

# **FACULTY OF ARTS AND SOCIAL SCIENCES**

# **FACULTY LIST**

## **OFFICERS OF THE FACULTY**

|                  |   |
|------------------|---|
| Salem, Elie      | President   |
| Bashour, Tali'   | Honorary Vice President for Medical Affairs in the US             |
| Karam, Nadim     | Vice President for Health Affairs and Community Development       |
| Nahas, George    | Vice President for Planning and Educational Relations             |
| Najjar, Michel   | Vice President for Development, Administration and Public Affairs |
| Dorlian, Georges | Dean  |
| Moubayed, Walid  | Dean of Admissions and Registration                               |
| Ayoub, Olga      | Librarian   |

## **FACULTY STAFF**

|                   |                                    |
|-------------------|------------------------------------|
| Shikhani, May     | Assistant Dean                     |
| Tannous, Nathalie | Administrative Assistant           |
| Jeha, Samar       | Executive Secretary, Dean's Office |
| Jabbour, Aline    | Event Coordinator                  |
| Saba, Julie       | Secretary                          |
| Ghanem, Aline     | Secretary                          |
| Chahine, Elie     | Laboratory Supervisor              |

## **FACULTY MEMBERS**

|                    |  |
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| Abboud, Mario      | M.A., Mass Communication<br>Lebanese University  |
| Abdallah, Manal    | M.A., English Language Teaching,<br>University of Balamand, Lebanon.                                   |
| Abdunnur, Sharif   | Dr Phil in Philosophy of Communication<br>European Graduate School (Experimental Film),<br>Switzerland |
| Abiad, Hassan      | DEA Enseignement, Langue et Littérature Arabes,<br>Lebanese University, Lebanon.                       |
| Abi Dib, Simona    | M.A., English language and literature,<br>University of Balamand, Lebanon.                             |
| Abi Gerges, Alya   | Ph.D., Psychology,<br>Université de Caen Basse-Normandie, France.                                      |
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| Alameddine, Abbass | Medical Doctor, Psychology,<br>Saint Joseph University, Beirut.  |
| Alameddine, Amal   | M.A., English Literature, Lebanese University<br>TESOL Certificate, Canada College Montreal.           |
| Al-Husni, Noha     | M.A., Multi Media Engineering for Education,<br>University of Balamand. Lebanon.                       |
| Annous, Samer      | Ph.D., Education,<br>University of London, UK.   |
| Antoun, Maya       | Ph.D., Gifted Education,<br>Monash University, Melbourne, Australia.                                   |

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| Assaf, Noura       | Ph.D., Politics and International studies,<br>University of Warwick, England.                  |
| Aoun, Colette      | Ph.D., Education,<br>Sorbonne, Paris 7.  |
| Azar, Emile        | Diploma, Judiciary Studies,<br>Institute of Judiciary Studies, Lebanon.                        |
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| Barake, Fida       | Ph.D., Theoretic, Descriptive and Automatic Linguistics<br>University Paris Diderot, Paris 7.  |
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| Blair, Joanna      | M.A., English Studies,<br>Easter Mediterranean University, England.                            |
| Blair, Philip      | Ph.D., Linguistics,<br>Exeter University, England.   |
| Chaarani, Lama     | M.A., Comparative Literature,<br>University of Balamand, Lebanon.                              |
| Chammas, Emily     | Ph.D., French Language and Literature,<br>Lebanese University.                                 |
| Chikhani, Hadia    | M.A., Christian-Muslim Studies,<br>University of Balamand, Lebanon.                            |
| Crisan, Doru       | B.A., Athletics,<br>University of Galatzi, Romania.  |
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| Dagher, Charbel    | Doctorat, Lettres Arabes,<br>Lebanese University, Lebanon.                                     |
| Dalati, Sara       | M.A., English Language Teaching,<br>University of Balamand, Lebanon.                           |
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| Dennaoui, Nada     | M.A., French Language,<br>Franche Conte University, Besancon, France                           |
| Dennison, Michael  | Ph.D., Comparative literature,<br>Louisiana State University.                                  |
| Dick, Charles      | Doctorat, Esthétique de l'Art,<br>Université Paris VIII, France.                               |
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| El Murr, Eliane      | B.A., Languages and Translation, University of Balamand, Lebanon.                        |
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| Fallakha, Gaby       | Docteur, Médecine, Université Saint-Joseph, Lebanon                                      |
| Ferri, Fawzi         | Diplôme, Entraîneur fédéral 3ème degré, CREPS-France.                                    |
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| Haddad, Mahmoud      | Ph.D., History, Columbia University, N.Y., USA.  |
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| Hanna, Kathy         | B.A., English Language & Literature & Teaching Diploma, University of Balamand, Lebanon. |
| Hanna El Daher, Rita | Ph.D., Langue Espagnola, University of Salamanca, Spain.                                 |
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| Kabbara, Nawaf       | Ph.D., Political Science, University of Essex, U.K.                                      |
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| Nahas, Nayla          | Ph.D., Psychologie,<br>Université de Toulouse Le Mirail, France.  |
| Najjar, Hela          | Doctorat en Langues Vivantes, Option Traduction,<br>Université Saint Joseph, Lebanon.   |
| Nasr, Nabil           | B.A., Physical Education, Higher Teaching Certificate,<br>University of Sierra Leone.   |
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| Nicolas, Elyse        | M.S., Computer Science,<br>The George Washington University, Washington D.C., USA.  |
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| Nicolas, Samira       | M.S. Computer Science<br>George Washington University – Washington D.C.<br>Doctorate in Education (In Progress)<br>Keele University - England |
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| Restikian, Jacko    | M.A., Visual Art et Médiatique,<br>Université de Quebec à Montreal, Canada.                               |
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| Sabbagh, May        | Master of Philosophy, English and Applied Linguistics,<br>University of Cambridge, England.               |
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| Salloum, Richard    | B.A., Audio Visual and Performing Cinema and Television,<br>Université Saint Esprit Kaslik, USEK.         |
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| Samaha, Raid        | Ph.D. (In Progress) in Philosophy of sciences, Epistemology, and<br>Metaphysics,<br>University of London. |
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| Tannous, Antoine    | Ph.D., Marketing,<br>University of Paris 13.  |
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| Wehbe, Yara        | M.A., English Language and Literature,<br>University of Balamand, Lebanon. |
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| Taychouri, Nada    | MA., English Language Teaching,<br>University of Balamand, Lebanon.        |
| Williams, Peter    | Ph.D., English Literature,<br>University of Washington, USA.               |
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# **PROGRAMS OF STUDY**

## **ACADEMIC REGULATIONS FOR THE DEGREE OF MASTER OF ARTS**

### **A. COURSE CODES**

Each course is assigned a number of credit hours normally equivalent to the number of hours of classroom teaching per week. The letters preceding the course number indicate the area or subject of study to which the course belongs.

#### **1. NUMBERS PRECEDING COURSE TITLES**

Courses numbered 300 to 399 are graduate courses.

#### **2. NUMBERS FOLLOWING COURSE TITLES**

- 1.The first number indicates the number of class hours per week.
- 2.The second number indicates the number of laboratory/practice hours per week.
- 3.The third number indicates the number of credit hours.
- 4.The last letter indicates the language of instruction of the course: E (English), F (French), A (Arabic), G (German), I (Italian), S (Spanish), C (Chinese), R (Russian).

### **B. ADMISSION TO THE PROGRAM**

1. The student should have completed a Bachelor's degree with a cumulative undergraduate average of 80, unless otherwise approved by the Dean and the Department.
2. Students designate at time of admission if they are full or part time students.
  - Full-time students must finish in 2 years by taking 9 credits in the fall and spring semesters of their first year; and fall of the second year they will take 6 + the thesis; spring of second year they finish the thesis. An additional third year is possible with approval of the supervisor and the Dean.

NOTE: priority for graduate assistantships is given to full-time students.

- Part-time students must finish coursework in 3 years; the thesis takes an additional 2 years. 5 years are allotted in total or the student is out of the program. Part-time students must register every semester. If a semester is missed, the student must reapply to the program.
3. Any extension or leave of absence from the program will require the Dean's approval.

### **C. LANGUAGE PROFICIENCY REQUIREMENT**

Applicants to English-track majors, other than UOB graduates, are required to meet the English Language Proficiency Requirement (a minimum of 600 on the paper-based TOEFL, or 100 on the internet-based TOEFL). Applicants, who score in the range 527 - 597 on the paper-based TOEFL, or 71 - 99 on the internet-based TOEFL, are admitted but must complete the English Language courses (ENGL101 /



ENGL102) during the first year of enrollment in the graduate program. Applicants to French-track majors, other than UOB graduates, are required to meet the French language level FREN201 at UOB. A written entrance exam will determine the language level of the applicant. Applicants with FREN102 level, may be accepted however they must complete successfully FREN102 within the first semester of enrollment in the graduate program.

#### **D. THE THESIS**

1. The subject of the thesis, chosen by the student in consultation with a faculty advisor, should conform to the rules and regulations of the Faculty.
2. Before registering for the thesis, the student should acquire the approval of the chairperson of the department and the Dean. The enrollment should be renewed each semester within the deadline indicated by the Faculty.
3. After registering for the thesis, a time period of one year is given to the student in which to complete the research and present the completed thesis. An extension of this period for a maximum of twelve months may be granted by the Dean. In the case of an extension, the student must reactivate each semester.
4. A change in the thesis advisor requires the approval of the Dean, and can be done only once, allowing the student to extend the time period by one academic year.
5. The student may register a thesis topic after having successfully completed at least 12 graduate credits in ELT or PHED, 18 credits in all other programs. The student must register for the thesis at least one semester prior to the thesis defense.
6. The scope of the thesis will range between 60-120 pages in length or 15,000-30,000 words, plus or minus 10% not including references or appendices, depending on the requirements of the specific discipline.
7. Before submitting the thesis some disciplines may require that the candidate pass a comprehensive examination.

#### **E. THE THESIS DEFENSE COMMITTEE**

1. Approximately six weeks prior to the expected date of defense four copies of the thesis will be submitted to the Dean. The copies must be accompanied by the supervisor's report and a letter from the Chairperson suggesting the names of four-five potential examiners.
2. The Dean nominates the Defense Committee. The Thesis Defense Committee consists of three members of professorial rank: the advisor and two examiners. One of the examiners will be assigned by the Dean to preside over the committee during the thesis defense.

#### **F. PRINTING AND DISTRIBUTION OF THE THESIS**

1. After the thesis defense, the student shall make any corrections or changes recommended by the committee, and following the approval of the Dean, present two copies of the revised thesis to the department and to the University Library.
2. Any publication of the thesis mentioning the Faculty or the University requires the formal authorization of the University.

#### **G. THE THESIS DEFENSE**

1. The date of the thesis defense should be advertised approximately two weeks in advance.

2. The thesis defense is held publicly and in the presence of the committee comprised of the thesis advisor, and two examiners.
3. The defense begins with the introduction of the candidate by the chair of the defense committee.  
The candidate then gives a prepared presentation of the thesis that should not last more than thirty minutes.
4. Following the presentation, the defense opens with questions to the candidate.
5. At the conclusion of the defense the members of the committee retire for deliberation.
6. The grade awarded shall be given in consideration of the thesis, the candidate's presentation and participation during the course of the defense.
7. Should a grade of "Fail" be given, the candidate may re-submit and defend the thesis after a period of no less than three months. Failure in the second attempt is final.

## **H. ACADEMIC RULES & REGULATIONS**

(Kindly refer to the "Graduate Manual", General Section, Graduate Catalogue)

## دائرة اللغة العربية وآدابها

رئيس الدائرة: د. شربل داغر

أساتذة الدائرة: د. حسن الأبييض، د. شربل داغر، د. يوسف مارون، د. عيبر نجمي

في إمكان الطالب الحاصل على بكالوريوس في اللغة العربية وآدابها تحصيل ماستر في الدائرة، في اختصاصين

**ماستر في اللغة العربية**

**ماستر في آداب العربية**

يشترط في طالب هذا البرنامج أن يكون من حملة شهادة البكالوريوس في اللغة العربية وآدابها بمستوى جيد. ويمكن أن يُقبل أيضاً حملة البكالوريوس في اختصاصات أخرى بمستوى جيد، على أن يجري إعدادهم في الدائرة عن طريق إلزامهم بالضروري من مقررات تأهيلية إضافية. كما يمكن لمن كانت معدلاتهم في البكالوريوس دون الجيد إنما قريبة منه، أن يقبلوا في البرنامج قبولاً مشروطاً بحيث لا يقبلون نظاميين إلا بعد أن يستوفوا الشروط

كما يشترط في طالب الماستر أن يتم ما مجموعه أربعة وعشرون (٢٤) رصيدياً من الدروس المرقمة ٣٠٠ وما فوق، مع المحافظة على معدل عام لا يقل عن الثمانين، ومن غير الهبوط في معدل أي من الدروس المقررة إلى ما دون السبعين. كما يترتب على الطالب، بعد إتمام دروسه المقررة، أن يعد رسالة تقدر بستة أرصدة، تحت إشراف أحد الدكاترة المختصين، بعد أن تقر لجنة الإشراف على الرسائل مخططها البحثي. ولا ينهي الطالب درس الماستر إلا بعد نجاحه في مناقشة رسالته أمام لجنة تحكيمية

إن مجموع الأرصدة المطلوب من الطالب هو: ٣٠ رصيدياً، وتوزع كما يلي: على الطالب أن يدرس ثمانية مقررات دراسية (٢٤ رصيدياً)، خمسة إلزامية وثلاثة اختيارية، وأن ينجح بمعدل ٨٠ بالمئة، وأن يدافع عن رسالته (٦ أرصدة) تتخذ الدروس في الماستر شكل محاضرات، وحلقات بحثية، حول إشكاليات وقضايا في كل مقرر، ويقوم الطالب في كل مقرر بتقديم بحثين مركزين.

### **ماستر في اللغة العربية:**

مقررات إلزامية (١٥ رصيدياً): مقاربات في درس الأدب (ARAB 301) مقاربات في درس اللغة (ARAB 302)، بين الخبر والسرد (ARAB 303) النقد بين القديم والجديد (ARAB 304)، العربية واللغات: مقاربات لسانية (ARAB 305)

مقررات إختيارية (٩ أرصدة): للطالب أن يختار ثلاثة من أصل خمية مقررات، هي الثالثة: قضايا في العربية واللغات القديمة (ARAB 320)، العربية بين السليقة والتعقيد (ARAB 321) المعجم العربي وتاريخية العربية (ARAB 322)، اللغة والنص (ARAB 323) اللغة والعلوم الإنسانية (ARAB 324)

### **ماستر في آداب العربية**

مقررات إلزامية (١٥ رصيدياً): مقاربات في درس الأدب (ARAB 301)، مقاربات في درس اللغة (ARAB 302)،

بين الخبر والسرد (ARAB 303)، النقد بين القديم والجديد (ARAB 304)، العربية واللغات: مقاربات لسانية (ARAB 305).  
مقررات اختيارية (9 أرصدة): للطالب أن يختار ثلاثة من أصل خمس مقررات، هي التالية: أشكال الأدب القديم (ARAB 310)، من نقد البيت إلى نقد القصيدة (ARAB 311)، ألف ليلة وليلة: مقاربات سردية (ARAB 312)، بين النهضة والحداثة في الأدب (ARAB 313)، والأدب والعولمة (ARAB 314).

### جدول مقررات الماستر :

**3.0:3 cr. APPROACHES TO LITERATURE STUDY** **ARAB 301 مقاربات في درس الأدب**  
يتوقف هذا المقرر عند درس عدد من المناهج في درس الأدب، على تنوعها واختلافها في المدارس الحديثة، لتمكين الطالب من الاطلاع عليها، والتمرس بها، بما يفيد إعداده المنهجي العالي في دراسة ال

**3.0:3 cr. APPROACHES TO LANGUAGE STUDY** **ARAB 302 مقاربات في درس اللغة**  
يتوقف هذا المقرر عند درس عدد من المناهج في درس اللغة، على تنوعها واختلافها في المدارس الحديثة، لتمكين الطالب من الاطلاع عليها، والتمرس بها، بما يفيد إعداده المنهجي العالي في درس اللغة

**3.0:3 cr. FROM NEWS STORY TO NARRATIVE** **ARAB 303 بين الخبر والسرد**  
يعالج هذا المقرر قضايا بحثية متصلة بمواد وأساليب الخبر في العهد العربي-الإسلامي، وأخرى متصلة بفنون السرد الحديث، كما يدرس جوانب من العلاقات بين هذين الميدانين

**3.0:3 cr. CRITICISM BETWEEN ANCIENT AND MODERN** **ARAB 304 النقد بين القديم والجديد**  
يدرس هذا المقرر قضايا بحثية متصلة بالنقد العربي القديم، وأخرى متصلة بالنقد الأدبي الحديث، مركزاً على إشكاليات بعينها، أو على أعلام أو على كتب مميزة

**ARABIC AND OTHER LANGUAGES: LINGUISTIC** **ARAB 305 العربية واللغات مقاربات لسانية**  
**3.0:3 cr. APPROACHES**  
يدرس هذا المقرر قضايا اللغة من منظور لساني، متوقفاً عند العربية وعلاقتها باللغات الأخرى المتفاعلة معها في نشأتها وتطورها، بما يسلط الضوء على تاريخية العربية من جهة وأصولها ومبانيها وإشتقاقاتها ومعانيها

**3.0:3 cr. FORMS OF ANCIENT ARABIC LITERATURE** **ARAB 310 أشكال الأدب القديم**  
يدرس هذا المقرر بعض الأشكال المخصوصة التي تميز بها الأدب العربي القديم، سواء في النثر أم في الشعر (القصيدة المدحية، المقامة، الترسل الفني، الموشح...)، بما يدل على الخصائص الفنية لكل شكل

**FROM CRITIQUE OF A BEYT TO CRITIQUE OF A POEM** **ARAB 311 من نقد البيت إلى نقد القصيدة**  
**3.0:3 cr.**  
يعالج هذا المقرر مسائل وقضايا في نقد الشعر، سواء القديم أو الحديث، بما يدل على خصائص المدرسة القديمة (نقد البيت) من خلال عدد من أعلامها أو كتبها، وعلى خصائص المدرسة الحديثة (تحليل الخطاب)، من خلال عدد من دارسيها المجددين أو من خلال كتبهم

**ONE THOUSAND AND ONE NIGHTS: NARRATOLOGICAL** **ARAB 312 ألف ليلة وليلة: مقاربات سردية**  
**3.0:3 cr. APPROACHES**  
يختص هذا المقرر بدرس جوانب وقضايا مختلفة من هذا الأثر، سواء عند دارسيه العرب أم الأجانب، منها: التوقف عند تاريخيته، أو عند عالمه «العجيب»، أو عند مسائل دالة على اعتقادات «شعبية» قديمة وغيرها

**LITERATURE BETWEEN RENAISSANCE AND MODERNISM ARAB 313**  
**3.0:3 cr.**

يبني هذا المقرر ميداناً واصلاً بين «عصر النهضة» والعصر الحديث، دارساً من جهة، المباني الحديثة لإنتاج الأدب وترووجه (بما فيها ظهور «القارئ»)، ودارساً، من جهة ثانية، جوانب من الاتصال والتمايز بينهما، في أنواع الأدب المختلفة.

