

The Crisis of Sociology in Algeria

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ABSTRACT

This article aims to clarify some factors of the crisis that sociology is suffering from in Algeria. We have concluded that sociology in Algeria faced obstacles: cultural, social, political, and ideological, which make it useless. Rather, it has become a burden on society, on those working with it, and those in charge of its affairs. And the sociology practiced in Algeria is linked to the crisis formation system, which is the result of the crisis of social reality at all its levels, and the social conditions in Algeria are related to sociology and do not provide the appropriate atmosphere for the emergence of an elite capable of emerging from the crisis and its position. Sociology in Algeria depends on the ability of those working in it to prove its ability as a science capable of change.

Keywords

Factors; Crisis; Sociology; Algeria.

Introduction

Sociology in Algeria has experienced numerous transformations accompanied by the social, political, economic, and cultural changes that the Algerian society has undergone since before independence until the present time. Almost all practitioners in the field of sociology or social and human sciences in Algeria agree that sociology in Algeria has been facing a crisis since the 1970s, the period during which sociology emerged in Algeria.

And we will try in this article to present and analyze some of the questions that have been addressed in this issue, through serious research that has been conducted on this topic. Then we try to focus on what we see as a priority at the present time regarding the factors of this crisis with its branching and intertwined dimensions in the relationship of sociology with society and those involved in it, and its relationship with itself, meaning its historical circumstances, its cognitive, methodological, and ideological content associated with the West. The questions we want to address are as follows:

*Does the crisis of sociology in Algeria return to the shortage of scientists and researchers?

*Does the crisis of sociology in Algeria return to sociology itself?

*Does the crisis of sociology in Algeria return to the status of sociology in Algeria among those working in it, or among the political elite, or among the society as a whole?

Factors of the sociology crisis in Algeria

The factors of the crisis of sociology in Algeria vary into several aspects:

1 The factor of the Shortage of Scholars

Sociology entered Algeria during the period of colonization through scientific expeditions and missions of scholars and researchers, especially sociologists and anthropologists, who undertook the study of Algerian society in order to reveal its cultural, social, and economic structures and understand the mechanisms that control those structures in service of the colonial ideology represented in dismantling and erasing the cultural, national, spiritual, and intellectual components of Algerian society. The truth is that not all research was for the same colonial purpose, as there were sociological works presented for different purposes.

Scientific research was carried out by a group of French researchers, including: Jacques Burke (1910-1995), MaScray (1830-1994), and Cornel Tremley, who conducted studies on the cities of Boufarik and Blida on the Saints and Karamats. The entry of sociology into Algeria was colonial, and many Algerian and Moroccan students who were studying philosophy at the Institute of Sociology and the Algerian University in 1952 were students of colonial researchers, and they were the ones who led the sociological march in independent Algeria. (Dr. Abdel Rahman Bouzaida, Dr. Farouk Attia, Dr. Ali Al-Kenz, Dr. Abdel-Ghani Maghribi, Dr. Nour El-Din Hakiki, Dr. Sidi Boumediene, Dr. Mahfouz Samati, Dr. Abdelmalek Sayad,...and others). This

is the first generation of sociologists in Algeria and they are the pioneers of sociology after Algeria's independence

Sociology was linked to the French school in terms of curricula and programmes. Accordingly, Algeria was full of tremendous creative energy that invaded sociological thought on the one hand, and on the other hand, critical, constructive, descriptive and analytical works for all social problems and phenomena and even the daily life of individuals in the community. What is noticeable is that many Moroccan and Algerian researchers, such as: Abdelkebir Khatibi, Malek Bennabi, and Lahouari Adi... live and draw from various social sciences from their original homeland (Europe). On the other hand, there is weakness on the part of the first sociological generations, and it appears. This is in the social and scientific results of this science in Algeria, Morocco and Tunisia. And in the gap between sociological research and studies and between reality and real issues that need examination, interpretation and analysis. In contrast to what happens in the industrial world, where sociology is linked to societal issues such as unemployment, crime, industrial security, environmental pollution, and drug abuse (Maatooq.J, 2016)

2 The crisis in sociology itself.

Sociology was born and grew up in a purely Western environment, with its own culture, ways of living, and problems that differ from Algerian society. So how do we apply sociological theories to our society? However, many researchers devote their efforts and time to proving theories and trends born in different societies and cultures. Ali Al-Kanz says: "If we wanted to evaluate the sociological practices in our country, we could describe them as fundamentally dependent on Western sociology. We can confirm this truth without fear, and take away this dependence." Forms of repetition and imitation, whether this imitation is conscious or unconscious, which leads to the reflection of the issues and problems of the Western world within the social cultural structures of our world" (Kheder.A.I., 2000)

3. Internal factors of the sociology crisis in Algeria.

A study was conducted on: (The reality of sociology in Algeria). (JAMILA.S., 2013). To a sample of sociology professors at the universities

of Ouargla and Biskra in 2013, it examined four axes that go to the core of the crisis in sociology: those working in sociology, researchers, and professors.

