



المدرسة العليا للتربية والتكوين - أكادير
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ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

Higher School of Education and Training– Agadir

Bachelor's Degree in Education
Secondary Education – English Language



For further details, visit our website: www.esefa.uiz.ac.ma
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Module Title: Readings in culture

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M13
Semester:	2
Language of Instruction :	English
Nature of Module:	Disciplinary
Total Hours :	50 hours (40 in-person, 10 Online)
Nombre de credits :	4
Mode of Instruction:	In-person and Online (Hybrid)

1. MODULE SYLLABUS

1.1. Competencies to be acquired

Upon successful completion of this course, students will be able to:

- Understand culture as a concept and as a practice;
- Gain background knowledge on myth and religion as two pervasive cultural phenomena in Western societies;
- Compare and contrast different cultures;
- Have an adequate understanding of mythical and religious allusions in literature.
- Read and understand the world cultures;
- Think in a new way and explore different perspectives;
- Highlight the cross-fertilization of ideas among different cultures

1.2. Knowledge to be acquired

This course aims to

- Provide students with cultural content bearing on Western and non-Western cultures.

- Help the student focus on the ways different individuals and cultures have oriented themselves in space/ time, thought-patterns, and the symbols provided by myth, ritual, and sign-systems;
- Sensitize the student to the major ideas, assumptions, belief-systems, theories, and paradigms which have influenced and shaped Western cultures and sometimes even global cultures;
- Foster the student's critical thinking skills, through engaging reading strategies, writing assignments, and projects;
- Provide a refreshing perspective by challenging the student to think in new ways and to apply ideas of culture and cultural difference to his/her own life;
- Assist the student in the daunting task of developing and refining his/her reading, conceptual, communicative, and writing skills.

1.3. Hourly Volume

Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	28	6			10	6	50
ECTS/VH global du module	4	28	6			10	6	50
% VH		56%	12%			20%	12%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

1.4. Detailed Module Content Description

Week	Topics
Week 1	<i>Introduction to the course: Objectives, guidelines</i>
Week 2	<i>Universal Stories of the Creation</i> <ul style="list-style-type: none"> • Christian • Islamic • African
Week 3	<i>The Babylonian Tradition</i> <ul style="list-style-type: none"> • Selected sections from The Epic of Gilgamesh
Week 4	<i>The Greek Tradition:</i> <ul style="list-style-type: none"> • The Olympian gods; demi-gods; and heroes... <i>The Christian Tradition</i> <ul style="list-style-type: none"> • The story of the Fall; the story of the flood...
Week 5	<ul style="list-style-type: none"> • Bhuddism and Hinduism • Major Greek philosophers: Socrates, Plato, Aristotle, etc.
Week 6	<i>Mid-term</i>
Week 7	<i>Major Muslim philosophers</i> <ul style="list-style-type: none"> • Ibn Rochd
Week 8	Bacon and the Method of Science
Week 9	The Philosophers of the Enlightenment
Week 10	Utopian Socialism
Week 11	Human Progress and/or the Liberation of Women
Week 12	Evolutionary theories
Week 13	<i>The Age of Anxiety</i> <ul style="list-style-type: none"> • Freud • Sartre • Etc...
Week 14	Final exam

1.5. Teaching Methods and Pedagogical Resources

Interactive lectures, Discussions, Presentations, Group-work, Project work, Hands-on applications

1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

1.7. Description of Personal Work (If applicable):

- Mini-project
- Article review
- Documented Essay
- Presentation
- Field report/field review

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** 2 to 3 quizzes; homework assignments; class presentations; participation; portfolios

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

3. BIBLIOGRAPHY

- Becker, C. J. (2006). *Amazigh arts in Morocco: Women shaping Berber identity*. University of Texas Press.
- Campbell, J. (n.d.). *Western mythology*.
- Chouraqui, A. N. (2001). *Between East and West: History of the Jews in North Africa*. Varda Books.
- Eudel, P. (1906). *Dictionnaire des bijoux de l'Afrique du Nord*. Ernest Leroux, Éditeur.
- Graves, R. (1993). *The Greek myth*. Penguin.
- Gregg, G. S. (2007). *Culture and identity in a Muslim society*. Oxford University Press.
- Helmke, M. (2007). *Humour and Moroccan culture*. Lulu Press, Inc.
- Picard, E. (1889). *El Moghreb Al Aksa: Une mission belge au Maroc*. Paul Lacomblez Éditeur.

For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :

<https://drive.google.com/file/d/1Suzn0cWKOuinYe0jpFzAq4MO7s2I-EP2/view>