**LITERATURE AND GLOBALIZATION ARAB 314**  
**3.0:3 cr.**

يعالج هذا المقرر وضعية الأدب العربي في العصر الحديث، بما فيها دخوله في العولمة، بما يعين موقعه وعلاقاته بالأدب في العالم، وفق مقاربات تعتمد على المنهج المقارن، وعلى «التناص»، في درس أشكال التفاعل والتأثر الأدبيين

**TOPICS IN ARABIC AND ANCIENT LANGUAGES ARAB 320**

**3.0:3 cr.**

يتناول هذا المقرر قضايا بحثية مختارة، سواء في العربية القديمة أو في اللغات المتصلة بها، بما يمكن الطالب من درس أصول مشتركة ومتفاعلة بينها، بين تاريخية وتكوينية ومعجمية وغيرها

**ARABIC: INNATENESS AND GRAMMATIZATION ARAB 321**

**3.0:3 cr.**

يتوقف هذا المقرر عند مسائل محددة في تاريخ نحو العربية، عارضاً لنظريات النحويين القدامى في نشأة اللغة (خصوصاً ابن جني)، دارساً في الوقت عينه نمو اللغة بين تعويله على السليقة، من جهة، وعلى مساعي النحاة في التقعيد، من جهة ثانية

**ARABIC DICTIONARY AND HISTORICITY OF ARABIC ARAB 322**

**3.0:3 cr.**

يتوقف هذا المقرر عند مساح قديمة (الفراهيدي أو غيره)، أو متأخرة (مشروعات المجامع اللغوية)، في بناء المعاجم العربية، عارضاً لمشاكلها، وللتوجهات المختلفة التي تتحكم بعمليات وضعها

**LANGUAGE AND TEXT ARAB 323**  
**3.0:3 cr.**

يتناول هذا المقرر درس علاقة النص باللغة، واللغة بالنص، ابتداء من اللسانية الحديثة (مع فردينان دو سوسور وغيره)، وبما يظهر العلاقات بين أبنية اللغة ومقاصد التعبير؛ كما يعرض هذا المقرر طرقاً مختلفة في درس النصوص، بين شعر وسرد وخطبة وخلافها

**LANGUAGE AND HUMANITIES ARAB 324**  
**3.0:3 cr.**

يدرس هذا المقرر علاقات وقضايا بحثية متصلة باللغة عموماً وبالعلوم الإنسانية (بين الفكر الإغريقي وفلاسفة اللغة المعاصرة)، ومنها بين العربية (الإعراب) والعلوم المنقولة إليها (الفلسفة)، فضلاً عن البلاغة التي تجمع بين الإقناع والجودة

**6 cr.**

**ARAB 399 رسالة الماجستير Thesis**

## **DEPARTMENT OF EDUCATION**

|  |  |
|--|--|
| <b>Chairperson:</b>                              | Ghania Zgheib  |
| <b>MA Curriculum and Educational Management:</b> | Ghania Zgheib ,Samer Annous, Megan Khairallah,<br>Georges Nahas, Nayla Nahas, Maureen Nicolas, Mireille<br>Riachi, Naim El-Rouadi, May Shikani, Colette Aoun, Aida<br>Soufi, Sara Salloum. |
| <b>MA Educational Technology:</b>                | Rym Dada, Maya Antoun, Naim El-Rouadi, Aida Soufi,<br>Ghania Zgheib, Sara Salloum  |

### **MASTER OF ARTS IN EDUCATION**

#### **CURRICULUM AND EDUCATIONAL MANAGEMENT**

##### **Objectives:**

This degree to develop future curriculum and instructional supervisors for schools. This program of study allows present educators to develop their career by moving from teaching to the larger and broader skills of curriculum supervision and enhancement. Students will be prepared to lead innovative educational processes within the larger domains of educational cycles or discipline units, as well as competitively apply for jobs as curriculum consultants in the governmental and non-governmental domains.

##### **Learning Outcomes:**

- Apply and expand on teaching experience to analyze and assess curriculum theory as well as the way curriculum works.
- Utilize the Lebanese national curriculum and curricula used in Lebanese schools to form complex interdisciplinary projects for specific subjects or school wide projects.
- Construct and evaluate different curricular models based on national and international curriculum theory and principles.
- Use of progressive instructional strategies including the use of ICT.
- Develop advanced methodological and evaluative models which assess students' achievement.
- Construct and elaborate on pertinent and complex evaluation/assessment rubrics to gauge student learning.
- Use scientific problem solving strategies to isolate and provide solutions for educational problems or topics of concern.
- Apply research skills and knowledge acquired in their path of study to write their Master's Thesis.

#### **OFFERING ORDER**

##### **SEMESTER I**

|          |   |
|----------|---|
| EDMM 310 | Fundamentals of Educational Technology  |
| EDUC 319 | Curriculum Management: From the Theories to Objectives and Intended Learning Outcomes |
| EDUC 352 | Evaluation and Assessment (French Track)  |
| FASS 300 | Research Methodology (English Track)  |

## **SEMESTER II**

|          |   |
|----------|---|
| EDUC 320 | Curriculum Management: Philosophy of Education across Levels and Subjects |
| EDUC 352 | Evaluation and Assessment (English Track)                                 |
| EDUC 392 | Seminar on School Management  |
| FASS 300 | Research Methodology (French Track)                                       |

## **SEMESTER III**

|          |                                    |
|----------|------------------------------------|
| EDUC 331 | Advanced Instructional Methodology |
| EDUC 353 | The Analysis of Resources          |
| EDUC 399 | Master Thesis                      |

## **SEMESTER IV**

|          |               |
|----------|---------------|
| EDUC 399 | Master Thesis |
|----------|---------------|

## **PROPOSED COURSES**

### **EDMM 310 THE FUNDAMENTALS OF EDUCATIONAL TECHNOLOGY 3.0: 3 cr. E/F**

This course introduces various active learning strategies such as project learning, problem solving, collaborative learning and technology trends applicable to the design, development and integration of technology-based instruction. Students will conduct basic and applied research related to technology integration and implementation. The course is a comprehensive introduction to technology through using a technology oriented delivery that exposes students to much of the technology taught throughout the program.

### **EDUC 319 CURRICULUM MANAGEMENT: FROM THE THEORIES TO OBJECTIVES AND INTENDED LEARNING OUTCOMES 3.0: 3 cr. E/F**

This course will cover the theoretical background behind different types of curricula and the decisions made in their design. The student will learn to critically analyze within the curriculum the relationship between the theoretical background and the objectives and the learning outcomes. Specific attention will be placed on the interdisciplinary nature of curriculum. Students will explore how different schools in Lebanon incorporate different types of curricula.

### **EDUC 320 CURRICULUM MANAGEMENT: PHILOSOPHY OF EDUCATION ACROSS LEVELS AND SUBJECTS 3.0: 3 cr. E/F**

In this course students will follow the coherence and structure of curriculum objectives and intended learning outcomes from the pre-school to secondary levels. The students will study how acquisition of knowledge and competencies are linked from one level to the other and from one subject to the other. Students will be asked to analyze and compare curricula of different subjects and different levels.

### **EDUC 331 ADVANCED INSTRUCTIONAL METHODOLOGY 3.0: 3 cr. E/F**

This course focuses on the different classroom methodologies and their coherence with curriculum choices. Students will be asked to recommend methodologies that can be used to enhance learning across disciplines. Special attention will be given to adapting different methodologies used in the inclusion of special needs students and multilevel teaching.

### **EDUC 352 EVALUATION AND ASSESSMENT**

**3.0: 3 cr. E/F**

In this course evaluation and assessment will be approached not only as a summative outcome but will be understood to transparently assess elements which directly reflect school vision, aims and students' performance and progress. Students will analyze and construct evaluation and assessment tools which are directly related to course and school-level intended learning outcomes. Special attention will be given to evaluation and assessment of interdisciplinary projects.

### **EDUC 353 THE ANALYSIS OF RESOURCES**

**3.0: 3 cr. E/F**

This course will begin with the philosophical and theoretical decisions used in the selection of textbooks and other materials. Students will be asked to critique resource choices in direct comparison with school aims and curriculum as a whole. By the end of the course, students will evaluate resource choices across different levels within a school in relation to the intended learning outcomes and to the chosen teaching methodologies.

### **EDUC 392 SEMINAR ON SCHOOL MANAGEMENT**

**3.0: 3 cr. E/F**

This course serves as an introduction to the different roles and functions of school management and introduces students to the difference between management and leadership. The course emphasizes practices in managing teacher development through exposure to professional development strategies and managing organizational culture through constructing behavior intervention strategies at all levels throughout a school. Students will be provided with a theoretical framework for these key management issues and apply them to specific case students. This course is equivalent to ENGL348 or to FREN358.

### **EDUC 399 MASTERS THESIS**

**6cr. E/F**

The master's thesis should represent a culmination of knowledge on curriculum and instruction. Students must demonstrate the ability to conduct empirical research that investigates relevant problematic or issue using ethical and scientific research techniques.

### **FASS 300 RESEARCH METHODS**

**3.0: 3 cr. E/F**

This course intends to familiarize the students with all the components of research. Students will be asked to analyze papers, articles and theses in order to acquire a critical approach to the different steps in writing up a research. At the end of the course students will submit a research proposal.

## **EDUCATIONAL TECHNOLOGY**

### **Objectives**

The Master of Arts in Educational Technology prepares educational professionals to use information and communication technologies to support teaching and learning. Students will be introduced to theories, methodologies, methods and techniques used to design and develop multimedia instructional products as well as introduced to educational theory that supports the use of technology in the teaching and learning process. The graduates from this program can apply for jobs as technology coordinators or administrators, teacher leaders, instructional technologists and curriculum integration specialists.

### **Learning Outcomes**

-Identify and analyze a variety of instructional system design models.



- Understand and apply learning theories to instructional design.
- Select appropriate technology for different audience and learning environments.
- Use authoring tools to create effective hypermedia/multimedia instructional materials.
- Develop instructional materials and products for various distance education delivery technologies.
- Develop assessment tools/criteria for the evaluation of technology-supported learning environments.
- Conduct basic and applied research related to technology integration and implementation.
- Demonstrate extensive abilities to plan, organize, coordinate, and supervise instructional technology through the application of principles of project, resource, delivery system, and information management.
- Understand social, ethical, legal, and human issues surrounding use of technology.
- Demonstrate autonomy in exploring the use and best practices in selecting educational technologies.

## **OFFERING ORDER**

### **SEMESTER I**

|          |  |
|----------|--|
| EDMM 310 | Foundations of Educational Technology and theories of Learning |
| EDMM 316 | Technology Integration in Education                            |
| EDMM 321 | Designing Multimedia Resources                                 |

### **SEMESTER II**

|          |   |
|----------|---|
| EDMM 311 | Instructional Design                              |
| EDMM 336 | Using Technologies to Assess and Evaluate Content |
| EDMM 312 | Seminars in Online Teaching and Learning          |

### **SEMESTER III**

|          |   |
|----------|---|
| EDMM 341 | Research Methods for Educational Technology |
| EDMM 332 | Web Design and Accessibility                |
| EDMM 337 | Game-Based Learning                         |

### **SEMESTER IV**

|           |  |
|-----------|--|
| EDMM 339  | Emerging Educational Technologies: Social Media in Education |
| EDMM 342Y | Final Project  |

## **PROPOSED COURSES**

### **EDMM 310 FOUNDATIONS OF EDUCATIONAL TECHNOLOGY AND THEORIES OF LEARNING 3.0: 3 cr. E/F**

This course introduces students to the different learning paradigms (Behaviorism, Cognitivism, Constructivism, and Connectivism) and their corresponding models and strategies as they relate to the field of instructional technology and design. As a result of this exposure to different learning theories, students will create an Instructor Guide to demonstrate the application of the learned strategies to a lesson or a module.

### **EDMM 311 INSTRUCTIONAL DESIGN 3.0: 3 cr. E/F**

In this course students will explore theories of designing instruction and will focus on a variety of instructional design models such as the ADDIE model and will be introduced to recent contributions from cognitive science and related fields. Through this foundation students will be able to discern what model is best for a particular context, audience, and content. Through the identification of an instructional problem students will learn how to implement an instructional needs assessment, analyze situational characteristics, and prepare appropriate

assessment instruments and procedures. Students will investigate various Learning Technologies and methods to be able to select appropriate instructional media for the instructional situation. Students will be able to write fitting objectives for specific content and outcome levels and categorize them using an appropriate schema or taxonomy. Students will also explore the role of instructional designers defining the tasks and responsibilities of on-line course developers.

### **EDMM 312 SEMINARS IN ONLINE TEACHING AND LEARNING**

**3.0: 3 cr. E/F**

This course is evenly divided between theoretical and practical exploration of the fast growing field of distance and on-line learning. Students explore all aspects of distance learning including interactivity, course design, on-line teaching strategies, global and regional trends, and the various multimedia and Internet-based technologies needed for planning, implementing, and evaluating distance education programs. Based on content standards and instructional design models students will create complete distance or on-line learning lessons including lectures, assessment activities, interactive multi-media content and supplemental materials for various grade levels using different mediums such as CD, website, other web-tools, Wiki, and learning management systems and MOOCS. Pre-requisites EDMM 310 and 311

### **EDMM 316 TECHNOLOGY INTEGRATION IN EDUCATION**

**3.0: 3 cr. E/F**

In this course, students will be introduced to instructional theory and its application to technology. Principles and issues concerning the appropriate use of technologies are also discussed. Students will critically analyze existing technologies taking into consideration instructional theory. They will apply the instructional theory related to technology to a real life learning problem/topic. Finally, they will describe the strengths and limitations of educational technology and articulate a personal philosophy of how technology should be used in schools.

### **EDMM 321 DESIGNING MULTIMEDIA RESOURCES**

**3.0: 3 cr. E/F**

This course will introduce students to the literature to the role of multimedia (audio, images, and video) in teaching and learning. This course will also help students explore and develop expertise with the various audio, video creating and editing, and image editing programs and techniques available for constructing and editing multimedia. By the end of this course, students will be able to produce multimedia to create presentations and supplementary materials for instructional and professional purposes.

### **EDMM 332 or GRDN 326 WEB DESIGN AND ACCESSIBILITY**

**3.0: 3 cr. E/F**

This course gives students in-depth practical knowledge, skills, and familiarity with the current and emerging web technologies. Students will gain hands on experience through numerous practical assignments using an industry standard web authoring tool and animation software application. Students will understand accessibility issues and how to design ADA and other compliant websites. Web accessibility standards and assistive technologies to access the computer will be explored. Students will learn about designing, developing and implementing web-based projects that include instructional and multimedia elements. The final project will be an interactive website encompassing all the knowledge and skills learned through the semester.

Pre-requisites: EDMM 310, 311 and 321

### **EDMM336 USING TECHNOLOGIES TO ASSESS AND EVALUATE CONTENT**

**3.0:3 cr. E/F**

In this course, students will be introduced to the uses of classroom assessments to make decisions about instruction and student learning. Students will understand the difference between formative and summative evaluations and will be introduced to different types of assessment. Participants will also learn about the technologies that support assessment design, and they will use technology to design balanced assessments that both prove and improve student achievement. Students will develop assessment instruments including: selected response assessments, essay tests, and performance assessments. Students will also be introduced to e-portfolios as assessment tools. Finally, they will work with summative assessment results (such as official test data) to understand how different forms of assessment can be used to determine whether or not students are progressing toward meeting standards.

**EDMM 337 Game-Based Learning****3.0:3.cr.E/F**

This course provides basic knowledge of available applications and platforms for creating contextually-based learning environments such as immersive virtual worlds, simulated worlds, alternate reality games, and massive multiplayer online role playing games for e-learning. Students can collaborate to create game-based apps or simulations. Pre-requisites: EDMM 310, 311, 321 and 336

**EDMM 339 Emerging Educational Technologies: Social Media in Education****3.0:3.cr.E/F**

In this course, students will explore social software and Web 2.0 tools. The focus will be on the pedagogical use of social media and its application in the field of education. Students will be introduced to different social media tools, analyze their use, and apply them to learning environments. At the end of the course, students will create a social media strategy for a learning environment of their choice to promote networked learning.

Pre-requisites: EDMM 310, 311 and 336

**EDMM 341 Research Methods for Educational Technology****3.0:3.cr.E/F**

This course intends to familiarize the students with all the components of research by exploring contemporary trends, problem areas and methods of conducting research in educational technology through literature investigations, seminar discussions, and case studies. At the end of the course students submit and defend a research proposal for the final project.

**EDMM 342Y Final Project****3.0:3.cr.E/F**

The Final Project should show a culmination of knowledge and knowhow in the field of educational technology. Students will be asked to plan, design, develop, implement and evaluate a multimedia instructional product that addresses a problem based on a theoretical study. It is recommended to have a real problem based on field work that the student conducts as he/she completes the final project. Project proposals will be created for approval before the project begins; the proposal must include an anticipated timeline of deliverables. Students will be required to adhere to the approved proposal and timeline as well as be expected to follow the Department approved policies governing the execution of the project. The student has to present and defend his work publically in front of a Jury.

# **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Chairperson:** Olga Fleonova

**Full time Instructors:** Samer Annous, Wassim Bekai, Phillip Blair, Michael Dennison, Olga Fleonova, Sabah Ghandour, Maureen Nicolas, Laure Roumi- Salem, Peter Williams, Ryan Davidson.

**Language of Instruction:** English

The Department of English Language and Literature offers several programs:

- A Master of Arts in English Language Teaching (ELT), thesis and non-thesis tracks
- A Master of Arts in English Language and Literature

## **MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING (ELT)**

### **MISSION STATEMENT**

The mission of the MA ELT Program is to prepare English language teachers in Lebanon and the Arab region by providing specialist training and research opportunities. The wide-ranging program equips students with the skills for advanced research and key employment positions. It also offers opportunities to link theory with both practice and research.

### **DESCRIPTION OF THE PROGRAM**

The Department of English Language and Literature offers a Master of Arts degree in English Language Teaching to students, who successfully complete twenty four credits of course work, and complete a Masters thesis or a field project for the non-thesis professional track. The applicants to this program should normally hold a Bachelor degree. The Department reserves the right to ask applicants to take additional courses to make up for deficiencies in undergraduate preparation.

The program consists of 30 credits, 24 credits of course work and 6 credits for thesis or project. The course work is comprised of 7 required courses and 1 elective course chosen by the department. Students normally take two courses each semester. The second semester includes a research methodology course that prepares the students to begin work on their thesis. Their thesis proposal is submitted and approved by the end of the second semester and students conduct their research and the write-up of the thesis while finishing their coursework during the second year.

For this professional, non-thesis degree the student is required to produce a project in place of the thesis and also takes ENGL 347 Language Analysis for Language Teachers in place of ENGL 344 Practicum.

## **OFFERING ORDER**

### **SEMESTER I**

ENGL 340            ELT Methodology I  
ENGL 341            Second Language Acquisition

### **SEMESTER II**

ENGL 346            ELT Testing and Assessment  
ENGL 347            Language Analysis for Language Teachers  
FASS 300            Research Methodology

### **SEMESTER III**

|              |                    |
|--------------|--------------------|
| ENGL 342     | ELT Methodology II |
| ENGL 344     | Practicum          |
| ENGL 398/399 | MA Project/Thesis  |

### **SEMESTER IV**

|              |                     |
|--------------|---------------------|
| ENGL 348     | ELT Management      |
| ENGL 398/399 | MA Project/Thesis   |
|              | Department Elective |

### **REQUIRED COURSES**

#### **ENGL 340 ELT METHODOLOGY I**

**3.0:3cr.E**

This course focuses on the different classroom methodologies and their coherence with curriculum choices emphasizing teaching for different learning styles and levels. The course provides students with an opportunity to study, reflect, and develop their skills in using advanced instructional methodologies across disciplines. Major topics include: understanding students, reflective teaching, lesson planning, direct and indirect instruction, experiential learning, cooperative teaching and learning, using art and ICT in the classroom.

#### **ENGL 341 SECOND LANGUAGE ACQUISITION**

**3.0: 3 cr. E**

This course provides structured opportunities for participants to reflect on (a) the factors - including learner factors - that affect language learning and the nature of the learning process, with particular reference to second language learning in Lebanon and the region (b) the implications of the resulting insights for their own teaching.

#### **ENGL 342 ELT METHODOLOGY II**

**3.0: 3 cr. E**

This course is the second stage of a two-stage program of advanced instruction in the methodology and practice of English language teaching. It aims to develop a basic understanding of the principles of teaching the skills of listening, speaking, reading and writing as well as the essential components of the language including pronunciation, vocabulary and grammar, and provide practice in applying the methods and techniques introduced in this course to English language teaching.