The first axis: Those working in the sociological field in Algeria do not represent an elite based on the characteristics of the elite. On the basis of this it was found that:

* Sociology in Algeria suffers from the process of mobilizing workers in teaching positions. This science has been filled with huge numbers of workers in teaching and education positions who do not have the experience and competence as a necessary condition for employment. Rather, most of them were hired on the basis of a master's degree at a rate of 75%, which indicates Due to the short period of their training and qualification to become producers.

* The low level of scientific demonstrations in their performance of the roles assigned to them scientifically, as they do not encourage the graduation of qualified elements capable of intellectual diligence, and narrow the gap between scientific research and the real reality and its issues.

*The limited ability of those working in sociology to influence the sociological field and renew and change the level of traditional sociological programs that are not useful in studying the issues and phenomena emanating from Algerian society.

* Sociology in Algeria was employed to achieve social, political, and economic demands, regardless of the content of the goals for which it was founded, which is to serve scientific and cognitive demands, seeking to reveal the crisis situation of sociology. Accordingly, sociology is a tool for serving private interests, not a tool for science and knowledge.

The second axis: Those working in the sociological field in Algeria are merely employees and university teachers. It turns out that:

*The relationship of those working in the sociological field in Algeria is an economic relationship with a ratio of: 51.92%, based on providing services in exchange for a specific fee, before it is a spiritual relationship based on loyalty and love of knowledge.

* The constant preoccupation of those working in the sociological field in carrying out the academic tasks assigned to them, such as teaching,

supervising, and preparing for exams and lessons... which takes them a great deal of time due to filling out the professor's program, which does not help in participating in scientific demonstrations and in television and radio sessions. There is a reluctance. Over all of this, the percentage: 73.68%, which seeks to introduce sociology to our society, which does not know it.

* There is no relationship between the educational curriculum and social reality, according to the study 78.85%, which makes the process of transferring knowledge without applying it in the field a routine process, carrying out the teaching process only.

*The relationship of sociology with those working in it in Algeria is limited to the fact that sociology is merely a means to achieve primarily private interests.

*The transformation of the Algerian university from a platform for promoting the value of science and scientific research in society to a platform for meeting social, economic and political demands. This has led to the inability of universities to build bridges with society, while they are called upon to reconsider their appreciation of their pioneering role in leading society and promoting and developing it. Its various types.

The third axis: The service provided by those working in sociology is limited to imparting knowledge without renewing or adding to it. It turns out that:

*Sociological practice in Algeria is unacceptable and does not fulfil its required role, which is: monitoring the transformations of society and studying its patterns to explain its phenomena.

*The teaching methods of sociology in Algeria do not carry out actual sociological practice.

*Sociology academically is a group of lectures that are transferred from others and given in application of what is stated in the program on which the sociology of the other depends as a reference, and depends on the first indications of it, which has been confirmed by those working in sociology, which leads Algerian researchers into imbalances, the first of which is the lack of conformity of the lectures with The Algerian reality, and the second is its incompatibility with modern sociology, which calls for a break with

classical sociology, which no longer serves contemporary societies.

The fourth axis: The status of sociology and those working in it is related to the sociological product in Algeria: It shows the following

*Sociology is classified academically and socially at the bottom of the list of sciences in Algeria due to weak sociological production. The issues that sociology is exposed to in Algeria are mostly issues related to social problems of a negative nature rather than issues of a constructive nature that contribute to the process of change.

* By virtue of the classification of sociology as an unproductive science in Algeria, due to the absence of the actual role of most of those working in it, who are linked to weak production due to their negligence and inability to understand their social role, which sociology aims to establish.

*The hostility and morals of Algerian society towards sociology is due to its ignorance of the components and possibilities of this science, and because of the restrictions imposed on it and the preference of society and its institutions for applied sciences.

*The social-environmental situation is reflected in the nature of the scientific product of sociology, and material productive weakness is inseparable from intellectual weakness, because the battle for scientific independence is not decided within scientific institutions only, but rather it requires concerted educational, media, cultural and political efforts.

