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Call for contributions

Entering the research field: questions, methods and practices of the young researcher

Series of training and support workshops

Master's Degree in General and Comparative Literature

Organized by Dr. Leila KERBOUBI

Academic year 2026-2027

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Entering the second year of a Master's program also means gradually entering into research. At this stage of their university studies, students can no longer be just learners or recipients of knowledge; they are expected to become young researchers capable of asking questions, constructing research objects, making methodological choices, and defending their own thinking.

However, the transition to this researcher stance is not always straightforward. Between an initial idea and a genuine research topic, between a theme and a problem statement, between an extensive bibliography and a relevant one, between a theory and its actual application in the analysis, numerous difficulties can arise. The dissertation then becomes much more than an academic exercise; it constitutes a first experience of research and, for many students, a true initiation into the profession of researcher.

It is with this in mind that we are proposing, for the 2026-2027 academic year, a series of training and pedagogical support workshops for Master 1 and 2 students in General and Comparative Literature. Our objective through these workshops is to
to go beyond the simple transmission of methodological principles to make methodology a true tool for reflection and practice of research.

The workshops will be designed as spaces for work, experimentation, and exchange. They will allow participants to explore the main stages of research. Each session will therefore combine targeted methodological input with a genuine practical component. The aim will not be to offer a series of theoretical lectures on "the right way" to conduct research, but rather to place students in a research situation, leading them to question a topic, reformulate a problem, compare corpora, analyze examples, evaluate sources, experiment with a research approach, discuss methodological choices, or even revise a section of their own thesis.

This practical dimension is central to the project. We don't truly learn to search by accumulating rules; we learn to search by putting them to the test. Students will therefore be encouraged, as much as possible, to work from their own projects, their own corpora, their own bibliographies, and the difficulties they encounter in writing their dissertations.

Particular attention will be paid to the specific requirements of general and comparative literature. The comparative approach involves constructing a research object, justifying the comparisons made, and making comparison a genuine tool for knowledge.
The workshops will thus be able to examine the methods of constructing a comparative corpus, the relationship between literature, history, culture and language, as well as the theoretical and methodological issues of the comparative approach.

The series also aims to create a space for reflection on the current transformations in university research. Within this framework, artificial intelligence will be given particular attention through a workshop dedicated to the question, "AI: Enemy or Ally of University Research?" The objective will be neither to celebrate nor condemn these new developments.

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tools, but also learning to question them, to verify their outputs and to reflect on the limits of using AI in scientific work.

More broadly, the workshops will aim to develop in students an attitude essential to research work, based on curiosity and critical thinking. Knowing how to search also means knowing how to doubt; knowing how to mobilize a theory means knowing how to understand its limitations; knowing how to use a source means knowing how to evaluate it; knowing how to write also means knowing how to revise, shift, and deepen one's own thinking.

This program is therefore primarily intended as a space for encounters between knowledge, experiences, and research practices. It will offer students the opportunity to engage in dialogue with professors and researchers, as well as to compare their own approaches with those of their peers. This dynamic of dialogue finds its full meaning in an interdisciplinary approach, which is particularly stimulating, where the diversity of backgrounds and research fields constitutes a true asset. It allows for the exchange of perspectives, the emergence of new insights, and the enrichment of scientific questions by transcending the boundaries between disciplines.

The aim is to make each meeting a genuine scientific workspace, where students can compare their approaches, identify their difficulties, and experiment with methodological solutions. The practical component must therefore be an essential part of each workshop and cannot be reduced to a mere final illustration of a theoretical presentation.

With this in mind, proposed interventions may focus, among other things, on the following areas:

Constitution of a comparative corpus : selection criteria, delimitation and justification;

Constructing a problem statement : research question, hypotheses and scientific objectives;

Documentary research: identifying, selecting, verifying and organizing sources;

Theories and methods of literary analysis : choice, contextualization and mobilization of concepts;

Constructing the architecture of the dissertation : demonstrative logic, argumentative progression and articulation of the parts.

Artificial intelligence : what ethical and academic questions does the use of AI raise in a thesis?

Ethics and scientific integrity: Conducting research: ethics, responsibility, and scientific integrity. Addressing issues related to scientific rigor, plagiarism, and

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citing sources, using data, academic integrity, and researcher responsibility.

Research and digital transformation: New research practices in the digital age. Exploring the impact of digital tools, databases, digital corpora and artificial intelligence on contemporary research practices.

Interdisciplinary approach: combining knowledge, renewing perspectives:

To highlight how the intersection of disciplines, methods and perspectives enriches scientific questions, renews objects of study and fosters the emergence of new avenues of research.

Scientific writing and communication: The different forms of scientific writing. Writing, arguing and communicating research.

Proposals may also prioritize teaching formats that promote active student participation, such as scientific writing workshops, case studies, critical analysis of works, reformulation exercises, simulations, methodological discussions, or support for dissertation projects.

This course ultimately aims to contribute to the progressive development of scientific autonomy among Master's students. It is not simply a matter of transmitting methodological rules, but of helping them understand the logic underlying any research approach, by learning, starting from a question, to construct an object of study, choose appropriate tools, argue based on a corpus, and produce a personal, rigorous, and scientifically grounded reflection.

In this perspective, teacher-researchers, researchers and specialists in comparative literature, literary studies and research methodologies are invited to propose interventions designed in a spirit of training, exchange and practical application.

Participation guidelines

The workshops will last three hours. They are intended for students of

Master's 1 and 2 programs in General and Comparative Literature will need to address specific needs.

related to the preparation of the dissertation.

Workshop proposals must include:

— the title of the workshop;
— the name, rank and institution of the speaker;
an argument of 300 to 400 words maximum;
— the objectives of the workshop;
a brief presentation of the practical activities offered to students;
— five keywords.
ÿ biobibliographical note

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Deadline for submitting proposals: 30/10/2026

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Acceptance notification: 15/11/2026

steering Committee

President: Bentenfif Kheira

Master's students in year 1 and 2 of the LGC program

Scientific Committee

President: Dr. Chafia Ammi

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Suggested bibliography:

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