#### **ENGL 344 PRACTICUM**

**3.0: 3 cr. E**

This course enables students to develop personal practical knowledge about how to create an effective learning environment for pupils by integrating the knowledge gained from other subjects in the program with their progressive experience in classrooms. *(This course is taken by students in the thesis track)*

#### **ENGL 346 ELT TESTING AND ASSESSMENT**

**3.0: 3 cr. E**

This course aims to (a) enhance students' understanding of major issues and concepts in language testing / assessment theory and practice; (b) enable them to comment on and contribute to the design of test instruments and assessment procedures; and (c) improve their ability to contribute to discussions on language assessment policy in Lebanon and the region.

#### **ENGL 347 LANGUAGE ANALYSIS FOR LANGUAGE TEACHERS**

**3.0: 3 cr. E**

This course is intended to help students improve their knowledge of phonological, grammatical, lexical and discourse systems in English. The course provides students with a theoretical framework and set of categories for the description and analysis of the English language, and practice in English language use, which will benefit them in their work as teaching practitioners. *(This course is taken by students in the non-thesis track).*

**ENGL 348 ELT MANAGEMENT** **3.0: 3 cr. E**

This course aims to develop students' ability to identify the features, and processes involved in ELT management. Students will gain understanding of how the relationship between these elements impact change. The course begins with an introduction to management models and functions. How management impacts classroom level business and how management can support teacher development are areas that are highlighted in the course.

**ENGL 398 MA PROJECT** **6 cr. E**

**ENGL 399 MA THESIS** **6 cr. E**

**FASS 300 RESEARCH METHODOLOGY** **3.0: 3 cr. E**

This course intends to familiarize the students with all the components of research. Students will be asked to analyze papers, articles and theses in order to acquire a critical approach to the different steps in writing up a research. At the end of the course students will submit a research proposal.

**ELECTIVE COURSES**

**ENGL 321 TOPICS IN SOCIOLINGUISTICS** **3.0: 3 cr. E**

An examination of the relations of mutual influence between society and language. Any of a number of recognized approaches may form the basis of the course.

**ENGL 343 THE SOCIAL CONTEXT OF LANGUAGE LEARNING** **3.0: 3 cr. E**

This course aims to further develop students' awareness of how social and cultural factors affect language use and second language learning, to consider the implications of social factors for notions of 'correctness' and 'appropriacy' in language use and learning, to develop a better understanding of the opportunities and problems of English language learning in Lebanon, and to develop insights into the nature of the classroom as a context for second language learning.

**ENGL 345 INFORMATION TECHNOLOGY IN ELT** **3.0: 3 cr. A/F**

This course aims to introduce students to some of the major issues in computing for language teaching and research. It will give students opportunities for hands-on experience of some of the most common software and facilities in use in the field at the present time. The course will also encourage a critical approach towards evaluation both of the purposes of computing in language teaching and research, and of the programs and facilities available.

**ENGL 349 PSYCHOLOGY AND THE LANGUAGE LEARNER** **3.0: 3 cr. E**

The aim of the course is to help students understand the role of certain psychological processes in second language acquisition. Students will be introduced to the ways in which mature learners perceive, produce, and remember a second language; they will learn about processes involved in production and comprehension of the second language. The focus will be on the potential effects of these factors in a classroom situation.

**ENGL 351 LITERATURE IN THE ELT CLASSROOM** **3.0: 3 cr. E**

This course is designed to give ELT students an introduction to the literature subject knowledge desirable for English language teachers (covering English-language poetry, literary prose and drama). It introduces students to techniques and language of literary appreciation and provides them with the socio-historical/cultural background needed to understand works discussed.

**ENGL 352 CURRICULUM DESIGN AND EVALUATION** **3.0: 3 cr. E**

This course aims to encourage students to integrate knowledge of basic curriculum concepts and second

language learning to carry out a critical examination of components of the current English language secondary school syllabus.

**ENGL 353 SELECTED TOPICS IN ENGLISH LANGUAGE TEACHING** **3.0: 3 cr. E**

This course is a study of a special topic in ELT that is outside the routine offerings of the department. It is often taught by visiting professors.

## **MA IN ENGLISH LANGUAGE AND LITERATURE**

The Department of English Language and Literature offers a Master of Arts in English Language and Literature to students who successfully complete twenty-four credits of course work and 6 credits for a thesis. The applicants to this program should normally hold a Bachelor degree in English literature. Majors from other disciplines can be considered in light of their proficiency in English and their undergraduate academic standing. The Department reserves the right to ask applicants to take additional courses to make up for deficiencies in undergraduate preparation.

The Master of Arts in English Language and Literature serves a variety of academic and professional goals. Students may enter the program in order to prepare for a doctorate degree, to develop their professional skills as a teacher, or to develop skills in research, analysis and writing that are useful across the professions. The program provides students with grounding in connecting literary texts to one another, to historical contexts and to theoretical concerns, and trains students to produce work that has academic and professional merit. In recognition of the global reach of English, the program has a truly international scope as it examines literatures and cultures from around the world, while focusing in particular on modern literatures and cultures from the early nineteenth century onwards. The program is designed to provide students with a sophisticated understanding of the place of literature within contemporary global cultures. The program is comprised of three core courses, five elective courses, and a thesis.

### **CORE COURSES**

**ENGL 310 LITERARY THEORY AND METHODS** **3.0: 3 cr. E**

An examination of the fundamental approaches and theoretical debates in English literary studies. The course covers many of the key theorists and movements in literary theory and criticism.

**ENGL 338 LEGACIES OF ROMANTICISM** **3.0: 3 cr. E**

An examination of the key role Romanticism has played in the literature and culture of modernity. The course may cover any period or movement, or a number of periods or movements, from Romanticism to the present-day. Through readings of literary and theoretical texts, the course traces how key elements of Romanticism have been inherited by subsequent literary and critical movements.

**ENGL 339 LITERATURE, POSTCOLONIALISM, AND NATIONAL IDENTITY** **3.0: 3 cr. E**

An examination of the relations between literary and cultural production, colonial power, and the formations and deformations of national identity. It focuses on literary texts and theories that have emerged out of the experience of colonialism, and addresses issues such as displacement, appropriation, authenticity, fragmentation, and hybridity.

### **ELECTIVE COURSES**

**ENGL 311 TOPICS IN MEDIEVAL LITERATURE** **3.0: 3 cr. E**

A study of any authors, genres or themes of the period.

**ENGL 312 TOPICS IN RENAISSANCE LITERATURE** **3.0: 3 cr. E**

A study of any authors, genres or themes of the period.

|   |                      |
|---|----------------------|
| <b>ENGL 313 TOPICS IN VICTORIAN LITERATURE</b>  | <b>3.0 : 3 cr. E</b> |
| A study of any authors, genres or themes of the period.   |                      |
| <b>ENGL 314 TOPICS IN ENGLISH LITERATURE 1660 – 1800</b>  | <b>3.0: 3 cr. E</b>  |
| A study of any authors, genres or themes of the period.   |                      |
| <b>ENGL 315 TOPICS IN ROMANTICISM</b>   | <b>3.0: 3 cr. E</b>  |
| A study of any authors, genres or themes of the period.   |                      |
| <b>ENGL 316 TOPICS IN MODERNISM</b>   | <b>3.0: 3 cr. E</b>  |
| A study of any authors, genres or themes of the period.   |                      |
| <b>ENGL 317 TOPICS IN AMERICAN LITERATURE</b>   | <b>3.0: 3 cr. E</b>  |
| A study of any authors, periods, regions, movements, or themes in American literature.  |                      |
| <b>ENGL 318 TOPICS IN WORLD LITERATURE</b>  | <b>3.0: 3 cr. E</b>  |
| A study of texts of diverse origins that have come to be considered part of international literary culture. The course may explore the variables of canon formation and the constitution of world literature as a category.   |                      |
| <b>ENGL 319 TOPICS IN THE HISTORY OF THE ENGLISH LANGUAGE</b>   | <b>3.0: 3 cr. E</b>  |
| An historical survey of the development of Old, Middle, and Modern English.   |                      |
| <b>ENGL 320 TOPICS IN GENERAL LINGUISTICS</b>   | <b>3.0: 3 cr. E</b>  |
| An examination of general linguistics, or a particular area within general linguistics. The course may cover traditional areas of linguistics such as phonetics, phonology, morphology, syntax or semantics.  |                      |
| <b>ENGL 321 TOPICS IN SOCIOLINGUISTICS</b>  | <b>3.0: 3 cr. E</b>  |
| An examination of the relations of mutual influence between society and language. Any of a number of recognized approaches may form the basis of the course.  |                      |
| <b>ENGL 322 TOPICS IN LITERARY THEORY</b>   | <b>3.0: 3 cr. E</b>  |
| An examination of any theorist, school, tradition or question within literary theory.   |                      |
| <b>ENGL 323 LITERATURE AND PHILOSOPHY</b>   | <b>3.0: 3 cr. E</b>  |
| An examination of issues within the relation between literature and philosophy.   |                      |
| <b>ENGL 324 TOPICS IN LITERATURE</b>  | <b>3.0: 3 cr. E</b>  |
| A study of any author, period, topic, genre or issue in literature.   |                      |
| <b>ENGL 325 POETRY</b>  | <b>3.0: 3 cr. E</b>  |
| The reading and analysis of poetry in its many forms. The course may include an emphasis on a particular poet, historical period, poetic form or cultural and/or aesthetic movement; it may also include a consideration of the art of poetry, its formal and technical features, and the criteria that distinguish it from other creative forms. |                      |
| <b>ENGL 326 DRAMA</b>   | <b>3.0: 3 cr. E</b>  |
| The reading and analysis of plays. The course may include an emphasis on a particular playwright, historical period, theatrical form or cultural and/or aesthetic movement; it may also include a consideration of the theories of drama, its formal and technical features, and the criteria that distinguish it from other creative forms.      |                      |
| <b>ENGL 327 THE NOVEL</b>   | <b>3.0: 3 cr. E</b>  |
| The reading and analysis of novels. The course may include an emphasis on a particular novelist, historical period, or cultural and/or aesthetic movement; it may also include a consideration of the theories of the novel, its formal and technical features, and the criteria that distinguish it from other creative forms.                   |                      |



- ENGL 328 TOPICS IN VISUAL CULTURES** **3.0: 3 cr. E**  
An examination of cultural forms that depend on the visual image. The course may consider the relation between literature and visual culture or it may consider forms of visual culture, such as art, photography, film, video and the internet, as forms in their own right.
- ENGL 329 TOPICS IN POSTMODERNISM AND CONTEMPORARY LITERATURE** **3.0: 3 cr. E**  
A study of any authors, genres or themes of the period.
- ENGL 330 CRITICAL THEORY** **3.0: 3 cr. E**  
An examination of theoretical and critical accounts of aesthetic, cultural and social practices. The course may focus on particular theorists, or a particular school or tradition.
- ENGL 332 NON-FICTION CREATIVE WRITING** **3.0: 3 cr. E**  
This course explores the provocative “fourth genre” of contemporary writing known as creative or literary non-fiction, which applies the elements of fiction writing such as point of view, descriptive style, characterization, and complex plotting to non-fiction works such as personal essays, historical witness, and the non-fiction novel.
- ENGL 333 TRAVEL WRITING** **3.0: 3 cr. E**  
This seminar examines the wide diversity of travel writing from Classical times to the present, including imaginary as well as real travels to other countries and continents. It will focus on the narratives, chronicles, and memoirs of encounters with new sights, populations and cultures, and the emotions, feelings, and insights these engendered in their authors.
- ENGL 334 LITERATURE AND GENDER** **3.0: 3 cr. E**  
A study of any works of literature in relation to both theories of gender and gender as lived social experience.
- ENGL 335 TOPICS IN MODERN ARABIC LITERATURE** **3.0: 3 cr. E**  
A study of any Arabic literature of the twentieth and twenty-first centuries. In general, texts will be studied in translation, but authors with an Arab identity who write in English may also be studied.
- ENGL 336 TOPICS IN COMPARATIVE LITERATURE** **3.0: 3 cr. E**  
A study of any author, period, or topic in comparative literature.
- ENGL 354 AESTHETICS** **3.0: 3 cr. E**  
The study of aesthetics and its application to literary and visual forms. The course may examine particular forms of the aesthetic, and may include an investigation of its philosophical, political and cultural aspects.
- ENGL 399 MA Thesis** **6 cr. E**

# DÉPARTEMENT DE LANGUE ET LITTÉRATURE FRANÇAISE

**Chef de département:** Carla Serhan.

**Enseignants:** Carla Serhan, Charles Dick, Georges Dorlian, Aïda Soufi, Nancy Saad, Rima Baraké.

Le département de Langue et Littérature Françaises prépare les étudiant(e)s à l'obtention:

- D'un Master à 3 options: Littérature française, Linguistique ou Français langue étrangère et seconde.

## PROGRAMME DU MASTER EN LANGUE ET LITTÉRATURE FRANÇAISES

Le Master en langue et littérature françaises se divise en trois composantes, l'une Littéraire, l'autre Linguistique et la troisième Français langue étrangère et seconde.

Pour s'inscrire au Master de Langue et Littérature françaises, l'étudiant devra être titulaire d'un B.A. en Langue et Littérature françaises avec une moyenne de 80/100. Les étudiant(e)s ayant obtenu moins que 80, pourraient être acceptés sous surveillance académique.

Pour obtenir un Master en Langue et Littérature Françaises, l'étudiant(e) devra obtenir 24 crédits dans les séminaires détaillés ci-dessous, en plus des six crédits réservés au mémoire de recherche.

### SÉMINAIRES COMMUNS

|          |                                       |            |
|----------|---------------------------------------|------------|
| FASS 300 | Méthodologie de la recherche          | 3.0: 3 cr  |
| FREN 322 | Exploration du tragique               | 3.0: 3 cr. |
| FREN 342 | Questions de Linguistique             | 3.0: 3 cr. |
| FREN 350 | Plurilinguisme et Contact des Langues | 3.0: 3 cr. |
| FREN 399 | Mémoire de recherche                  | 6 cr.      |

### SÉMINAIRES DE LITTÉRATURE

|          |                                       |            |
|----------|---------------------------------------|------------|
| FREN 320 | Littérature et sciences humaines      | 3.0: 3 cr. |
| FREN 321 | Physique et métaphysique des passions | 3.0: 3 cr. |
| FREN 332 | Le théâtre                            | 3.0: 3 cr. |
| FREN 334 | La poésie                             | 3.0: 3 cr. |
| FREN 335 | La narrativité                        | 3.0: 3 cr. |
| FREN 336 | Le Roman                              | 3.0: 3 cr. |
| FREN 341 | Poétique des genres littéraires       | 3.0: 3 cr. |

### SÉMINAIRES DE LINGUISTIQUE

|          |   |            |
|----------|---|------------|
| FREN 340 | Linguistique et textes littéraires        | 3.0: 3 cr. |
| FREN 343 | Questions de sémantique et de lexicologie | 3.0: 3 cr. |
| FREN 344 | Analyse du discours                       | 3.0: 3 cr. |
| FREN 345 | Linguistique comparée                     | 3.0: 3 cr. |
| FREN 346 | Théories de la phrase                     | 3.0: 3 cr. |
| FREN 347 | Linguistique et enseignement du français  | 3.0: 3 cr. |

|          |                                   |            |
|----------|-----------------------------------|------------|
| FREN 348 | Sociolinguistique et technolectes | 3.0: 3 cr. |
| FREN 349 | Dialectologie                     | 3.0: 3 cr. |

### **SÉMINAIRES DE FLE/S**

|          |   |            |
|----------|---|------------|
| FREN 345 | Linguistique comparée   | 3.0: 3 cr. |
| FREN 347 | Linguistique et enseignement du français                          | 3.0: 3 cr. |
| FREN 351 | Stage professionnel   | 3.0: 3 cr. |
| FREN 352 | Particularités arabophones et expression française                | 3.0: 3 cr. |
| FREN 353 | Enseignement du français sur objectifs spécifiques FOS            | 3.0: 3 cr. |
| FREN 354 | Les Technologies de l'information et de la Communication en FLE/S | 3.0: 3 cr. |
| FREN 355 | Acquisition du langage  | 3.0: 3 cr. |
| FREN 358 | Gestion d'établissements scolaires (équivalent de EDUC 392)       | 3.0: 3 cr. |

## **LES SÉMINAIRES COMMUNS**

### **FASS 300 MÉTHODOLOGIE DE LA RECHERCHE 3.0: 3 cr. F**

Ce séminaire vise à la familiarisation des étudiant(e)s à la recherche dans le monde littéraire et linguistique. Dans ce but, le travail sera orienté vers le choix et la mise en relief d'un corpus et d'une problématique, vers la planification du travail et l'établissement et l'exploitation d'une bibliographie. La fin de ce séminaire sera couronnée par la présentation d'un travail de recherche.

### **FREN 322 EXPLORATION DU TRAGIQUE 3.0: 3 cr. F**

A partir d'œuvres représentatives, ce séminaire vise à tracer, de Sophocle à Pascal et Freud, les contours de la conception tragique de la destinée humaine, et approfondir l'influence de cette vision tragique sur la littérature.

### **FREN 342 QUESTIONS DE LINGUISTIQUE 3.0: 3 cr. F**

Ce séminaire est appelé à élargir et approfondir la réflexion touchant les grandes questions, tant anciennes qu'actuelles, que pose la science linguistique: l'arbitraire du signe, la double articulation, les universaux du langage, synchronie/diachronie, énoncé/énonciation, etc.

### **FREN 350 PLURILINGUISME ET CONTACT DES LANGUES 3.0: 3 cr. F**

Le contact des langues nous situe au sein de la question de la dynamique et de l'évolution des langues. Seront abordés les cas du plurilinguisme de l'hybridation, de l'emprunt etc., entre différentes langues.

### **FREN 399 MÉMOIRE DE RECHERCHE 6 cr. F**

## **1. SÉMINAIRES DE LITTÉRATURE**

### **FREN 320 LITTÉRATURE ET SCIENCES HUMAINES 3.0: 3 cr. F**

Au contact de la littérature, toutes les disciplines relevant des sciences humaines ou sociales (philosophie, sociologie, psychologie, histoire, etc.) ont élaboré des discours analytiques, voire des méthodes d'analyse d'une œuvre littéraire. Ce séminaire a pour objectif de privilégier une ou plusieurs approches que les disciplines humanistes ont mises au point pour lire et comprendre la production littéraire, sans pour autant oublier l'influence que la littérature elle-même exercera à son tour sur les sciences humaines.

**FREN 321 PHYSIQUE ET MÉTAPHYSIQUE DES PASSIONS****3.0: 3 cr. F**

La genèse des passions comme source de la création littéraire fera l'objet de ce séminaire dont l'objectif est de réfléchir sur les liens entre les énigmes passionnelles et la rationalité scripturale.

**FREN 332 LE THÉÂTRE****3.0: 3 cr. F**

L'œuvre d'un dramaturge ou un choix de pièces choisies d'un courant théâtral donné, constituera l'objet d'une réflexion sur le théâtre en tant que genre se situant au carrefour de plusieurs modes d'expression artistiques.

**FREN 334 LA POÉSIE****3.0: 3 cr. F**

A partir de l'œuvre d'un poète ou d'un choix d'œuvres poétiques, ce séminaire est censé approfondir les contraintes et les limites spécifiques à l'acte poétique au contact d'un poète ou d'un courant poétique.

**FREN 335 LA NARRATIVITÉ****3.0: 3 cr. F**

Séminaire où seront abordées et traitées les grandes questions théoriques et pratiques de la narration : le temps, le mode, la voix etc. Et ce en se basant sur une ou plusieurs œuvres narratives en plus des ouvrages théoriques.