Sociology practiced in Algeria is closely linked to the crisis training system, which is a result of the crisis of social reality at all its levels. The social conditions in Algeria are related to sociology and do not provide the appropriate atmosphere for the emergence of an elite capable of emerging from the crisis. The status of sociology in Algeria depends on the ability of those working. With it, its strength as a science capable of change is not constant, and this is confirmed by (Maatouq's study) on (the reality and prospects of sociology in the Arab Maghreb: Algeria, Tunisia, Morocco). A second study was conducted on Maghreb sociology, which confirmed that the existence of sociological studies in the Maghreb countries is mainly due to western colonialism, which launched numerous campaigns to know and

control the culture and history of the region, in addition to the fact that sociology in the region is living in alienation with itself as a science, and it also showed. The study focuses on the ideological bias of those working in sociology in terms of reproducing Western theories at the expense of the reality of their societies.

The study was based on the assumption that the status of sociology within the Maghreb countries is affected by the living conditions of those working in it. Among the most important results were the following:

Sociologists in Algeria live in apartments, while Tunisians and Moroccans live in villas.

*There is a relationship between the opinions of the respondents and the quality of housing. Algerians do not have private libraries at a rate of 64.82%, in addition to poor income at a rate of 57% in Algeria and Morocco.

*Those working in sociology are affected by poor income, the lack of private libraries, and the lack of psychological comfort.

*The state of sociology in these countries is explained by the absence of cognitive systems capable of understanding the effective scientific structure in order to understand the reality and aspirations of the region.

*There are three models of sociology in the Maghreb: ideological sociology in Algeria, in Tunisia a sociology that searches for itself and is not decisive in evaluating sociological practice, and in Morocco a technocratic sociology that does not exceed the field of the university and the library.

*Sociology interests in Algeria: development issues, then social issues, then political issues, which is the last interest, unlike Tunisia.

*The absence of sociology in the Maghreb countries and in Algeria is due to political circumstances and negligence on the part of those working in it.

*Harassment, democratic isolation, the absence of freedom of expression, and the ideological bias of those working in sociology are related to his status within these countries.

* The value of this science is affected by the value and status that characterizes this science among those who work in it and their view of it, and that most of them did not practice this profession out of conviction, as 66% of the respondents were not

satisfied with the teaching profession, and 44% would leave the profession, while 73% were not. They review the Maghreb sociological production due to:

A- The inferiority complex of everything that is local. Morocco a technocratic sociology that does not go beyond the field of the university and the library.

B- The inferiority complex of everything that is local.

C- Breaking with publishing houses.

D - Unimportant topics.

E - The high cost of books.

*The absence of demand for sociological service is due to the lack of supply by workers. (63%) without sociological production in the field of books and sociological studies. (14%) of those who were forced to report the absence of service due to publishing houses and their commercial nature, sociologists themselves, or the authority and society.

The study concluded that there is no Maghreb sociology. Rather, there is a science that is not linked to the reality and aspirations of the region. This science is the product of Western societies that are completely different from our society, which has its own culture and peculiarities.

4.External factors necessary for the sociology crisis in Algeria

A Research was conducted on the reality of sociology in Algeria, (Lakjaa.A, 2002) the aim of which was to know the status of sociology in Algerian society by referring to the production of this science and the method of formation through knowing the identity of sociology and knowing the students' attitude towards it. This research concluded that Algerian society was unable After attracting sociology and integrating it into the knowledge system, sociology does not have a special place in Algerian society.

The two researchers built their research on five axes:

1- The importance of sociology as a specialty: The result was that there was an absolute blackout on sociology as a specialty, as the majority of students were ignorant of the nature of sociology and its role in society before enrolling.

2- The function of sociology in Algerian society: It has a basic function, which is the study of social phenomena.

3-Teaching methods: There is a problem with the formation and restructuring of teachers regarding teaching methods and means.

4-Programs: There is a trend towards the necessity of amending and reviewing programs to keep pace with the socio-cultural changes of Algerian society.

5-Sociology and the labour market: The distinctive position of sociology is only determined by linking it to the living environment and the job opportunities it provides. In a second study by the researcher:(Anceur,1990), which was completed on the crisis or absence of sociology, he believes that sociology is controlled by several factors, which are:

First: Political control over the scientific field: This is through restricting sociology by the ruling elite.

Second: Weak training in the sociological field: This is a general issue in the humanities and social sciences and is due to:

-The shallowness of the training that students receive methodologically and cognitively.

- Poor level of control over concepts, terminology, and use of specialized language.

- Decline and shrinkage of applied skills and abilities related to the completion of scientific research.

-Poor training has a direct impact on achievement and its quality, as many students have gained little during their years of reading, studying, and reading.

