

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 research methods in the field of philosophy, humanities and social sciences.

Prior knowledge required:

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

He must be familiar with the most important trends in contemporary Western philosophy, with the need to differentiate between methodology and approach.

Article content:

Definition of research methods (differentiation between methodology and - approach)

- The archaeological approach.

- The genetic approach.

- The chronological approach.

- Structural approach.

- Deconstructive methodology.

- Functional approach.

- The dialectical approach.

-        Descriptive method.

- Narrative approach.

- The phenomenological approach.

Against Method (Paul Karl Frelband) -

Evaluation method: (continuous observation and examination)

***

Education unit: methodology

Subject: Educational Philosophy2

Education objectives:

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

The standard seeks to study innovative methods in teaching philosophy, attempt to bring philosophical thinking closer to the student's mind, and focus on the characteristics of objectivity and a critical sense.

Prior knowledge required:

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

Topics concerned with teaching educational methods in general, knowledge of educational psychology, and philosophy of education.

Content:

- The philosophical foundations of teaching with competencies.

- Classification of competencies.

Philosophy in teaching with competencies:

- Didactics of the philosophical lesson.

- Didactics of the philosophical essay.

- Didactics of philosophical text.

- Didactics of philosophical production

Didactics of philosophical presentations

Evaluation method: continuous observation and examination

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

*****

Learning unit: exploratory

Subject: Philosophy and the everyday

Credit:1

Parameter: 1

Education objectives:

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

- Learn about the philosophy of reality

Prior knowledge required:

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

-Social philosophy

Article content:

- Practical philosophy and the crisis of theory.

- Daily and problematic life.

- Human and the crisis of livelihood.

- Human and the crisis of expression.

- Human and the crisis of governance.

- Human and the crisis of emotions.

Evaluation method: exam

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

******

Learning unit: exploratory

Subject: Optional subject

Objectives:

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

The student was prompted to choose one of four subjects, in order to know his orientations and intellectual abilities.

Prior knowledge required:

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

The student must possess an important balance of general culture and be familiar with the history of general philosophy

Content :

  Article E1- Political Philosophy

  - Definition of politics, the subject of political philosophy, and its approach.

- Political thought in Eastern thought (Confucius as a model)

- Political philosophy in Greece

  1-The Sophistic School.

  2-The virtuous city according to Plato.

  3- The state and politics according to Aristotle.

- Roman political thought (Cicero)

- Christian Political Thought (Saint Augustine)

- Political thought in Islam (Ikhwan al-Safa, Al-Farabi, Ghabn Bajja, Ibn Rushd)

- Political thought in the modern era

  1- Social contract theories (Hobbes, Locke, Rousseau)

2- Political philosophy according to Hegel.

3- Political philosophy according to Marx.

4- Political philosophy according to Baruch Spinoza.

- Issues of contemporary political philosophy

1- The state and the nation

2- Governance systems

3- Law and individual rights.

5- Citizenship and globalization.

Article 2 – Philosophy of Morals

Definition of moral philosophy.

- Its fields and issues.

- Its problems and mechanisms.

- Major ethical trends (idealist, rationalist, pragmatist, materialist, Islamic,...)

- Crisis of values.

-The future of values.

- Ethics and politics...

Article E3 - Philosophy and principles of human rights.

- An introduction to the philosophy of right.

- The dialectic of right and duty.

- Natural right.

- Divine right.

- Civil right.

- The philosophy of right according to modern thinkers (Kant, Hegel, Marx,...)

- Contemporary philosophy of right

- The philosophy of right and the problem of citizenship.

- Philosophy and human rights.

Article E4 - Philosophy and Biology

- Definition of biotech.

- Biotech issues.

- The philosophical dimension of biotics.

- The crisis of science and philosophy.

- Ethics of science.

- The future of man.

Evaluation method: exam.

****

Learning unit: exploratory

Article: Drug dangers

Education objectives:

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

   - Identify the dangers of drug abuse and addiction.

Prior knowledge required:

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

  - Religious culture.

- General culture.

Article content:

- Drugs definition.

-The phenomenon of drug abuse in society.

- Addiction and its repercussions on the individual and society.

- Fighting drugs.

Evaluation method: exam

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

****

Teaching unit: horizontal

Subject: Foreign language 2

Credit:1

Parameter: 1

Education objectives:

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

Teaching this standard aims to provide the student with the opportunity to come into direct contact with the philosophical product and interact with the text directly in terms of ideas and language. It also provides the possibility of developing the mental abilities to analyze and understand the text in depth.

Prior knowledge required:

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

The student can employ various knowledge about dealing with texts, and he can also employ his knowledge about philosophy in general.

Article content:

- Greek texts

- Christian texts

-Jewish texts

- Islamic texts

- Modern Western texts

- Contemporary Western texts

- General texts.

Evaluation method: continuous observation

References: (Books, publications, websites, etc.