**FREN 336 LE ROMAN****3.0: 3 cr. F**

A partir d'un thème librement choisi, ce séminaire étudiera plusieurs romans ayant marqué l'histoire de la littérature française.

**FREN 341 POÉTIQUE DES GENRES LITTÉRAIRES****3.0: 3 cr. F**

Dans ce séminaire, seront abordés les genres littéraires non en tant que données transcendantes mais en tant que formes immanentes de l'imaginaire. De Platon et Aristote à Gérard Genette, on étudiera les grandes formes de la littérature et les questions relevant du statut social et historique du genre et en particulier les problèmes touchant sa structure interne comme la mimésis et l'originalité, la spécificité et les frontières, etc.

**2. SÉMINAIRES DE LINGUISTIQUE****FREN 340 LINGUISTIQUE ET TEXTES LITTÉRAIRES****3.0: 3 cr. F**

Séminaire où sera abordé le fonctionnement interne et immanent du texte littéraire à partir des acquis méthodologiques et conceptuels de la linguistique: actes du langage, théorie des champs lexico sémantiques, statut actantiel du personnage, etc.

**FREN 343 QUESTIONS DE SÉMANTIQUE ET DE LEXICOLOGIE****3.0: 3 cr. F**

Centré sur les unités de première articulation (monèmes ou morphèmes), ce séminaire a pour objectif de préciser le statut du mot (lexème) dans sa double fonction comme unité de langue et comme unité de discours. Outre la «dérivation» et la «composition», la lexicologie est aussi l'étude du sens des mots dans une double perspective, synchronique (rapports sémantiques entre les unités, champs sémantiques, homonymies, polysémies, figures, etc.) et diachronique ou socio-historique (évolution du sens des mots, la néologie, etc.).

**FREN 344 ANALYSE DU DISCOURS****3.0: 3 cr. F**

Dans ce séminaire seront traités les phénomènes oraux et scripturaux marqués par des situations de production. Y seront abordés la cohérence textuelle (continuité sémantique d'un texte), les ruptures énonciatives (locuteur/énonciation, locuteur/énoncé) et les processus interprétatifs (construction du sens : paraphrases interprétatives, paradigmes désignationnels). Des théories de l'énonciation à la statistique linguistique, les analyses s'appuieront sur la pluralité des approches théoriques afin d'établir des instruments d'analyse dans leurs relations étroites aux objectifs linguistiques ou extralinguistiques des recherches.

**FREN 345 LINGUISTIQUE COMPARÉE****3.0 : 3 cr. F**

Au-delà des «universaux du langage», les langues diffèrent les unes des autres sur bien des points. Ce séminaire se propose de décrire les grands traits phonologiques, lexicaux, sémantiques et morphosyntaxiques des deux langues arabe et française. Cette description sera suivie d'une analyse comparative de ces divers traits entre les deux langues en question.

**FREN 346 THÉORIES DE LA PHRASE****3.0: 3 cr. F**

Séminaire centré sur la syntaxe et les questions touchant les théories de la phrase que proposent les différentes écoles linguistiques: approfondissement d'une école ou mise en parallèle de deux ou trois conceptions afin d'en dégager divergences et points communs.

**FREN 347 LINGUISTIQUE ET ENSEIGNEMENT DU FRANÇAIS****3.0: 3 cr. F**

Séminaire ayant pour objectif de développer et d'approfondir les éléments linguistiques qui contribuent à une amélioration de l'apprentissage du français dans un milieu non particulièrement francophone.

**FREN 348 SOCIOLINGUISTIQUE ET TECHNOLECTES****3.0: 3 cr. F**

Le technolecte touchant à tous les domaines de l'activité humaine : sciences et techniques, activités artistiques, économie, politique... est profondément ancré dans la vie sociale d'une communauté linguistique et ne pourra par suite être dissocié des études sociolinguistiques. Le technolecte n'est pas à confondre avec la terminologie, puisqu'en plus du niveau lexical, l'étude d'un technolecte concerne aussi bien le style et la phraséologie.

**FREN 349 DIALECTOLOGIE****3.0: 3 cr. F**

La dialectologie étant l'étude linguistique des dialectes et des patois, elle s'intéresse aux variétés linguistiques non standardisées. La description dialectale ne diffère pas de toute autre description linguistique, puisqu'elle nécessite la description des traits phonétiques, l'étude des traits phonologiques, morphologiques, lexicaux et sémantiques de ce dialecte. La comparaison entre différents dialectes de la même famille est possible grâce à des enquêtes qui permettront de décrire la répartition spatiale des traits spécifiant les membres de cette famille.

**3. SÉMINAIRES DE FLE/S****FREN 345 LINGUISTIQUE COMPARÉE****3.0 : 3 cr. F**

Au-delà des « universaux du langage », les langues diffèrent les unes des autres sur bien des points. Ce séminaire se propose de décrire les grands traits phonologiques, lexicaux, sémantiques et morphosyntaxiques des deux langues arabe et française. Cette description sera suivie d'une analyse comparative de ces divers traits entre les deux langues en question.

**FREN 351 STAGE PROFESSIONNEL****3.0: 3 cr. F**

Ce stage professionnel sera effectué ou bien dans le cadre d'une institution ou d'une école pratiquant l'enseignement du français en tant que langue étrangère. Une petite période d'observation de classe devra être suivie d'une pratique de l'enseignement. Un rapport sera fourni en fin de stage.

**FREN 352 PARTICULARITÉS ARABOPHONES ET EXPRESSION FRANÇAISE****3.0: 3 cr. F**

Ce séminaire est un laboratoire d'analyse des particularités de l'expression française de l'apprenant(e) arabophone, que la langue française soit sa deuxième ou sa troisième langue. Ces particularités seront étudiées par rapport au français appelé standard.

**FREN 353 ENSEIGNEMENT DU FRANÇAIS SUR OBJECTIFS SPÉCIFIQUES (FOS)****3.0: 3 cr. F**

Ce séminaire s'intéressera à l'enseignement du français dans un cadre professionnel : le français des affaires, du tourisme... L'étudiant(e) apprendra à définir les besoins de son public et par la suite à construire une méthode adaptée à chaque contexte.

**FREN 354 LES TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION EN FLE/S** **3.0: 3 cr. F**

En plus de l'étude des supports audio-visuels utilisés dans le cadre de l'enseignement de la langue française, ce séminaire insistera surtout sur les produits interactifs utilisés dans ce but. Tout cet acquis aboutira à la fin du séminaire à la conception d'un nouveau produit adapté aux besoins des apprenants arabophones.

**FREN 355 ACQUISITION DU LANGAGE** **3.0: 3 cr. F**

L'acquisition du langage chez l'enfant commence par le babillage pour aboutir à la construction de phrases, en passant par le développement progressif d'un lexique plus au moins élaboré. Est-ce que la compréhension du phénomène d'apprentissage de la langue maternelle chez l'enfant, pourrait nous éclairer sur les mécanismes de l'apprentissage d'une langue seconde ou étrangère chez l'enfant ou peut-être même chez l'adulte?

**FREN 358 Gestion d'établissements scolaires (Equivalent de EDUC 392)** **3.0: 3 cr. F**

Ce séminaire est une introduction aux différentes fonctions à remplir dans le cadre de la gestion d'établissements scolaires. Il trace la différence entre gestion et leadership, et insiste sur la gestion du développement professionnel des enseignants à travers des stratégies bien précises, ainsi que sur la création d'une stratégie d'intervention à tous les niveaux de la vie scolaire. Les étudiants seront munis d'un cadre théorique qu'ils appliqueront à des études de cas.

# **DEPARTMENT OF HISTORY**

**Professors:** Mahmoud Haddad, Souad Slim.

**Languages of Instruction:** French, Arabic

## **HISTORY GRADUATE COURSES**

### **Requirements for Master of Arts in History (30 credits)**

- 24 credits of course numbered 300 and above
- 6 credits for thesis

### **MASTER OF ARTS IN HISTORY**

The History Department in the Faculty of Arts and Social Sciences (FASS) offers a Master of Arts in History which broadly contextualizes the program content within the frame of the Middle East and North Africa (MENA) during the medieval and modern periods. The program's essential focus is on the exploration of Historical methodologies and the recording and analysis of the experience of the peoples of Lebanon. The applicants to this program should normally hold a Bachelor's degree in History. Majors from other disciplines can be considered in light of their undergraduate academic standing. The Department would reserve the right to ask applicants to take additional courses to make up for deficiencies in undergraduate preparation.

The MA program consists of 30 credits, 24 credits from 8 courses and 6 thesis credits. The coursework is comprised of 6 core, required courses and 2 department electives. The core courses emphasize the essential cultural literacy and methodological training consistent with a master's level education in History with a content focus on the Middle East and North Africa. The Master's thesis is the culminating work of the MA program. When working on the thesis the MA student puts into practice the skills and knowledge they have acquired in historical conceptualization, the organization and evaluation of various species of evidence, critical analysis of competing sources, and the communication of their findings to produce an original work of scholarship.

### **CORE COURSES:**

#### **FASS 300 RESEARCH METHODOLOGY**

**3.0: 3 cr. A/F**

This course intends to familiarize the students with all the components of research. Students will be asked to analyze papers, articles, and theses in order to acquire a critical approach to the different steps in writing up a research. At the end of the course students will submit a research proposal.

#### **HIST 322 METHODOLOGY OF HISTORICAL SOURCES**

**3.0: 3 cr. A/F**

This course focuses on the understanding of historical sources, ancient, medieval, and modern. It examines both previously archived historical sources, such as records, manuscripts, diaries, and chronicles, and the collection and cataloging of new sources such as contemporary photographs, government, ecclesiastical and non-governmental organization (NGO) records, and oral history interviews. Students will discover the nature of archival organization and come to understand the important teamwork that takes place between archivists and historians. At each step, students will learn about the methodologies that correspond to the collection and the analysis of these different forms of documentation. To facilitate this work, the course will include visits to family and monastic archives. By the end of the course, students will have demonstrated a firm grasp of organizational and analytical practices in the historical profession, a prerequisite for any future work in archives and other institutions of public history.

**HIST 324 MODERN AND CONTEMPORARY ARAB WORLD****3.0: 3 cr. A/F**

This course investigates development in the Arab world from the Ottoman period to the present, with emphasis on the rise of nationalist and ideological political parties, the emergence of independent states, the Arab-Israeli conflict, the rise of petroleum-based industries, religious resurgence, and the influence of democratic ideals and globalization. It provides the essential contextual grounding for any further work in the history of Lebanon and its region. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

**HIST 325 NEW TRENDS IN THE PHILOSOPHY OF HISTORY****3.0: 3 cr. A/F**

This course will examine new currents in the writing of history, combining the textual and the contextual, the anthropological and the cultural, the material and the intellectual, and the specific and the general to generate a comprehensive understanding of our current moment in the history and philosophy of history. The knowledge base at the core of this course is essential for any future graduate work in history. By the end of this course, students will have exhibited a high degree of accomplishment in their understanding of the role of conceptualization in historical analysis and demonstrated their communication skills through substantial written assessments.

**HIST 330 HISTORY OF THE LEBANESE CIVIL WARS IN THE NINETEENTH AND THE TWENTIETH CENTURIE****3.0: 3 cr. A/F**

This course investigates the histories of Lebanese various internal conflicts from 1840 to the present. It examines the social and economic background of the region, the development of communitarian and sectarian institutions, and the political regimes that arose and fell during this period. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

**HIST 333 BILAD AL-SHAM UNDER THE MAMLUKS****3.0: 3 cr. A/F**

This course examines state, society, and religion in the Levant under the rule of these medieval slave soldiers as well as their continuing influence during the pre-Ottoman period. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

**ELECTIVE COURSES****HIST 321 BYZANTIUM AND EARLY ISLAM****3.0: 3 cr. A/F**

This course covers the history of the Near East during the transition from Roman to Islamic rule (550-850 C.E.) with its emphasis on the Islamic conquest of the late Roman Levant, the early Umayyad state, and the continuing development of Christian communities and establishment of new Islamic communities in this region. This course will discuss the different interactions between these two civilizations in art, economics, and social issues. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

**HIST 323 MIDDLE EASTERN ART IN THE MEDIEVAL PERIOD****3.0: 3 cr. A/F**

This course examines the flourishing art of the medieval period. It looks at both military and non-military architecture as well as religious works of art such as icons, mural painting, illumination, and calligraphy. The value of all of these works of human expression will be analyzed both as individual texts and in their relation to the larger world of which they were a part. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

**HIST 327 DIVISIONS IN THE HISTORY OF THE ORIENTAL CHURCHES****3.0: 3 cr. A/F**

This course examines the origin and development of divisions within the church in the Near East, emphasizing the impact of political, economic, social, and cultural factors upon theological and dogmatic exegesis and the formation of linguistic and ethnic identities. The study of Christology, philokalia, and the role of ecclesiastical authority will be central to this course. In addition to mastering the content of this course,  
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students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 329 THE SECOND ARAB NAHDA**

**3.0:3cr.A/F**

This course examines the intellectual, political, and economic developments that took place in the geographical area of Syria and Egypt in the nineteenth and early twentieth century. It stresses the Western intellectual impact upon Arab thinkers and compares this period with the first Nahda of the Abbasid Empire, when Arab thought came into contact with Greek, Persian, and Hindu traditions. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 331 HISTORY OF MODERN ARAB CITIES**

**3.0: 3 cr. A/F**

This course examines traditional theses concerning the decline and disorder of Middle Eastern cities and the role of religious life in defining public and private spaces. It will also review new research and theories, which hope to provide models for the good organization and governance of cities as centers of political power and places of commercial and cultural services. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 332 HISTORY OF ARTISTIC AND SCIENTIFIC DEVELOPMENT UNDER THE ARAB CALIPHATES**

**3.0: 3 cr. A/F**

This course challenges the thesis that emphasizes the decline of the Arab Caliphate as concomitant to the flourishing of the sciences and art and advances a thesis that links this period of renewal in philosophy, medicine, astronomy, as well as the arts to other forms of official patronage. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 334 SILK ROADS CONNECTIONS**

**3.0: 3 cr. A/F**

This course studies the importance of the Silk Roads as a conveyor belt for the transmission of material goods and cultural traits from Chinese-dominated East Asia, Tibet, South Asia, Southeast Asia, and the Middle East. While every region touched by the Silk Roads experienced fundamental change, this course will emphasize the impact of these interactions on the Arab Mediterranean world. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 335 HISTORY OF THE LEBANESE MIGRATIONS**

**3.0: 3 cr. A/F**

This course examines the Lebanese migratory waves of the nineteenth and twentieth centuries. It discusses the Lebanese selection of different migratory destinations in North and South America, Africa, Egypt, and the Gulf States, the impact of the migrants on their new home countries, and the impact of these places on Lebanese social, political, and cultural life in Lebanon and abroad. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 336 THE FRANKS IN THE ARAB WORLD**

**3.0: 3 cr. A/F**

This course studies the history of the Crusades and the medieval Frankish kingdoms in the East Mediterranean. It emphasizes the motivations for the Crusades, the clash of West European and East Mediterranean military traditions, and the political, social, and cultural interactions between the invaders and the Levantine population. Finally, it examines the factors behind the survival of these states for roughly two centuries as well as their ultimate demise. In addition to mastering the content of this course, students will develop their critical thinking and communication skills through substantial written assessments.

### **HIST 398 TOPICS IN MODERN MIDDLE EASTERN HISTORY**

**3.0: 3 cr. A/F**

This course examines a specific historical topic to be announced at the time of offering.

### **HIST 399 MA Thesis**

**6 cr. A/F**

## **SUGGESTED OFFERING**

### **FALL**

FASS 300

HIST 322, HIST 330, HIST 399

### **SPRING**

HIST 324, Elective

HIST 333, Elective, HIST 399

# **DEPARTMENT OF LANGUAGES AND TRANSLATION**

**Head of Division:** Héla Najjar

**Full Time Instructors:** Héla Najjar, Carla Serhan, Georgette Farchakh, Maria Nasr, Alex Raymond, Reine Nassar, Nadine Beaini, Rita Hanna El Daher.

**Languages of instruction:** Arabic, French, and English

The objective of the Department of Languages and Translation is to graduate translators who are specialized in various fields of human knowledge with a high proficiency in the three main languages of instruction, in addition to an optional command of a fourth foreign language.

The curriculum provides the translation student with the efficient translation techniques and methodology from and into Arabic, French and English in the specialized fields of editorial translation, audio-visual translation (subtitling and dubbing), and interpretation along with the appropriate and comprehensive theoretical background to enhance the translator's skills and professional performance.

The program of study leads to the following Graduate degrees:

1. An Interpreter Diploma
2. A Master in Translation

## **INTERPRETER DIPLOMA**

To be admitted to the program of Interpreter Diploma, the student must achieve an undergraduate cumulative general average of 75/100 and pass an interview.

The required passing average in Diploma's courses is 70/100.

The Interpreter Diploma program of study is composed of 24 credits which are allocated as follows:

|           |   |             |
|-----------|---|-------------|
| TRAN 302: | Seminar in Political and Diplomatic Translation (F/E→A) | 3.0 : 3 cr. |
| TRAN 303: | Seminar in Translating Social Sciences (F/E→A)          | 3.0 : 3 cr. |
| TRAN 316: | Seminar in Literary Translation (F/E→A)                 | 3.0 : 3 cr. |
| INTE 301: | On-sight Translation (F→A/E→A& A→F/A→E)                 | 3.0 : 3 cr. |
| INTE 302: | Consecutive Interpretation (F→A/E→A& A→F/A→E)           | 3.0 : 3 cr. |
| INTE 303: | Simultaneous Interpretation (F→A/E→A& A→F/A→E)          | 3.0 : 3 cr. |
| INTE 300: | Practicum   | 6 cr.       |

## **TRANSLATION GRADUATE PROGRAM (DIPLOMA & MASTER)**

### **1) COMMON COURSES FOR MASTER AND DIPLOMA**

|          |                         |             |
|----------|-------------------------|-------------|
| TRAN 334 | Translation Workshop I  | 3.0 : 3 cr. |
| TRAN 335 | Translation Workshop II | 3.0 : 3 cr. |

### **2) MASTER IN TRANSLATION STUDIES / MASTER EN TRADUCTOLOGIE**

|          |                      |             |
|----------|----------------------|-------------|
| FASS 300 | Research Methodology | 3.0 : 3 cr. |
|----------|----------------------|-------------|

|              |                                 |                   |
|--------------|---------------------------------|-------------------|
| TRAN 301     | Seminar in Terminology          | 3.0 : 3 cr.       |
| TRAN 333     | Stylistics and Translation      | 3.0 : 3 cr.       |
| TRAN 344     | Topics in Translation Studies   | 3.0 : 3 cr.       |
| TRAN 345     | Readings in Translation Studies | 3.0 : 3 cr.       |
| TRAN 346     | Translation Theories            | 3.0 : 3 cr.       |
| TRAN 399     | Master Thesis                   | 6 cr.             |
| <b>Total</b> |                                 | <b>30 credits</b> |

### **3) TRANSLATOR DIPLOMA / DIPLÔME DE TRADUCTEUR:**

|              |                                    |                   |
|--------------|------------------------------------|-------------------|
| TRAN 300     | Translation Practicum              | 3.0 : 3 cr.       |
| TRAN 302     | Political & Diplomatic Translation | 3.0 : 3 cr.       |
| TRAN 312     | Advertising Translation            | 3.0 : 3 cr.       |
| TRAN 366     | Technical Translation              | 3.0 : 3 cr.       |
| TRAN 376     | Economic and Legal Translation     | 3.0 : 3 cr.       |
| TRAN 396     | Audiovisual Translation            | 3.0 : 3 cr.       |
| <b>Total</b> |                                    | <b>24 credits</b> |

## **MASTER IN TRANSLATION STUDIES / MASTER EN TRADUCTOLOGIE**

**FASS 300 RESEARCH METHODOLOGIES (E or F)** **3.0: 3 cr. E/F**

Kindly refer to Faculty Service Courses.