Third: Factors deteriorating the situation of sociology in Algeria: They appear through the following points:

- The huge increase in the number of students.

-Weak resources, including: the poverty of university libraries and their lack of the latest books in sociology and specialized scientific journals.

-Lack of scientific and field training opportunities.

-Weakness of the pre-university educational system.

- Lack of qualification of some professors and teaching staff, whether in terms of educational competence or in terms of specialized knowledge.

Fourth: Society's isolation and hostility:

This is due to the hostile stance taken by society and the rejection with which it meets every serious attempt to explain its phenomena and

attempt to understand the mechanisms of its functioning.

Fifth: The political factor and the status of sociology among those working in it:

The first emergence of sociology in Algeria was known for its dependence on the approach of the Durkheimian school, and it was a desktop science whose mission was to theorize this sociological school, relying on transmission without rooting and on theoretical collection without analysis and interpretation, which means that despite the impressive victories achieved by the Algerian revolution, French sociology courses continued to address the problem. Colonialism is a humanitarian issue and a means of spreading civilization. Therefore, the dominance of the French school over the Algerian university constituted a theoretical legacy that is not consistent with the social and cultural reality of Algerian society in its issues and aspirations, nor does it coincide with the specificities of the social perception of society, culture, history, and man. Sociology has gone through many stages, which we explain in the light of socio-political studies, namely:

A- In the period between (1973-1979):

It was characterized by the dominance of a populist ideological discourse...and it portrayed sociology as a liberal science that works to break the chains of dependency and domination and to achieve growth and prosperity. It was considered a science in the service of the issues, interests and concerns of the working classes. This is how sociology and its role were perceived by the political authority as it was. The same perception of those behind higher education reform. (Anceur, 1990)

The ambitions of global imperialism, so he turned sociology into a tool for public mobilization for the success of the comprehensive development project and scientifically confronted conservative sociology, which calls for development in the third science. This was part of the social project that the political authority sought to achieve, and it was a national, Western-speaking ideological trend where it began. In 1971, through decisions related to the reform of higher education, including Arabization, fragmentation, Arabization of curricula, change of pedagogical systems, and focus on the formation of frameworks in response

to the requirements of comprehensive development. Within the socialist orientation, he studied sociology at the university using the logic of dialectical sociology instead of office sociology, and this was in the wake of the three agricultural, cultural and industrial revolutions with the aim of building a new society governed by social justice and socialist methodology.

B - The period between (1979-1988):

The stage of inaugurating political pluralism and economic privatization or the resulting social and political transformation. The transition from one-party rule to political openness took place in a violent and conflictual manner that was difficult for the nation's social and political institutions. All the rapid and successive social and political events culminated in the events of October 1988. The issuance of the 1988 Constitution allows the authorities to establish associations of a political nature. The official position of the authorities on sociology after 1988 was revealed in three basic points:

- 1) Detracting from the human value of social sciences in general and sociology in particular.
- 2) Ignoring the real role that sociology can play in influencing the ongoing transformations in society.
- 3) There is an attempt to take advantage of the opportunities enjoyed by the ruling elite in political, economic and social institutions.

At this stage, sociology did not receive much attention at the level of its teaching, scientific research, or the principle of its contribution to understanding the social problems at hand. Therefore, sociology today has become the most deteriorating branch of knowledge.

C - The period after 1988:

At this stage, the official position on sociology and the humanities in general was characterized by the following: (Abassi)

- 1- Detracting from the value of social sciences in general and sociology in particular.
- 2- Ignoring the real role of sociology in society according to the objectives of the 1984 university map, which are:

*Abbreviation of social science institutes in general and sociology in particular.

*Double the number of institutes specialized in natural sciences and technology.

*Transforming sociology into a technical branch that meets the requirements of all sectors.

After the security and political crisis that the country experienced in the dark decade, this stage came as a new beginning for recovery in Algeria through a political program based on the National Harmony and Reconciliation Law, the emergence of economic growth and the return of some projects and public interests to the people, thus destroying all the gains that Algeria had achieved throughout the period. Many years and included all vital sectors and sectors.

The higher education sector and the Algerian university witnessed several changes, including (Belkhair, 2021)

1) The number of universities expanded unexpectedly in all the states of the country, and through it the spread of sociology departments and its graduates, and the opening of the sociology major reached the far south of the University of Adrar, Béchar, Ghardaia, and the Tamanrasset University Center in 2005.