**TRAN 301 SEMINAR IN TERMINOLOGY** **3.0: 3 cr. E/F**

This seminar enlightens on problems of terminology, particularly the general methodology of translation, coordination and standardization of scientific and technical terms.

**TRAN 333 STYLISTICS AND TRANSLATION** **3.0: 3 cr. E/F**

This seminar addresses the stylistic issue in translation theory and practice. It analyzes translation strategies in the light of the traditional opposition between sourceeers and targeteers and of more recent translation approaches such as the foreignizing approach. It explores stylistic choices and implications on identity and alterity in the rewriting process, mandatory and non-mandatory transformations in translation as well as stylistic norms and innovation.

**TRAN 344 TOPICS IN TRANSLATION STUDIES** **3.0: 3 cr. E/F**

This seminar will offer a broad overview of the history of translation and translation studies from Antiquity to the 21st century. It will examine the major stages in the evolution of the profession starting from the translation of the Bible to the Machine Translation. It will also give students an idea about the most famous translators in history as well as the major theorists who contributed to the development of translation theories, including their point of view and their methods of translation. This course will also help students to differentiate between “Litteral Traductology”, “Scientific Traductology” and “Didactical Traductology”.

**TRAN 345 READINGS IN TRANSLATION STUDIES** **3.0 : 3 cr. E/F**

In this seminar, students will read several texts in the field of translation studies, and will be invited to analyze them, and to search for critiques written about them. They will learn how to explore these selected readings, to analyze their major theoretical contribution and to integrate them in a research translation project.

**TRAN 346 TRANSLATION THEORIES****3.0: 3 cr. E/F**

In this seminar, students will examine not only major research topics and trends in the field of translation studies like creativity and fidelity, cultural aspects in translation, limits of expression, translator's strategy etc., but also different theorists such as Lederer, Selescovitch, Nida, Schleiermacher, Berman and many others. They will explore their points of view in the field of translation and traductology, and will discover the new ideas they brought to the profession.

**TRAN 399 MASTER THESIS****6 cr. E/F****TRANSLATOR DIPLOMA / DIPLÔME DE TRADUCTEUR****TRAN 300 TRANSLATION PRACTICUM****3.0: 3 cr. E/F/A**

In this course, translation students submit a written report about their translation experience after 1-month training in a professional environment.

**TRAN 302 SEMINAR IN POLITICAL AND DIPLOMATIC TRANSLATION****3.0: 3 cr. E/F**

This seminar trains students to translate legal and diplomatic texts from French and English into Arabic—including UN conferences, and familiarizes them with legal and diplomatic terminologies. Students use appropriate tools such as documentation, glossaries, and do terminological research.

**TRAN 312 ADVERTISING TRANSLATION****3.0: 3 cr. E/F**

This seminar will introduce students to the translation techniques of advertisements, commercial and promotional communication from French and English into Arabic and to the advertising (metaphors, connotations, puns, stylistic devices, creativity and adaptation to the target audience sociolinguistic context).

**TRAN 366 SEMINAR IN TECHNICAL TRANSLATION****3.0: 3 cr. E/F**

This seminar trains students to translate scientific, technical and medical texts from French and English into Arabic. It also trains students to use appropriate tools such as documentation, glossaries, and carry out terminological research.

**TRAN 376 SEMINAR IN LEGAL & ECONOMIC TRANSLATION****3.0 : 3 cr. E/F**

This seminar improves students' skills in translating more specialized economic and legal texts from French and English into Arabic. In the economic part, it deals with the translation of texts and documents ranging from banking operations to balance sheets and monetary reports. In the legal part, it deals with international agreements and treaties as well as corporate law. The training helps students develop a better understanding of legal and economic translation by becoming familiar with key terms and concepts in various fields of legal and economic activity. It also helps students enrich their legal and economic lexicon, trains them to use appropriate tools such as documentation, glossaries, etc... and carry out terminological research.

**TRAN 396 TRANSLATION WORKSHOP: AUDIO-VISUAL TRANSLATION****3.0 : 3 cr. E/F**

This workshop upgrades the student's translating skills and techniques in subtitling and dubbing from French and English into Arabic, and also emphasizes some theoretical aspects related to this type of translation.

## **COMMON COURSES FOR MASTER AND DIPLOMA**

### **TRAN 334 TRANSLATION WORKSHOP I**

**3.0 : 3 cr. E/F**

The main objective of this seminar is to train students to translate difficult texts and thereby increase their general knowledge base concerning current topics to better familiarize them with terminological research skills and develop their lexicon as translators. The texts will include current journalistic issues ranging from health, cosmetic and cosmetic surgeries, transportation, marketing, sociological issues including such important topics as child abuse, treatment of women, and human rights, to political topics including current international conflicts, defense policies and elections. By the end of this course, the students should have acquired information that will reinforce language skills, enhance vocabulary and terminology.

### **TRAN 335 TRANSLATION WORKSHOP II**

**3.0 : 3 cr. E/F**

The aim of this seminar is to acquaint students with the language of human sciences that range from history, philosophy, psychology, civilization studies to archeology and anthropology. Students will be required to translate texts from these disciplines in the manner and conventions of the discipline. They will be required to solve linguistic problems involved in transferring information from one language to another. The activities involved in this seminar will serve to enrich terminology and develop problem solving skills to tackle the idiosyncrasies of each language.

## **OFFERING ORDER – MA COURSES**

### **SEMESTER I**

|          |                               |
|----------|-------------------------------|
| TRAN 334 | Translation Workshop I        |
| TRAN 335 | Translation Workshop II       |
| TRAN 344 | Topics in Translation Studies |

### **SEMESTER II**

|          |                                 |
|----------|---------------------------------|
| FASS 300 | Research Methodologies (E or F) |
| TRAN 301 | Seminar in Terminology          |
| TRAN 345 | Readings in Translation Studies |

### **SEMESTER III**

|          |                            |
|----------|----------------------------|
| TRAN 333 | Stylistics and Translation |
| TRAN 346 | Translation Theories       |
| TRAN 399 | Thesis                     |

### **SEMESTER IV**

|          |        |
|----------|--------|
| TRAN 399 | Thesis |
|----------|--------|

## **OFFERING ORDER – DIPLOMA COURSES**

### **SEMESTER I**

|          |                         |
|----------|-------------------------|
| TRAN 334 | Translation Workshop I  |
| TRAN 335 | Translation Workshop II |
| TRAN 312 | Advertising Translation |

### **SEMESTER II**

|          |  |
|----------|--|
| TRAN 396 | Translation Workshop: Audio-Visual Translation |
| TRAN 366 | Seminar in Technical Translation               |
| TRAN 300 | Translation Practicum (E/F/A)                  |

### **SEMESTER III**

|          |   |    |       |   |          |             |  |
|----------|---|----|-------|---|----------|-------------|--|
| TRAN 302 | Seminar in Political and Diplomatic Translation |    |       |   |          |             |  |
| TRAN 376 | Seminar   | in | Legal | & | Economic | Translation |  |

# **DEPARTMENT OF MASS COMMUNICATION**

**Chairperson:** Sharif Abdel Nour  
**Instructors:** Dima Issa, Josiane Khoury.  
**Language of instruction:** Arabic, English

## **MASTER OF ARTS IN MASS COMMUNICATION**

### **SYNOPSIS OF THE PROGRAM:**

The Department of Mass Communication offers a Master's degree program that provides students with knowledge and skills needed for their career endeavors. With significant emphasis on professionalism and knowledge sharing, the MA program proposes three specialties: Broadcast Journalism, Public Relations, Marketing and Advertising, and Printed and Electronic Journalism. The Broadcast journalism specialty is offered in collaboration with the Centre de Formation et de Perfectionnement des Journalists (CFPJ). Located in France, CFPJ is internationally recognized as a leading training institution of broadcast journalism. It will provide some of the training UOB students receive in this specialty track. The curriculum for all specialties is designed to match the growing demand for professionalism and practicality in the media industry in conjunction with the research aspect of graduate degree programs. The MA program produces graduates capable of working in fields such as advertising, public relations, radio/TV, marketing, broadcasting, media advocacy and research.

All MA students have to take a total of 30 credits in order to graduate, allocated as follows:

|                                    |        |
|------------------------------------|--------|
| I- Common Core Courses             | 12 cr. |
| II- Specialty Sequence Courses     | 12 cr. |
| III- Thesis / Training and Project | 6 cr.  |

Students register for the final project or thesis in the third and fourth semesters.

### **I. Common Major Courses**

|   |               |
|---|---------------|
| FASS 300: Research Methodology                  | 3.0 : 3 cr. E |
| MCOM 304: Theories of Mass Communication        | 3.0 : 3 cr. E |
| MCOM 380: Mass Communication and Society        | 3.0 : 3 cr. E |
| MCOM 321: Advanced Topics in Mass Communication | 3.0 : 3 cr. E |

### **II/a. Specialty in Broadcast Journalism**

|   |               |
|---|---------------|
| MCOM 331: Fundamentals of Broadcasting Journalism | 3.0 : 3 cr. E |
| MCOM 332: Advances in Audiovisual Performances    | 3.0 : 3 cr. E |
| MCOM 333: Production of Radio & TV Programs       | 3.0 : 3 cr. E |
| MCOM 334: Advances in Broadcasting Issues         | 3.0 : 3 cr. E |

### **II/b. Specialty in Printed and Electronic Journalism**

|   |               |
|---|---------------|
| MCOM 341: Advances in Electronic Journalism         | 3.0 : 3 cr. E |
| MCOM 342: Journalistic Forms and News writing       | 3.0 : 3 cr. E |
| MCOM 343: Advances in Newspaper and Magazine Design | 3.0 : 3 cr. E |
| MCOM 344: Seminar in Journalistic Issues            | 3.0 : 3 cr. E |

### **II/c. Specialty in Public Relations, Marketing & Advertising**

|  |               |
|--|---------------|
| MCOM 351: Media Planning & Advertising Campaigns | 3.0 : 3 cr. E |
| MCOM 352: Public Relations Campaigns             | 3.0 : 3 cr. E |
| MCOM 353: Marketing Strategies & Techniques      | 3.0 : 3 cr. E |

MCOM 354: Integrated Marketing Communication

3.0: 3 cr. E

### **III. Thesis/Training Project**

MCOM 398: Project and Report

6 cr.

MCOM 399: Thesis

6 cr.

## **OFFERING ORDER**

### **SEMESTER I**

MCOM 304

MCOM 380

MCOM 331 or 341 or 351

### **SEMESTER II**

MCOM 321

FASS 300

MCOM 332 or 342 or 352

### **SEMESTER III**

MCOM 333 or 343 or 353

MCOM 334 or 344 or 354

MCOM 398 or 399

### **Semester IV**

MCOM 398 or 399

## **COURSE DESCRIPTION:**

### **CORE COURSES:**

#### **FASS 300 RESEARCH METHODOLOGY**

**3.0: 3 cr. E**

This course intends to familiarize students with all the components of research. Students will be asked to analyze papers, articles and theses in order to acquire a critical approach to the different steps in writing a research paper. At the end of the course, student will submit a research proposal.

#### **MCOM 304 THEORIES OF COMMUNICATION**

**3.0: 3 cr. F/A/E**

This course explores clusters of theories that govern communication processes. More specifically, the course focuses on theories related to communication institutions, media power, the content of communication, audience participation in communication, and contexts in which communication processes occur. Wedded to the study of communication theories, the course reflects on methodologies considered necessary for communication research.

#### **MCOM 321 ADVANCED TOPICS IN MASS COMMUNICATION**

**3.0: 3 cr. E**

As the field of mass communication is interdisciplinary, this course will offer a range of topics for discussion such as media ethics and legal issues, discourse analysis, performance studies, media politics and audience/reception studies. The course is designed to acquaint students acquainted with current developments in mass communication studies.

#### **MCOM 380 MASS COMMUNICATION AND SOCIETY**

**3.0: 3 cr. E**

This course discusses the complex interplay between mass communication and different varieties of social phenomena such as media violence and politics. As the study of society is concerned with the social status and roles of groups, the course also examines how mass communication corresponds with hegemony in society.



## *Specialty in Broadcast Journalism*

### **MCOM 331 FUNDAMENTALS OF BROADCAST JOURNALISM**

**3.0: 3 cr. E**

This course is designed to provide students with rules and techniques of radio and television news. The course examines rules that govern audiovisual writing, and basic news production techniques. More specifically, the course acquaints students with hierarchies of communication, genres of radio and television writing, approaches to radio and television news coverage, on-air interviewing news alerts and headline writing. The course focuses on textual and visual reports, photo commentary, and critical viewing. As sourcing is a major indicator of fair and balanced journalism, the course discusses how to use the Internet as a source of information, how to authenticate information, and how to treat sources of information. The practical component of this course trains students on different technical processes, such as voice exercises (including diction and breathing), sound recording, voice mixing, and creating a montage.

### **MCOM 332 ENHANCEMENT OF AUDIOVISUAL PERFORMANCE TECHNIQUES**

**3.0:3cr.E**

This course is designed to further knowledge and skills in aspects of performance for radio, TV and stage. The course aims to improve presenting, interviewing, and reporting skills for radio and television. Among the skills stressed in this course are techniques of radio and television interviews and reports, and their implementation, principles of narratives, the angle of subject construction, and sense of cutting of sequences.

### **MCOM 333 RADIO & TV PROGRAM PRODUCTION**

**3.0: 3 cr. E**

This course covers activities in a radio control room and a television studio. The course exposes students to the total operational processes for radio and television programs. It stresses on the real time responsibilities for various tasks in program production, such as music selection, and preparation of program logs. The course offers advanced audio training on sound editing, sound environment, voice practices, recording sound in live conditions, techniques of sound writing, and critical listening. Synchronized with audio training, the course increases students' understanding of the camera and camera shooting techniques, image composition, and critical viewing. Moreover, the course educates students on image post-production, and special effects in production and post-production. It reconsiders the use of equipment necessary for production, such as audio mixer, switcher, microphones and studio lighting.

### **MCOM 334 TOPICS AND ISSUES IN BROADCASTING**

**3.0: 3 cr. E**

This course is designed to look into the complex issues surrounding broadcasting. The course aims to stretch students' knowledge about 'hot-button' issues in broadcasting. Among the social issues covered are: television & radio and post-modernity, feminism and broadcasting, broadcasting and the public sphere. The course is designed to examine the social, economic and legal realities in the field of broadcasting, such as ownership of broadcasting organizations, laws and regulations of television and radio. Furthermore, the course may identify the areas of strengths and weaknesses in broadcasting systems in different countries. Professional guest speakers will be invited to provide students with knowledge and experience in relation to their fields of experience.

## *Specialty in Printed and Electronic Journalism*

### **MCOM 341 TOPICS IN ELECTRONIC JOURNALISM**

**3.0: 3 cr. E**

This course is designed to advance students' knowledge of and skills in electronic journalism. Looking at Web journalism as a feature of digital culture, the course draws students' attention to differences between traditional and Web journalism, digital culture, and discusses major global trends and issues of information on the Internet. The course stresses the basic techniques of Web journalism, and specialized genres for Web writing. From a practical perspective, the course will explore how advantageous Web 2.0, wiki, and RSS feed software are

for electronic journalism. The course explores the current and emerging modes electronic journalism, such as mob-blogs, and photo blogs while improving students' writing skills for electronic news, and it also covers web interviews.

### **MCOM 342 JOURNALISTIC FORMS AND NEWS WRITING**

**3.0: 3 cr. E**

The course looks at sources of information, roles of a journalist, treatment of information, general techniques of journalistic writing, and rules of writing a fine news story/article. The course examines characteristics of different types of journalistic forms, such as short news, news story, news report, profile, interview, editorial, the quality of news coverage, news worthiness, questions that make news, and how to write an objective news story. The course also helps students understand how to choose interviewees, how to research information for an interview, types of interview questions, how to take notes during an interview, and how to write an interview.

### **MCOM 343 NEWSPAPER AND MAGAZINE DESIGN**

**3.0: 3 cr. E**

This course explores design principles such as unity, contrast, balance, rhythm, proportion, dominance, and movement and techniques that make the design of newspaper and magazines more visual and therefore more creative. The course helps students to situate design issues within a critical context. The course reconsiders the basic techniques of a news story layout, layout and design of headlines, functions of colors, pictures layout and design, items of front newspaper page, layout and design of front newspaper page, magazine cover design, and magazine page design. The course will go beyond regular rules of newspaper and magazine layout and design to discover typographic effects, how to visualize type, and visual combination between type and image. The course relies on desktop publishing software programs and photo-editing programs, such as the Adobe InDesign, the Quark Xpress, and the Adobe Photoshop.

### **MCOM 344 SEMINAR IN JOURNALISTIC ISSUES**

**3.0: 3 cr. E**

The main objective of this seminar is to draw students' attention to the issues of current journalistic practices. More specifically, the seminar will tackle issues, such as the treatment of political information, the treatment of environmental issues, treatment of entertainment and sport content, and treatment of judiciary affairs. The seminar will bring in challenging issues related to ownership and control of information, such as news agencies' treatment of information, corporate ownership and journalism partisanship, and major issues of international relations. From a more practical perspective, the seminar examines the coverage of social and economic issues, and objectivity and bias in news coverage. Additionally, the seminar will explore issues related to press institutions in Lebanon.

### ***Specialty in Public Relations, Marketing and Advertising***

### **MCOM 351 MEDIA PLANNING AND ADVERTISING CAMPAIGNS**

**3.0: 3 cr. E**

Through an inside look at theories and practices, students will be introduced to strategic media planning and the process used to place messages in the right medium which involves writing, editing, production, content creation and circulation in order to reach their specific public. Throughout this course, students will learn how to use audience ratings, media share, frequencies and gross rating points to plan and implement advertising campaigns successfully.

### **MCOM 352 PUBLIC RELATIONS CAMPAIGNS**

**3.0: 3 cr. E**

The course will emphasize public relations campaign strategies and will help students implement a PR program while exploring the PR process that includes research, management, programming and evaluation. Through the application of principles, techniques and strategies, the students will have to find solutions for selected real companies or organizations.

### **MCOM 353 MARKETING STRATEGIES AND TECHNIQUES**

**3.0: 3 cr. E**

This course takes an in-depth look at the strategies, objectives and tactics used to implement a beneficial marketing campaign. Students will be exposed to the most recent theories, analytical techniques, and the latest

practices in the world of marketing. Topics covered will include direct marketing, B2B, creative branding, sales promotion and brand equity management, strategic issues in branding, service quality, customer loyalty. The main objective of this course is to help students focus on the interaction between the process of formulating and implementing marketing strategies and the different stages of the product life cycle.

**MCOM 354 INTEGRATED MARKETING COMMUNICATIONS (IMC)**

**3.0: 3 cr. E**

This course is designed to introduce students to the ways in which the IMC is practiced to ensure high profit relationships with clients. Students will extensively examine how media, advertising, PR, sales promotion and branding come together to achieve marketing objectives. Topics will include the effectiveness of marketing communications, the different types of agencies, advantages and limitations of the IMC perspective, social media and the IMC, the B2B communications. Through discussions and applications, students will examine how the key elements within the marketing communications mix such as advertising, promotion, direct marketing, and public relations can be integrated to deliver the message and reach the objectives.

# DEPARTMENT OF PHILOSOPHY

**Instructors:** Marlene Kanaan, Frank Darwiche

## GRADUATE COURSES IN PHILOSOPHY

**PHIL 316 SEMINAR ON GOD AND METAPHYSICS. 3.0: 3 cr. E/F**

This seminar examines some major texts dealing with God and metaphysics.

**PHIL 317 TOPICS IN CONTEMPORARY PHILOSOPHY I. 3.0: 3 cr. E/F**

This course is dedicated to the study of Husserlian phenomenology. It shows through deep analysis of the main concepts of this stream how the phenomenological reduction determines a delimited area of research.

**PHIL 318 EXISTENTIALISM FROM KIERKEGAARD TO SARTRE 3.0: 3 cr. E/F**

The Danish philosopher Kierkegaard occupies a singular place in philosophy as the precursor of existentialism and an innovator in Protestant theology. His thought is in direct opposition to the Hegelian System. This course examines his thought. Particular attention will be given to the comparison of this Christian existentialism to the atheist one of Sartre.

**PHIL 319 TOPICS IN CONTEMPORARY PHILOSOPHY II 3.0: 3 cr. E/F**

This course examines the works of Heidegger and the question of being. The traditional problems of philosophy: God, Art, Truth, Liberty, Death are reviewed in the light of his major work, "Being and Time".

**PHIL 320 SEMINAR ON PHILOSOPHY AND LITERATURE 3.0: 3 cr. E/F**

This seminar studies philosophical concepts as presented through literary texts.

**PHIL 321 SEMINAR ON PHILOSOPHY AND POST-MODERNISM 3.0: 3 cr. E/F**

The objective of this course is to study the different critiques of Modernity through the works of Bataille, Derrida, Deleuze, Rorty, Habermas and others.

**PHIL 322 SEMINAR IN CLASSICAL ISLAMIC PHILOSOPHY 3.0: 3 cr. E/F**

A study of a topic or a theme or a philosopher or more, chosen from the classical Islamic philosophical tradition.

**PHIL 323 SEMINAR IN MODERN ARAB AND ISLAMIC THOUGHT SÉMINAIRE 3.0:3cr.E/F**

A study of a special topic i.e. the resurgence of salafism and the concept of revolution in the Modern Arab and Islamic thought will be the major point of this seminar.

**PHIL 324 SPECIAL PHILOSOPHIC TOPICS 3.0: 3 cr. E/F**

To be chosen in light of academic needs and opportunities.

# **DEPARTMENT OF PHYSICAL EDUCATION**

**Head of departement:** Rawad El Hage

**Instructors:** Rawad El Hage, Christophe Jacob, Elie Moussa, Jean Mourani.

**Language of instruction:** French/Arabic or English/Arabic

The Department offers three tracks in the MA graduate program:

\***Physical Activity and Health** in Collaboration with Université Littoral du Côte d'Opale, France.

\***Sports Management** in collaboration with Université de Lille 2, France.

## **MASTER'S DEGREE IN PHYSICAL CONDITIONING**

The Department of Physical Education offers a master's degree in physical conditioning. The objectives of the program are to develop skills and knowledge in physical training and coaching so that students can be in charge of the physical preparation of high-level athletes and or team sports at the national and the international levels.

The curriculum of the program consists of 30 credits:

- Research methodology: FASS 300 (3 credits)
- Specialty courses in physical conditioning: PHED 365, PHED 366, PHED 367, PHED 368, PHED 369, PHED 376, PHED 377, PHED 378 (24 credits)
- Field Project: PHED 380 (3 credits)

Note: Candidates for the program holding a BA in Physical Education are eligible for the program. Candidates for the program holding a BA in majors other than Physical Education are required to take certain prerequisite courses. The number of courses is fixed by the Admission Committee of the Department.

## **COURSE DESCRIPTION**

### **PHED 365 SPORTS PHYSIOLOGY**

**3.0: 3 cr. E/F**

This course explains the major adaptations of the body to physical training. The students will learn the major adaptations of the main functions (cardiovascular, respiratory, endocrinal and muscular) in response to all types of exercises and physical training programs (strength, speed and endurance). Finally, this course will develop the effect of force-velocity training on the central nervous system.

### **PHED366ASSESSMENTANDDEVELOPMENTOFFORCE-VELOCITYQUALITIES 3.0:3cr.E/F**

This course enables students to fully understand the different concepts of strength, power and velocity and the ways to evaluate these qualities for each sport on the field and in the laboratory. Moreover, this course develops all the different methods to increase force, velocity and power in athletes.

### **PHED 367 ASSESSMENT AND DEVELOPMENT OF ENDURANCE QUALITIES 3.0: 3cr. E/F**

This course enable students to fully understand the different types of endurance (fundamental endurance,

repeated sprint ability, strength endurance) and the methods used to evaluate these qualities for each sport on the field and in the laboratory.

**PHED 368 PHYSICAL TRAINING UNDER EXTREME CONDITIONS 3.0: 3 cr. E/F**

This course explains the major adaptations of the body under extreme conditions and focuses on the training methods that use extreme conditions to increase the physical capacities of the athletes (under-water training, cold exposure, altitude training, camps and heat training-sessions).

**PHED 369 PROGRAMMING OF TRAINING 3.0: 3 cr. E/F**

In this course, students learn how to create a physical training program. Indeed, after studying the different methods of training and the recovery procedures, the students will learn the concept of programming (short term and long term). Finally, the students are informed about sport career management in different sports.

**PHED 376 COACHING 3.0: 3 cr. E/F**

This course aims at preparing the students to understand the importance of the psychological aspect on the physical performance. This course develops the concepts of mental preparation, coping, relaxation, etc. Moreover, the trainer-trainee relation is studied in order to improve the performances of the athletes during training and in competition. Finally, the students are taught team-management strategies.

**PHED 377 PROGRAMMING THE RECOVERY OF ATHLETES 3.0: 3 cr. E/F**

This course enables students to learn the different methods of recovery. This course includes practical and theoretical sessions and also explains the methods of programming of recovery during a week, a season and a year.

**PHED 378 SPORTS NUTRITION 3.0: 3 cr. E/F**

This course is a comprehensive exploration of sports nutrition. It enables students to understand the complex relations existing between nutrition and physical performance. Discussions are centered on valid and ethically-accepted findings of the scientific community. Students will learn about the pharmacological, chemical and nutritional factors that underly enhanced physical performance.

**FASS 300 RESEARCH METHODOLOGY 3.0: 3 cr. E/F**

This course offers an overview of the different concepts of the scientific research. Students analyze research reports, theses, articles and training programs in order to be familiar with the methods, the hypotheses, the techniques and the statistics used in applied research related to sports. At the end of this course, students should be able to create a personal research project using appropriate techniques.

**PHED 380 FIELD PROJECT 3.0: 3 cr. E/F**

The field project is pursued in a sports institution where the students have to solve problems and apply their knowledge about physical conditioning for a period of 4 to 6 months. Students are required to propose programs for a group of athletes and then implement these programs; they are also expected to conduct a follow-up exercise to their programs. At the end of the intervention, the students have to present a report on the results obtained by the athletes participating in their programs.

**OFFERING ORDER – MA COURSES**

**SEMESTER 1**

|          |  |
|----------|--|
| PHED 365 | Sports physiology                                      |
| PHED 366 | Assessment and development of force-velocity qualities |
| FASS 300 | Research methodology                                   |

## **SEMESTER 2**

|          |   |
|----------|---|
| PHED 367 | Assessment and development of endurance qualities |
| PHED 368 | Physical training under extreme conditions        |
| PHED 377 | Programming the recovery of athletes              |

## **SEMESTER 3**

|          |                         |
|----------|-------------------------|
| PHED 369 | Programming of training |
| PHED 376 | Coaching                |
| PHED 378 | Sports Nutrition        |
| PHED 380 | Field project           |

## **SEMESTER 4**

|          |               |
|----------|---------------|
| PHED 380 | Field project |
|----------|---------------|

## **B. MASTER PROGRAM OF PHYSICAL ACTIVITY AND HEALTH**

The Department of Physical Education offers a new Master program entitled Physical Activity and Health. This program is in collaboration with the University of Litoral du Cote d'Opale, France. It prepares students to apply their knowledge in physical activity to improve and manage health. Students are expected to implement, develop and evaluate strategies aimed at maintaining and improving health in special populations. Their role will be to work in collaboration with a group or multidisciplinary network in order to maintain or improve the quality of life and the health of concerned people in need.

The curriculum of the Master program consists of 30 credits.

- Research Methodology: FASS 300 (3 credits)
- Specialty courses in Physical Activity, Health, and Physiology of Sports: PHED 340, 341, 342, 343, 344, 345 and 346 (21 credits)
- Master Thesis: PHED 399 (6 credits)

Note: Candidates for the program holding a BA in physical education or in any other major from a university other than Balamand are required to take certain prerequisite courses. The number of courses is fixed by the Admission Committee of the Department.

## **COURSE DESCRIPTION**

### **PHED 340 Health Assessment**

**3.0:3 cr. E/F**

This course helps students to become familiar with health assessment methods. Students are expected to evaluate the physical and mental health of a sedentary person as well as the physical and psychological qualities of athletes.

### **PHED 341 Health and Physical Activity**

**3.0:3 cr. E/F**

This course teaches students the role of physical activity in the management and maintenance of health. It is composed of two sections: the first is dedicated to the concepts of physiology and biomechanics as well as Pathophysiology; the second will review practical modalities.

### **PHED 342 Sports and Rehabilitation**

**3.0:3 cr. E/F**

This program takes an interdisciplinary approach to the study of sports and sports-related injury rehabilitation,

and aims to enhance students' understanding of the scientific principles underpinning preparation for, participation in, and recovery from sport and exercise. It develops applicants' understanding of current theory, research and debate in sports therapy and rehabilitation, and gives them the opportunity to conduct an in-depth enquiry into their chosen areas of interest. There are practical components within most of the modules. In practice, students are expected to know how to accelerate the recovery process of an athlete or to restore normal functions as much as possible for a subject who has become handicapped due an accident.

### **FASS 300 Research Methodology**

**3.0:3 cr. E/F**

This course offers an overview of the methodology of scientific research. Students will analyze research reports, theses, articles and training programs in order to be familiar with the methods, the hypotheses, the techniques and the statistics used in applied research related to sports. By the end of the course, students should be equipped to create a personal research project using appropriate techniques.

### **PHED 343 Establishment and Development of Sports Organization**

**3.0:3 cr. E/F**

This course focuses on the study of the methods, resources, practices and procedures utilized in sports organizations. Contents include emphasis on facility management, intra/extramural activities, networking, legal aspects and resources of corporate fitness.

### **PHED 344 Exercise, Sedentary Behavior, and Aging**

**3.0:3 cr. E/F**

This course deals with the physiology of aging. It discusses the health complications of sedentary behavior, which is highly associated with obesity. The course also emphasizes the role of physical activity in prevention and management of diseases, especially those related to aging.

### **PHED 345 Lifestyle Behavior and Health**

**3.0:3 cr. E/F**

This course is designed to provide students with the basic principles for developing health promotion programs for subjects with various pathological disorders (cardiovascular, metabolic, and psychological disorders). It emphasizes the importance of fitness therapy in the prevention and management of diseases.

### **PHED 346 Project Development**

**3.0:3 cr. E/F**

This course enables students to work on a personal project. It consists of analyzing and criticizing existing projects. It also includes student conferences and meetings with professionals, in order to coordinate students' projects with real-life work.

### **PHED 399 Master Thesis**

**6 cr. E/F**

The thesis topic is selected on observations carried out by the student. It is subject to the approval of an appointed advisor and must accord with the research strategy of the department.

## **OFFERING ORDER**

### **SEMESTER 1**

|          |   |
|----------|---|
| FASS 300 | Research Methodology                    |
| PHED 345 | Lifestyle behavior and Health           |
| PHED 344 | Exercise, Sedentary Behavior, and Aging |

### **SEMESTER 2**

|          |                              |
|----------|------------------------------|
| PHED 341 | Health and Physical Activity |
| PHED 342 | Sports and Rehabilitation    |
| PHED 346 | Project Development          |



### **SEMESTER 3**

|          |  |
|----------|--|
| PHED 343 | Establishment and Development of Sports Organization |
| PHED 340 | Health Assessment                                    |
| PHED 399 | Master Thesis  |

### **SEMESTER 4**

|          |                              |
|----------|------------------------------|
| PHED 399 | Master Thesis (reactivation) |
|----------|------------------------------|

## **C. MASTER PROGRAM IN SPORTS MANAGEMENT**

The Sports Management program is in collaboration with the University of Lille 2, France. This Program offers students a firm understanding of basic business principles through introductory courses in finance, leadership, organizational behavior and economics. These courses will form the foundation for more specialized programs of study that may require students to take courses in topics like sport law, sport marketing, management of sport, and sports economics.

This program of study is designed to give students a well-balanced view of the sports industry from a business perspective, allowing them to apply general business principles to the sports industry. Graduates should emerge with the proper knowledge, skills and abilities to operate and manage sports businesses and organizations. A degree in Sports Management can lead to many different careers, such as business leader, product manager, brand manager, franchise director, advertising manager, marketing consultant and analyst.

The curriculum of the Master Program in Sports Management consists of 30 credits.

- Research Methodology: PHED 354 (3 credits)
- Specialty courses in Marketing and Communication: PHED 351, 356, 357, and 362 (9 credits)
- Specialty courses in Sports Management: PHED 352, 358, 359, 363, and 364 (15 credits)
- Field Project: PHED 380 (3 credits)

Note: Candidates for the program holding a BA in physical education or in any other major from a university other than Balamand are required to take certain prerequisite courses. The number of courses is fixed by the Admission Committee of the Department.

## **COURSE DESCRIPTION**

### **PHED 351 Sports Economics**

**2.0: 2 cr. E/F**

This course helps students understand the economic aspects of sports in general (sports events, fan demand, and team output decisions). Students are expected to identify and analyze the positive and negative aspects of sports organizations.

### **PHED 352 Financial Analysis**

**2.0: 2 cr. E/F**

This course teaches students to analyze financial consistency of sports enterprises and to manage various situations through analyzing the financial statements of sports enterprises. Students are expected to identify expenses that may weaken enterprises and to stabilize or improve their financial standing.

### **PHED 353 Sports Organizations Management**

**3.0: 3 cr. E/F**

This course discusses how organizations interact with each other. It addresses issues and approaches that should be taken into account when deciding. The strategic direction of sports organizations, and how such strategic directions can be most effectively implemented. Students can also identify the strengths and weaknesses of these organizations.

**PHED 354 Research Methodology****3.0: 3 cr. E/F**

This course offers an introduction to the various aspects of the scientific research methodology. Students learn how to analyze and criticize articles, theses, and dissertations. The course also prepares students to initiate their own research projects.

**PHED 356 Sports and Communication****2.0: 2 cr. E/F**

This course shows students how business enterprises and sports organizations can work together to generate profit. It also discusses the different methods employed by enterprises to promote sporting activities to the benefit of both.

**PHED 357 Sports Marketing****2.0: 2 cr. E/F**

This course helps students understand the relation between the consumer and the product as well as the effect of marketing on this relation. Students are expected to analyze markets through the use of different tools (4P, SWOT analysis....).

**PHED 358 Accounting and Business****2.0: 2 cr. E/F**

This course introduces the concepts of financial statement analysis and explains how to recognize the way expenditures and incomes are distributed. In addition, students are expected to analyze financial statements and locate weaknesses and provide solutions.

**PHED 359 Sports Governance****1.0: 1 cr. E/F**

This course introduces the status of sport in Lebanon and discusses the challenges that face it. Students will also be helped to recognize both the limitations and potential of Lebanese sport.

**PHED 362 Establishment of Sports Enterprise****3.0: 3 cr. E/F**

This course discusses the different stages involved in the establishment of an enterprise. Students are expected to create their individual projects.

**PHED 363 Sociology of Sports Organizations****2.0: 2 cr. E/F**

This course introduces to students the way the public responds to sport. It examines current research into the evolution of physical education and sports, as well as the different sports interests of the public. The sociological dimension of human movement is also considered.

**PHED 364 STRATEGY OF SPORTS AND LEISURE PROJECTS****3.0: 3cr. E/F**

The objective of this course is to study and understand the key strategic action models. To do so, the student should be able to evaluate issues of the corporate enterprises (especially sport enterprises) and apply the appropriate models. The purpose of this course is to train students to adopt a strategic culture. Case illustrations in the sports companies will strengthen the understanding of the different theories.

**PHED 380 Field Project****3.0: 3 cr. E/F**

This course allows students to tackle a specific problem in sports management. The student joins a sports organization for a period of 3 to 4 months. He/she selects and studies an aspect of the organization that needs improvement. Practical training is supervised by a training coordinator. At the end of the course, the student submits a report and delivers a presentation describing his/her experience and defending his/her conclusions and recommendations.

## **OFFERING ORDER**

### **SEMESTRE I**

|          |                                   |
|----------|-----------------------------------|
| PHED 354 | Research Methodology              |
| PHED 359 | Sports Governance                 |
| PHED 363 | Sociology of Sports Organizations |

### **SEMESTRE II**

|          |                                       |
|----------|---------------------------------------|
| PHED 357 | Marketing du Sport                    |
| PHED 358 | Accounting and Business               |
| PHED 364 | Applied Statistics and Market Studies |

### **SEMESTRE III**

|          |                    |
|----------|--------------------|
| PHED 351 | Sports Economics   |
| PHED 352 | Analyse Financière |
| PHED 353 | Financial Analysis |
| PHED 380 | Field Project      |

### **SEMESTRE IV**

|          |                                    |
|----------|------------------------------------|
| PHED 362 | Establishment of Sports Enterprise |
| PHED 356 | Sports and Communication           |
| PHED 380 | Field Project (Reactivation)       |

# **DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL AFFAIRS (PSIA)**

**Chairperson:** Sami Ofeish  
**Instructors:** Sami Ofeish, Nawaf Kabbara.  
**Language of Instruction:** English.

The Department of Political Science and International Affairs offers the following degrees:

1. Bachelor of Arts Degree (BA) in Political Science and International Affairs.
2. Master of Arts Degree (MA) in Middle Eastern and Mediterranean Politics.
3. Minor in Political Science and International Affairs.

The general objectives of the department are:

- Enabling students to gain comprehensive and critical understanding of politics based on a solid methodological and theoretical background.
- Providing students with adequate skills to comprehend concepts, address issues, and use techniques that deal with various topics, including political analysis, negotiations and conflict resolution, national and local governments, public administration, citizenship, political participation, democracy, development, elections, Mediterranean politics, and international relations.
- Preparing students to work professionally in various positions at the private and public sectors, media, public relations, local and international NGOs and organizations, Foreign Service, research facilities, and advance in their graduate studies.

## **MASTER PROGRAM IN MIDDLE EASTERN AND MEDITERRANEAN POLITICS**

Graduate students in the Middle Eastern and Mediterranean Politics program are required to take 24 credits in Middle Eastern and Mediterranean Politics courses numbered 300 and above. Three of these courses are mandatory: FASS 300, PSIA 301 and PSIA 302. Students should also complete a thesis equivalent to six credits. The total number of credits for graduation is 30 credits. Graduate courses are normally offered as seminars.

Applicants to the graduate program in Middle Eastern and Mediterranean Politics should hold a Bachelor degree in Political Science with a minimum average of 80. Students whose average falls slightly below eighty may be accepted on probation. Students from other disciplines may be accepted in the program on probation and could be required to take few undergraduate courses in the department.

## **MASTER DEGREE REQUIREMENTS**

### **CORE COURSES:**

The MA student is required to take FASS 300, PSIA 301, PSIA 302:

| <b><u>Course Code</u></b>      | <b><u>Course Title</u></b>          | <b><u>Credit</u></b> |
|--------------------------------|-------------------------------------|----------------------|
| FASS 300                       | Methodology and Research Techniques | 3                    |
| PSIA 301                       | Theories of Comparative Politics    | 3                    |
| PSIA 302                       | Theories of International Relations | 3                    |
| <b>Total Mandatory Credits</b> |                                     | <b>9</b>             |

## **ELECTIVE COURSES:**

**The MA student is required to take five of the following courses:**

| <b><u>Course Code</u></b>   | <b><u>Course Title</u></b>  | <b><u>Credit</u></b> |
|-----------------------------|---|----------------------|
| PSIA 303                    | Identity Politics in the Middle East  | 3                    |
| PSIA 304                    | Political Economy of the Mediterranean Basin                                  | 3                    |
| PSIA 306                    | The European Union, the Arab League and the Mediterranean Partnership Project | 3                    |
| PSIA 308                    | State and Development in the Mediterranean                                    | 3                    |
| PSIA 310                    | Democracy and Civil Society in the Mediterranean                              | 3                    |
| PSIA 312                    | The Arab-Israeli Conflict   | 3                    |
| PSIA 314                    | Gender and Politics in the Mediterranean                                      | 3                    |
| PSIA 316                    | Emigration/Immigration in the Mediterranean                                   | 3                    |
| PSIA 318                    | Politics of Development in the Middle East                                    | 3                    |
| PSIA 320                    | Discrimination and Conflict in the Mediterranean                              | 3                    |
| PSIA 322                    | Trends in Contemporary Arab Thought   | 3                    |
| PSIA 350                    | Topics in Middle Eastern and Mediterranean Affairs                            | 3                    |
| <b><u>Master Thesis</u></b> |   |                      |
| PSIA 399                    | Thesis  | 6                    |

## **COURSE DESCRIPTION**

### **CORE COURSES**

#### **FASS 300 METHODOLOGY AND RESEARCH TECHNIQUES**

**3.0: 3 cr. E**

This course intends to familiarize the students with all the components of research. Students will be asked to analyze papers, articles and theses in order to acquire a critical approach to the different steps in writing up a research. At the end of the course student will submit a research proposal.

#### **PSIA 301 THEORIES OF COMPARATIVE POLITICS**

**3.0: 3 cr. E**

The course provides a critical study of the major paradigms, theories, approaches and concepts in comparative politics.

#### **PSIA 302 THEORIES OF INTERNATIONAL RELATIONS**

**3.0: 3 cr. E**

The course critically appraises the major theories of international relations and devotes special attention to the 'Great Debates' that have helped in shaping this discipline.

### **ELECTIVE COURSES**

#### **PSIA 303 IDENTIT POLITICS IN THE MIDDLE EAST**

**3.0: 3 cr. E**

The course addresses in a comparative manner the politics of identity associated with social divisions (such as ethnicity, sect, race, gender, and class) in the Middle East, looking for the causes, nature, functions and impact of these divisions over its respective societies.

#### **PSIA 304 POLITICAL ECONOMY OF THE MEDITERRANEAN BASIN**

**3.0: 3 cr. E**

The course examines the political economy of the Mediterranean at both the international and regional levels in light of the current and emerging trends of economic and political activities among its states.

**PSIA 306 THE EUROPEAN UNION, THE ARAB LEAGUE AND THE MEDITERRANEAN PARTNERSHIP PROJECT** **3.0: 3 cr. E**

This course explores the possible nature and function of a Mediterranean structure in relation to two other regional settings, the European Union and the Arab League.

**PSIA 308 STATE AND DEVELOPMENT IN THE MEDITERRANEAN** **3.0: 3 cr. E**

The course provides a comparative and comprehensive understanding of the social, political, and economic factors that lead to the development of Mediterranean states.

**PSIA 310 DEMOCRACY AND CIVIL SOCIETY IN THE MEDITERRANEAN** **3.0: 3 cr. E**

The course addresses in a comparative manner the viability and role of civil society in the Mediterranean and analyzes their impact over the spread of democracy, taking few states as case studies.

**PSIA 312 THE ARAB-ISRAELI CONFLICT** **3.0 : 3 cr. E**

The course examines the different problems and challenges that the Arab-Israeli conflict imposes on the future of the region and its development.

**PSIA 314 GENDER AND POLITICS IN THE MEDITERRANEAN** **3.0: 3 cr. E**

The course addresses gender divisions in the Mediterranean. It provides a comparative analysis of the socioeconomic, political, and cultural dimensions of these divisions and examines the development of women's activism throughout the basin.

**PSIA 316 EMIGRATION/IMMIGRATION IN THE MEDITERRANEAN** **3.0: 3 cr. E**

The course examines emigration and immigration within the Mediterranean and its impact over countries at each end of the process on political, social, and economic levels.

**PSIA 318 POLITICS OF DEVELOPMENT IN THE MIDDLE EAST** **3.0: 3 cr. E**

The course addresses in a comparative manner the varying patterns of development among states of the Middle East and analyzes its successes and/or failures.

**PSIA 320 DISCRIMINATION AND CONFLICT IN THE MEDITERRANEAN** **3.0: 3 cr. E**

The course examines the significant relationship between discrimination and conflict in its different forms throughout the Mediterranean, addressing it first at the theoretical level and applying that in a comparative manner to few cases in the basin

**PSIA 322 TRENDS IN CONTEMPORARY ARAB THOUGHT** **3.0:3cr.E**

The course covers major contemporary cultural issues and intellectual trends in the Arab World. It addresses their sources, impact on their societies, and situates them within changing global trends.

**PSIA 350 TOPICS IN MIDDLE EASTERN AND MEDITERRANEAN AFFAIRS** **3.0: 3 cr. E**

The course addresses a significant topic in political science and/or international affairs of the Middle East and the Mediterranean not covered in the listed class offerings.

# **DEPARTMENT OF PSYCHOLOGY**

**Chairperson:** Nayla Nahas  
**Instructors:** Nayla Nahas, Alia Sarkis, Abbas Alameddine, Salaheddine Ziadeh, Sareen Hagopian.

The objective of the Department of Psychology is to graduate students to become practitioners in psychology.

The program of study leads to Master of Arts in Clinical Psychology or School Psychology.

## **MISSION STATEMENT**

The principal aim of the Master Program in Clinical Psychology is to train students to become competent “scientific” psychotherapists—highly skilled and ethical practitioners of clinical psychology—who contribute responsibly to their communities and science.

We adhere to the “scholar-practitioner” model of training, where the trainee develops not only clinical but also science skills, especially critical and methodical thinking. In effect, our course curriculum includes research thesis writing and research methodology, in addition to a well-developed and highly-competitive clinical training program.

The program embraces a multi-disciplinary vision with openness to sound perspectives from within and without the field of psychology. We train our students in different clinical and theoretical approaches to assessment and treatment of psychopathology, including psychodynamic, cognitive-behavioral, and evidence-based models. Furthermore, we seek to stimulate and develop reflectiveness and critical thinking abilities in our students by introducing them to comparative and integrative frameworks of psychological theory and practice.

In short, our program aims to graduate professionals who are highly qualified for the scientific, skillful, and ethical practice of clinical psychology, and who will contribute effectively to science and the welfare of their communities. Upon graduation our students will have completed a substantive research thesis and over 720 hours of supervised clinical training, making our program a very competitive program in terms of scholarly and clinical preparation.

## **PROGRAM LEARNING OUTCOMES (PLOS)**

The Program’s Learning Outcomes are tightly tied with our overarching goal to train highly professional and skillful practitioners of clinical psychology. Specifically, we seek to develop functional competencies (that attend to the application of clinical psychology) and foundational competencies (that address the more essential human aspects of the practice—such as empathy and ethical attitude) in our students. Target functional competencies include: Assessment; interventions; use of supervision; conceptualization and scientific evaluation; research skills; and proficient knowledge of psychopathology. Foundational competencies include: Professionalism and ethical conduct; reflectiveness and self-awareness; interpersonal wellness and effectiveness; optimal functioning in systems and across disciplines.

## **M.A. COURSES**

### **COMMON COURSES**

|          |                                   |            |
|----------|-----------------------------------|------------|
| PSYC 399 | MA Thesis                         | 6 cr.      |
| FASS 300 | Research Methodology              | 3.0: 3 cr. |
| PSYC 310 | Seminar in Psychology (CLN & SCH) | 1.0: 1 cr. |
| PSYC 316 | Seminar in Interviewing           | 2.0: 2 cr. |

|          |  |            |
|----------|--|------------|
| PSYC 319 | Seminar in Deontology                            | 3.0: 3 cr. |
| PSYC 340 | Seminar in Functional and Dysfunctional Families | 3.0: 3 cr. |

### **CLINICAL**

|          |  |            |
|----------|--|------------|
| PSYC 310 | Seminar in Clinical Psychology (CLN & SCH) | 2.0: 2 cr. |
| PSYC 324 | Practicum I in Clinical Psychology         | 2.0: 2 cr. |
| PSYC 325 | Practicum II in Clinical Psychology        | 2.0: 2 cr. |
| PSYC 334 | Seminar in Object Relations                | 3.0: 3 cr. |
| PSYC 335 | Neuroses, Psychoses and Borderline         | 3.0: 3 cr. |
| PSYC 336 | Soma and Symptoms                          | 3.0: 3 cr. |

### **SCHOOL**

|          |                                       |            |
|----------|---------------------------------------|------------|
| PSYC 326 | Practicum I in School Psychology      | 2.0: 2 cr. |
| PSYC 327 | Practicum II in School Psychology     | 2.0: 2 cr. |
| PSYC 351 | Psychomotor and Learning Disabilities | 3.0: 3 cr. |
| PSYC 352 | Emotional and Behavioral Issues       | 3.0: 3 cr. |
| PSYC 353 | School Psychological Interventions    | 3.0: 3 cr. |

## **COURSE DESCRIPTION**

### **COMMON COURSES**

### **PROGRAM STRUCTURE AND DEGREE REQUIREMENTS**

The Master of Arts degree in Clinical Psychology may be conferred upon fulfillment of program requirements. Our two-year-study program is comprised of twelve courses (totaling 40 credits), including thesis work (PSYC 399, 6 credits) and a two-year-long training curriculum in psychological practice (PSYC 328 & PSYC 329, 8 credits). The remaining 26 credits pertain to courses in psychopharmacology (PSYC312), interviewing (PSYC316), ethics (PSYC319), assessment (PSYC320), cognitive-behavioral therapy (PSYC333), object relations (PSYC333), psychopathology (PSYC335), family (PSYC340), research methodology (FASS300), and a seminar in clinical psychology (PSYC310).

Upon completion of the aforementioned course work and clinical training curriculum, successful defense of a research thesis, a candidate in “good academic standing” becomes eligible for graduation. To be in good academic standing, the student must have a cumulative grade score of at least 80, although a minimum score of 70 is what is required to pass a course. The training curriculum is subject to the same grade regulations, and requires the completion of 600 training hours on the field in addition to 120 training hours at the university, all of which must be properly documented and supervised.

To sum it up, the requirements for program completion are:

- Successful completion of coursework and training curriculum
- Good academic standing—i.e., minimum cumulative score of 80
- Completion and successful defense of a substantive research thesis in clinical psychology.

A description of the MA program courses follows, with a thorough list of the ILOs (in parentheses) associated with each course. The description is for courses as they are intended to be taught in the NEW program.



## **CURRICULUM COURSE DESCRIPTION**

### **PSYC310 SEMINAR IN CLINICAL PSYCHOLOGY**

**2.0: 2 cr. E/F**

This two-credit intensive seminar allows for the focused study of any current topic in clinical psychology including, but not limited to, subjects in comparative approaches to psychology. When this seminar is offered, its topic will have been determined by the department.

### **PSYC312 PSYCHOPHARMACOLOGY**

**2.0: 2 cr. E/F**

The course teaches basic principles of neuropsychological functions, physiological mechanisms, and biochemical processes pertinent to understanding pharmacological treatment and related issues, especially the role and limitations of psychotropic drugs in management and treatment of major clinical problems such as pain, anxiety, major affective disorders, schizophrenia, other psychoses, and alcohol/drug dependencies.

### **PSYC 316 INTERVIEWING**

**2.0: 2 cr. E/F**

This course deals with the framework and process of interviewing. It is a core course for clinical practice where students learn basic attending and communication skills essential to both the first interview and ongoing therapeutic encounters, including how to establish rapport with a patient, how to listen, observe and engage him/her effectively, how to identify central issues and obtain accurate history, how to document findings properly, how to develop and use self-awareness to make sense of the patient's discourse and presentation. Students conduct interviews and receive feedback on interviewing style and assessment reports based on videotaped interviews.

### **PSYC319 ETHICS OF PSYCHOLOGICAL PRACTICE**

**2.0: 2 cr. E/F**

This course prepares students for the ethical and professional practice of psychology, be it in research or clinical settings, by (1) introducing them to a set of standards and laws that guide and/or regulate the profession and (2) teaching them how to think critically using a moral compass. It covers recognized ethical standards (i.e., APA's) and laws (both Lebanese and non-Lebanese) that delineate the scope of psychological practice, with special attention to their application in Lebanon and associated issues, complications, and ambiguities. The student learns to examine professional conduct in the context of the above references while gaining a critical understanding of professional ethics, norms, moral and legal bases of these guidelines and the limitations that govern their application.

### **PSYC320 PSYCHOLOGICAL ASSESSMENT**

**3.0: 3 cr. E/F**

This applied course centers on the professional use of major assessment measures while attending to recent theory, research, principles of measurement and socio-cultural factors relevant to measurement. It provides instruction and supervision in pertinent testing competencies, including test selection (suitability of the elected instrument to the assessment of a specific issue /domain), administration and scoring, interpretation of findings in written reports, integration of various assessment measures, communication of assessment findings, and use of findings for relevant intervention.

### **PSYC328 TRAINING I IN CLINICAL PSYCHOLOGY**

**4.0: 4 cr. E/F**

This two-semester-long course aims to facilitate student training in clinical psychology using a competency-development framework that capitalizes on both practical experience (on the field) and university-based (classroom) training, with the overarching goal to forge a strong foundation for competent and responsible clinical practice. The course has didactic, experiential, and supervisory components delivered in group following a didactic-consultative model, where the course instructor acts as educator, consultant, and evaluator of student performance and progress. Student evaluation will encompass foundational competencies (i.e., professionalism, reflective practice, relationships, ethics) and functional competencies (i.e., assessment, intervention, scientific evaluation, supervision). Functional skills include: risk assessment, mental status examination, case formulation, motivational and clinical interviewing, diagnostic and evidence-based evaluation, basic treatment planning, and effective use of supervision. Foundational skills include: professional and ethical stance, interpersonal

engagement and competence, and core mindfulness and reflectiveness skills. Upon successful completion of the course, the student will have accrued 300 practicum hours on the field.

Prerequisites: Departmental approval.

### **PSYC329 TRAINING II IN CLINICAL PSYCHOLOGY**

**4.0: 4 cr. E/F**

The two-semester-long course centers on the delivery aspects of clinical intervention and extends an experiential component that allows continuous integration of course work with supervised experience. Clinical instruction is coordinated with practicum placements in a variety of settings throughout the country. Supervision provided on the field is supplemented with on-campus supervised learning and processing of professional experience, thus promoting a powerful integration of didactic knowledge and professional clinical practice. Functional skills include: Cognitive-behavioral and psychodynamic interventions; integral treatment planning. Foundational skills include: professional and ethical practice, interpersonal competence (e.g., attunement and empathy), and cognitive wellness (e.g., mindfulness and reflectiveness skills). Upon successful completion of the course, the student will have accrued 300 practicum hours (on the field) on top of the number of practicum hours earned in Training I.

### **PSYC333 COGNITIVE BEHAVIORAL THERAPY**

**3.0: 3 cr. E/F**

In this course, informed by empirical research and the cognitive behavioral paradigm for understanding human experience and behavior, the student will learn key concepts, principles, and strategies shared by most CBT approaches, especially as they apply to psychotherapy. The student will learn to formulate (generate a cognitive-behavioral case conceptualization), conduct a multi-dimensional assessment, and use specific treatment protocols that have been shown to be effective with the target symptoms and problems (e.g., anxiety and depression). Case conceptualization, implementation of key cognitive-behavioral strategies and concepts (e.g., collaborative empiricism), and assessment of treatment outcome and process constitute three core competencies taught in this course.

Prerequisites: Interviewing PSYC316; knowledge of Cognitive-Behavioral Foundations

### **PSYC 334 OBJECT RELATIONS**

**3.0: 3 cr. E/F**

This course covers the underpinnings of the “Object Relations” school of thought, a major trend within psychoanalytic theory and practice that makes the therapist-patient relationship (or dyad) central to therapy. In the context of “Object Relations”, the mother-infant dyad serves as primary matrix for all subsequent relationships, influencing the intrapsychic and interpersonal dynamics of a person at the conscious and unconscious levels. In practice, the therapist creates a holding environment that allows for unconscious material to emerge, thus permitting a working through of childhood problems. The course draws on readings from both the British school of thought (e.g., Klein; Winnicott) and American school of thought (e.g., Ogden) and covers central concepts and processes, such as the “holding environment”, internal and transitional “objects”, transference and countertransference, “projective identification”, and therapeutic “matrix”. Moreover, the student learns how to apply these concepts to the process of therapy, observing how therapeutic changes manifest themselves in the context of the therapist-patient relationship.

Prerequisites: Interviewing PSYC316; knowledge of Psychoanalytic Foundations .

### **PSYC335 ADVANCED PSYCHOPATHOLOGY**

**3.0: 3 cr. E/F**

This advanced course covers the developmental span of psychopathology as science, from the traditional (but outdated) classification of disorders along a neurotic-psychotic continuum to current (updated) classification and diagnostic systems, primarily the DSM (currently in its 5th edition). Students will learn about descriptive and experiential psychopathology--its development, practice, key findings—with a special emphasis on diagnosis, etiology, and recommended treatments of mental health disorders, including (but not limited to)

mood and anxiety, psychotic, personality, eating and substance-related disorders. Aspects of developmental psychopathology and cultural issues pertinent to assessment and diagnosis will also be addressed.

### **PSYC 340 FUNCTIONAL AND DYSFUNCTIONAL FAMILIES**

**3.0: 3 cr. E/F**

In this course, we examine the family from a systemic perspective—as a system influencing member development and adaptation—and explore different patterns of family functioning and their developmental and/or pathological implications. Students will learn to assess the strengths and weaknesses of family systems with regard to three functional dimensions: 1- historical-cultural context (including socio-economic and trans-generational dimensions); 2- relational functioning (including couples relations, attachment processes, family “climate”, and parenting practices); 3- systemic and eco-systemic functioning (including work-family balance, family cohesion, “spousification”, “parentification”, and social support), with special attention to sub-systemic and systemic organization and boundaries.

### **PSYC399 MASTER THESIS**

**6 cr. E/F**

All students are required to complete a research thesis in line with departmental guidelines, under the direction of a faculty supervisor from the Department of Psychology. Following approval of the research topic, the student works on the project under the guidance of his or her supervisor to produce a defensible research proposal. To this end, the student may have to refine and/or rework the research question, do the necessary background research (i.e., literature review), identify or develop a suitable methodology (e.g., study design; subject selection and management), and offer a timeline for the execution of the proposed work. If the study involves human subjects, then ethical and institutional guidelines need to be rigorously observed. Students may collect and analyze data using a quantitative or qualitative approach, create and/or implement a therapy protocol, conduct a survey, write a substantive literature review on the basis of which he or she offers an original theoretical formulation, or produce a significant scholarly contribution to either the science or practice of psychology. Upon completion and approval by the faculty supervisor, the research proposal is submitted to a special committee appointed by the Dean to evaluate its merit. Upon acceptance of the research proposal, typically with some recommendations, the student proceeds with his or her supervised study until completion. This point of “completion” is determined primarily by the faculty supervisor, following which a thesis defense may be scheduled.

Students are encouraged to begin thinking about their Master’s thesis as soon as they begin the program and, definitely, no later than their second semester—concurrently with or upon completion of the research methodology class. A successful oral defense is required to approve the completed thesis.

Prerequisites: Research Methodology FASS 300; topic approval signed by a faculty supervisor

### **FASS 300 RESEARCH METHODOLOGY**

**3.0: 3 cr. E/F**

(SEE DESCRIPTION IN FACULTY CATALOGUE)

## **MASTER PROGRAM IN DEVELOPMENTAL AND SCHOOL PSYCHOLOGY**

### **MISSION STATEMENT**

The principal aim of the Master Program in School Psychology is to train students to become competent “scientific” psychologists—highly skilled and ethical practitioners of school and educational psychology—who contribute responsibly to their communities and science.

We adhere to the “scholar-practitioner” model of training, where the trainee develops not only intervention but also science skills, especially critical and methodical thinking. In effect, our course curriculum includes research thesis writing and research methodology, in addition to a well-developed and highly-competitive intervention training program.

The program embraces a multi-disciplinary vision with openness to sound perspectives from within and without

the field of psychology. Courses and training are anchored in theories related to developmental psychology and psychopathology, ecological psychology and educational psychology. We train our students in different theoretical approaches to assessment and intervention relevant to practice that targets education, development and adaptation and guidance in general and that applies to the practice of school psychology in particular, including developmental and psychoeducational approach to intervention and to prevention, and evidence-based models. Furthermore, we seek to stimulate and develop reflectiveness and critical thinking abilities in our students by introducing them to comparative and integrative frameworks of psychological theory and practice. In short, our program aims to graduate professionals who are highly qualified for the scientific, skillful, and ethical practice of school and developmental psychology, and who will contribute effectively to science and the welfare of their communities. Upon graduation our students will have completed a substantive research thesis and over 720 hours of supervised school psychology training, making our program a very competitive program in terms of scholarly and intervention preparation.

### **PROGRAM LEARNING OUTCOMES (PLOS)**

The Program's Learning Outcomes are tightly tied with our overarching goal to train highly professional and skillful practitioners of school psychology. Specifically, we seek to develop functional competencies (that attend to the application of school psychology) and foundational competencies (that address the more essential human aspects of the practice—such as empathy and ethical attitude) in our students. Target functional competencies include: Assessment; interventions; use of supervision; conceptualization and scientific evaluation; research skills; and proficient knowledge of developmental psychopathology. Foundational competencies include: Professionalism and ethical conduct; reflectiveness and self-awareness; interpersonal wellness and effectiveness; optimal functioning in systems and across disciplines.

Students graduating from the program will have developed several competencies in the following domain areas:

### **CURRICULUM COURSE DESCRIPTION**

#### **PSYC313 SEMINAR IN CHILD AND ADOLESCENT DEVELOPMENT**

**2.0: 2 cr. E/F**

This two-credit intensive seminar allows for the focused study of any current topic in cognitive or socio-affective development including, but not limited to, language, memory, learning (reading, writing, etc...), prosocial behavior, bonds, etc... that is relevant to school practice.

#### **PSYC316 INTERVIEWING**

**2.0: 2 cr. E/F**

This course deals with the framework and process of interviewing. It is a core course for clinical practice where students learn basic attending and communication skills essential to both the first interview and ongoing therapeutic encounters, including how to establish rapport with a patient, how to listen, observe and engage him/her effectively, how to identify central issues and obtain accurate history, how to document findings properly, how to develop and use self-awareness to make sense of the patient's discourse and presentation. Students conduct interviews and receive feedback on interviewing style and assessment reports based on videotaped interviews.

#### **PSYC319 ETHICS OF PSYCHOLOGICAL PRACTICE**

**2.0: 2 cr. E/F**

This course prepares students for the ethical and professional practice of psychology, be it in research or clinical settings, by (1) introducing them to a set of standards and laws that guide and/or regulate the profession and (2) teaching them how to think critically using a moral compass. It covers recognized ethical standards (i.e., APA's) and laws (both Lebanese and non-Lebanese) that delineate the scope of psychological practice, with special attention to their application in Lebanon and associated issues, complications, and ambiguities. The student learns to examine professional conduct in the context of the above references while gaining a critical  
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understanding of professional ethics, norms, moral and legal bases of these guidelines and the limitations that govern their application.

### **PSYC320 PSYCHOLOGICAL ASSESSMENT**

**3.0: 3 cr. E/F**

This applied course centers on the professional use of major assessment measures while attending to recent theory, research, principles of measurement and socio-cultural factors relevant to measurement. It provides instruction and supervision in pertinent testing competencies, including test selection (suitability of the elected instrument to the assessment of a specific issue /domain), administration and scoring, interpretation of findings in written reports, integration of various assessment measures, communication of assessment findings, and use of findings for relevant intervention.

### **PSYC337 DEVELOPMENTAL PSYCHOPATHOLOGY**

**3.0: 3 cr. E/F**

This advanced course studies the origins and course of individual patterns of behavioral maladaptation. It aims at creating an understanding of the changing manifestations of patterns of adaptation (or maladaptation) over time and the links between patterns of adaptation across time. It explores the origins and time course of a given disorder its varying manifestation with development, its precursors and sequelae, and its relation to non-disordered patterns of behavior. It draws on a developmental understanding of psychopathology anchored in the principles of holism, directedness, differentiation of modes, and mobility of behavioral functions and tackles the problematic of continuity and change in relationship to adaptation and maladaptation. Aspects of cultural issues pertinent to assessment and diagnosis will also be addressed.

### **PSYC338 TRAINING I IN SCHOOL PSYCHOLOGY**

**4.0: 4 cr. E/F**

This two-semester-long course aims to facilitate student training in school psychology using a competency-development framework that capitalizes on both practical experience (on the field) and university-based (classroom) training, with the overarching goal to forge a strong foundation for competent and responsible clinical practice. The course has didactic, experiential, and supervisory components delivered in group following a didactic-consultative model, where the course instructor acts as educator, consultant, and evaluator of student performance and progress. Student evaluation will encompass foundational competencies (i.e., professionalism, reflective practice, relationships, ethics) and functional competencies (i.e., assessment, intervention, scientific evaluation, supervision). Functional skills include: risk assessment, mental status examination, case formulation, motivational and clinical interviewing, diagnostic and evidence-based evaluation, basic treatment planning, and effective use of supervision. Foundational skills include: professional and ethical stance, interpersonal engagement and competence, and core mindfulness and reflectiveness skills. Upon successful completion of the course, the student will have accrued 300 practicum hours on the field.

Prerequisites: Departmental approval

### **PSYC 339 TRAINING II IN SCHOOL PSYCHOLOGY**

**4.0: 4 cr. E/F**

The two-semester-long course centers on the delivery aspects of school intervention and extends an experiential component that allows continuous integration of course work with supervised experience. Clinical instruction is coordinated with practicum placements in a variety of settings throughout the country. Supervision provided on the field is supplemented with on-campus supervised learning and processing of professional experience, thus promoting a powerful integration of didactic knowledge and professional clinical practice. Functional skills include: Cognitive-behavioral and psychoducational interventions; integral treatment planning. Foundational skills include: professional and ethical practice, interpersonal competence (e.g., attunement and empathy), and cognitive wellness (e.g., mindfulness and reflectiveness skills). Upon successful completion of the course, the student will have accrued 300 practicum hours (on the field) on top of the number of practicum hours earned in Training I.

Prerequisites: Training I PSYC328

### **PSYC 340 FUNCTIONAL AND DYSFUNCTIONAL FAMILIES**

**3.0: 3 cr. E/F**

In this course, we examine the family from a systemic perspective—as a system influencing member development and adaptation—and explore different patterns of family functioning and their developmental and/or pathological implications. Students will learn to assess the strengths and weaknesses of family systems with regard to three functional dimensions: 1- historical-cultural context (including socio-economic and trans-generational dimensions); 2- relational functioning (including couples relations, attachment processes, family “climate”, and parenting practices); 3- systemic and eco-systemic functioning (including work-family balance, family cohesion, “spousification”, “parentification”, and social support), with special attention to sub-systemic and systemic organization and boundaries.

### **PSYC 351 PSYCHOMOTOR, COGNITIVE AND LEARNING DISABILITIES**

**3.0: 3 cr. E/F**

This course tackles the manifestations of the psychomotor cognitive and learning disabilities. It covers the etiology of these disorders and their impact on the holistic development and adaptation of children. The course is inspired by a socio-constructivist and socio-cognitive approach to cognition and learning. Students will learn to assess these disorders and to communicate the results of their assessments. “Evidence based” Intervention and preventive strategies relevant to these disorders will also be tackled.

### **PSYC 352 SOCIO-AFFECTIVE MALADAPTATION**

**3.0: 3 cr. E/F**

This course tackles the manifestations of socio-affective maladaptation. It covers the etiology of the disorders related to the socio-affective maladjustment and its manifestation through emotional and/or behavioral disorders. It also studies the impact of socio-affective disorders on the holistic development and adaptation of children. This course is inspired by the theory of attachment, the ecosystemic approach to development and socio-cognitive approach to socialization. Students will learn to assess these disorders and to communicate the results of their assessments. “Evidence based” Intervention and preventive strategies relevant to these disorders will also be tackled.

### **PSYC 353 PSYCHOEDUCATIONAL INTERVENTION**

**2.0: 2 cr. E/F**

This course explores the concept of “shared living” and the principles of the assessment and intervention from an ecosystemic perspective. It covers the professional skills related to the psychoeducational intervention (observation, diagnostic assessment, planning, organization, animating, investing, program assessment and communication). It explores the relational skills that are an inherent part of the psychoeducational intervention and that are basic components of the training. The course uses an evaluative comparative approach allowing the student to be prepared to choose, adapt and structure a preventive or curative intervention targeting individuals or groups and aiming at reducing disorders occurrences in schools and socio-educational milieu.

Prerequisites: Interviewing PSYC316

### **PSYC399 MASTER THESIS**

**6 cr. E/F**

All students are required to complete a research thesis in line with departmental guidelines, under the direction of a faculty supervisor from the Department of Psychology. Following approval of the research topic, the student works on the project under the guidance of his or her supervisor to produce a defensible research proposal. To this end, the student may have to refine and/or rework the research question, do the necessary background research (i.e., literature review), identify or develop a suitable methodology (e.g., study design; subject selection and management), and offer a timeline for the execution of the proposed work. If the study involves human subjects, then ethical and institutional guidelines need to be rigorously observed. Students may collect and analyze data using a quantitative or qualitative approach, create and/or implement a therapy protocol, conduct a survey, write a substantive literature review on the basis of which he or she offers an original theoretical formulation, or produce a significant scholarly contribution to either the science or practice of psychology. Upon completion and approval by the faculty supervisor, the research proposal is submitted to

a special committee appointed by the Dean to evaluate its merit. Upon acceptance of the research proposal, typically with some recommendations, the student proceeds with his or her supervised study until completion. This point of “completion” is determined primarily by the faculty supervisor, following which a thesis defense may be scheduled.

Students are encouraged to begin thinking about their Master’s thesis as soon as they begin the program and, definitely, no later than their second semester—concurrently with or upon completion of the research methodology class. A successful oral defense is required to approve the completed thesis.

Prerequisites: Research Methodology FASS 300; topic approval signed by a faculty supervisor

**FASS300 RESEARCH METHODOLOGY**

**3.0: 3 cr. E/F**

(SEE DESCRIPTION IN FACULTY CATALOGUE)

# **THE MASTERS DEGREE IN CHRISTIAN-MUSLIM STUDIES**

**Professors:** Fr. George Massouh, Souad Slim, Mahmoud Haddad, Mohamad Rihan.

**Languages of Instruction:** French, Arabic

1. The Center for Christian-Muslim Studies is an institute of higher learning. It accepts graduate students from various fields of study, with a preference given to Arts and Social Sciences graduates.
2. Two years of study at the Center are required to obtain the M.A. in Christian-Muslim Studies, at the end of which the student writes a thesis.
3. The requirements for the MA, in Christian-Muslim Studies are: 24 credits (eight courses) + 6 credits for the thesis, for a total of 30 credits.
4. The Curriculum:  
The Curriculum consists of two parts:
  - A common part for all students including: FASS 300 Research Methodology, CHMS 330 History of the Near Eastern Religions, CHMS 340 Inter-religious Relations, CHMS 310 Introduction to Christianity, CHMS 320 Introduction to Islam.
  - An elective part, determined in light of the previous diplomas and qualifications of the student, also taking into consideration the topic of the final thesis.
5. The Language of Study:  
The student must
  - be proficient in both Arabic and French language.
  - have a good knowledge of ancient languages like Syriac or Greek, should the subject of his/her thesis require it.

## **A- OBLIGATORY COURSES:**

### **CHMS 310 INTRODUCTION TO CHRISTIANITY 3.0: 3 cr. A/F**

This course presents a comprehensive introduction to Christianity, stressing the main points of its development throughout history. It introduces the students to the Gospels, the main themes of Christian doctrine, the Sacraments, the Church, the Fathers and the Ecumenical Councils, the various sects, and Monasticism.

### **CHMS 320 INTRODUCTION TO ISLAM 3.0: 3 cr. A/F**

This course is a comprehensive introduction to Islam and its main developments throughout history. It introduces the students to the Qur'an, the Hadith, the life of the prophet, the Five Pillars of Islam, the main points of Muslim theology, and Sufism.

### **CHMS 330 HISTORY OF NEAR EASTERN RELIGIONS 3.0: 3 cr. A/F**

This course is a comprehensive introduction to the history of the ancient religions that existed in the Near East before Christianity: the Mesopotamian religions, Pharaonic beliefs, Zoroastrianism and Judaism. This course seeks to shed light on the influence of these ancient faiths on both Christianity and Islam.

### **CHMS 340 INTER-RELIGIOUS RELATIONS 3.0: 3 cr. A/F**

This course studies the history of relations between the great world religions: Judaism, Christianity, Islam, Buddhism and Hinduism. By analyzing their interaction throughout history, this course studies examples of cooperation and communication between these them.



**FASS 300 RESEARCH METHODOLOGY****3.1: 3 cr. A/F**

This course intends to familiarize the students with all the components of research. Students will be asked to analyze papers, articles and theses in order to acquire a critical approach to the different steps in writing up a research. At the end of the course student will submit a research proposal.

**B- THE ELECTIVE COURSES:****CHMS 311 THE OLD TESTAMENT****3.0: 3 cr. A/F**

This course studies the Old Testament: the historical process of its writing, its various scriptural traditions, its main themes, the books of law, history, prophets and wisdom, in the light of recent research and studies and according to the modern methods of scriptural and historical criticism.

**CHMS 312 ECCLESIOLOGY****3.0: 3 cr. A/F**

This course studies the concept and identity of the “church” in the Bible, the Ecumenical Councils, the church canon laws, and the creed: The One, Universal, Holy and Apostolic Church. It also studies and analyzes the descriptions that were given to the Church throughout the centuries and its role in the history of salvation.

**CHMS 313 BIBLICAL EXEGESIS****3.0: 3 cr. A/F**

This course studies the variety of the Biblical exegesis methods that have prevailed from early times until the present day. In this course, the students study the methodologies of exegesis as they developed in the main religious schools and according to the most famous exegetes like Origen and St. John Chrysostom, as well as in view of the most recent scientific theories of scriptural, literary and historical exegesis.

**CHMS 321 QUR’ANIC EXEGESIS****3.0: 3 cr. A/F**

This course studies the various Qur’anic exegeses that have prevailed from ancient times till now. Also studied in this course are the methodology of Qur’anic Tafsir, its origins and rules in the different Islamic traditions or schools (madhahib) according to the main ancient and modern exegetes.

**CHMS 341 RELIGIOUS PRACTICES IN CHRISTIANITY AND ISLAM: CULTS AND RITUALS****3.0: 3 cr. A/F**

This course studies in details the religious practices, cults and rituals and their importance in Christianity and Islam. Religion is therefore studied from the viewpoint of the religious practices which are considered to be a central issue, a fundamental pillar and primordial dimension of religion.

**CHMS 342 HISTORICAL PERSONALITIES IN CHRISTIANITY AND ISLAM****3.0: 3 cr. A/F**

This course studies the position and importance of the main personalities in Christianity and Islam, such as the prophets and the saints who played an essential role in spreading the faith and establishing it on firm ground. It also studies the contribution of these personalities in the formation of the religious tradition in both religions.

**CHMS 343 ISLAM IN MODERN CHRISTIAN THOUGHT****3.0: 3 cr. A/F**

This course studies the Christian thinkers’s positions and opinions regarding Islam and thier relations with Muslims throughout the past two centuries. It studies and analyses modern Christian texts on dialogue and the polemics related to the various themes of Islamic thought.

**CHMS 344 CHRISTIANITY IN MODERN ISLAMIC THOUGHT****3.0: 3 cr. A/F**

This course studies the Muslim thinkers’ positions and opinions regarding Christianity and their relation with

Christians, with special attention given to the status of the Christians within the Muslim state in the past two centuries. It studies and analyzes the main modern Islamic texts on dialogue and polemics that deal with the various issues of Christian thought.

**CHMS 345 RELIGIOUS TEACHING IN EDUCATIONAL PROGRAMS 3.0 : 3 cr. A/F**

This course deals with teaching methods and contents of the Christian and Muslim religious education courses in the Lebanese educational system. It studies and analyzes the main themes treated in religious education books of both religions.

**CHMS 346 READING A RELIGIOUS TEXT 3.0 : 3 cr. A/F**

This course introduces the students to the different approaches and reading methodologies of the Christian and Muslim religious texts, with special consideration given to the modern literary theories of approaching and reading texts.

**CHMS 347 ANCIENT ARAB CHRISTIAN THOUGHT AND ISLAM 3.0 : 3 cr. A/F**

This course studies the ancient Christian thinkers' positions and thoughts regarding Islam and the relations with Muslims during the first centuries of Islam. It analyzes the most prominent dialogue and polemical Christian texts that deal with the various issues and themes of Islamic thought.

**CHMS 348 ISSUES OF CONTEMPORARY ISLAMIC THOUGHT 3.0 : 3 cr. A/F**

This course studies the main themes of the modern Muslim thought; it analyzes and studies the writings of great Muslim intellectual in their attempt to face the challenges of modernity such as citizenship, the modern state, the status of women, and modern social and political issues.

**CHMS 351 PHILOSOPHICAL ISSUES AND PROBLEMS 3.0 : 3 cr. A/F**

This course studies and analyzes the main philosophical issues and problems in Christianity and Islam, such as monotheism, prophecy, revelation, human destiny, the role of man in the universe, and the religious position vis-à-vis reason and science.

**CHMS 352 PHILOSOPHICAL AND SOCIETY 3.0 : 3 cr. A/F**

This course focuses on the relation between philosophy and the other areas of humanities, namely the Sociology of Religion, through studying the ideas and writings of the main sociological schools and thinkers vis-à-vis philosophical, religious and intellectual structures.

**CHMS 360 CHRISTIAN-ISLAMIC MYSTICISM 3.0 : 3 cr. A/F**

This course studies the characteristics of the various Sufi methods and schools in the Christian and Muslim traditions. It introduces the students to the main Sufi personalities and the principal writings and themes they dealt with; also analyzed is the reciprocal influence between Sufis of both Christian and Muslim traditions.

**STUDY AND RESEARCH SEMINARS**

**CHMS 390 SEMINAR IN CHRISTIAN-MUSLIM DIALOGUE: CONTEMPORARY ISSUES 3.0 : 3 cr. A/F**

This course deals with the issues of Christian-Muslim dialogue in the context of contemporary social and political issues such as coexistence among the people of different religions, the relation between the religious and the socio-political spheres, democracy, the relation of religion to the everyday world, world civilizations: dialogue or clash, and other topics.

**CHMS 391 SEMINAR IN CHRISTIAN-MUSLIM DIALOGUE: THEOLOGICAL ISSUES 3.0: 3 cr. A/F**

This course deals with the issues of Christian-Muslim dialogue on the theological level. It studies the positions and thoughts of the greatest Christian and Muslim theologians on the issues of monotheism, prophecy, revelation and other theological matters.

**CHMS 392 SEMINAR IN CHRISTIAN-MUSLIM DIALOGUE: ETHICAL ISSUES 3.0: 3 cr. A/F**

This course studies the Christian-Muslim dialogue in terms of ethical issues. It analyzes the positions and arguments of Christian and Muslim thinkers who worked on ethical matters such as bioethics, ecology, human relationships, marriage, family, and man's position in the universe.