2) Adopting the **LMD** system as an alternative educational system to the classical system, and according to observers, it was not subject to study and objective conditions for application, which further aggravated the university's conditions and working conditions to the point of describing them as frustrating, as some institutes do not have the minimum necessary working conditions.

3) A decline in the levels and interest of students compared to what it was in previous decades

4) The lack of connection between research and the general framework of the development project in the field of social sciences.

5) This stage was marked by the renewal and legislation of the university teaching staff and an increasing migration among the ranks of professors with higher ranks and experience, which led to a deficiency in the methods of management, organization, and exploitation of what existed at the university.

Another research on sociological studies in Algeria has reached important results that clarify the reality of sociology and some features of its future in Algeria, including: (Mostafa, 2007)

1- Official institutions ignore the role that sociology can play in the positive impact and ongoing transformations because the crisis is in fact a human crisis.

2-The classification of this science in the higher education and research system is random.

3-The major in sociology is viewed in an inferior light, and the standard for directing students is for those with average (and weak) levels.

4-The necessity of developing a new pattern that takes into account the development of an organizational structure for university research in order to free it from the shelves.

5)Mandatory scientific research and publishing (knowledge production) for a university professor as one of his basic tasks, (with the necessity of working effectively to improve the general conditions of the professor to facilitate this task). While another researcher conducted a study on the future of sociology in Algeria (Fatiha, 2021) and put forward some solutions and proposals to get out of the crisis that sociology is suffering from in Algeria and raise its value to its true level. Therefore, sociology in the future must think about raising the level of outputs in proportion to the needs and requirements. Society, and the formation of competent researchers. Among the proposals are:

1-The necessity of strengthening the training of components, ensuring quality in training, and ensuring high competencies in order to keep pace with the requirements and needs of the change taking place at the social, economic and cultural level.

2-Including the teaching of sociology as a subject in the educational curricula for the secondary stage, to familiarize the student with this science and its specificity.

3-Activating field training for students in economic institutions.

4-Integrating specializations that are compatible with the labor market and openness to the external environment.

5-Creating channels of communication between institutions and their needs for research centers, and at the same time providing financial support for future research.

6-The research lacks scientific originality that uniquely distinguishes the research and distinguishes it from others with new, innovative and useful ideas characterized by seriousness and independence.

7-Giving the maximum levels of motivation and encouragement to researchers to produce knowledge.

8-Staying away from the nature of quantity, imitation and rumination in the field of social research in Algeria, and preparing theoretical and applied field research whose results are used in various sectors.

9-Creating quantitative and qualitative compatibility between degree holders and job positions, in accordance with the principle of supply and demand. (Al-TaHER, 1990)

In another study on the reality of sociology in Algeria, and on the issue of the deterioration of the status and situation of sociology in Algeria, like the rest of the branches of the humanities in general and some technical branches, the researcher referred to what he called (sociological nomadism), which has come to represent.. (Opium sociology in Algeria).

It has negatively affected its growth and development, and this nomadism is embodied in those working with it, who are researchers and professors who have divided themselves into tribes under multiple names: Marxists, functionalists, Islamists, theorists and practitioners, and followers of the French school, the American school, or the English school, more than this. Intellectual disagreement has turned into personal hostility, the manifestations of which are embodied in the selection of discussion committees for doctoral and master's theses, and this nomadism is even more evident in the evaluation of articles that are often rejected because of that civil war... Accordingly, all this energy wasted in this war should be used to work on Developing sociology through scientific studies that restore its social prestige and build strong sociological knowledge.

Looking at the previous presentation and the studies that were mentioned about sociology in Algeria, we notice that they mostly agree on the idea that sociology in Algeria is hampered by a number of obstacles: cultural, social, political, and ideological, which make it useless, but rather it has become a burden on society and on those who work in it and those in charge of it. On its academic, legislative, research and administrative affairs...

The most important obstacle that we see and confirm as having pivotal priority over other factors is: what is related to sociology itself and those working in it, including professors, researchers and academics.

The first point of change should be from this center, to improve the status and value of sociology in Algeria and the Maghreb region on the basis of its sharing of social and cultural characteristics, the great similarity in the historical path, and the sharing of destiny. Changing the value of this science can only pass through effectiveness and through the creation of sociological knowledge armed with the method. Scientific knowledge rooted in local culture and prominent scholars and thinkers in this type of knowledge, such as: (Ibn Khaldun and Malik Bennabi) - may God have mercy on them - and other latecomers, and related to the real problems of Algerian society.

Focusing on interpreting, analyzing, and developing solutions to the realistic, theoretical, and methodological problems that hinder sociological production, most notably:

1-The negligence of its family and those who work with it: of the various academic degrees and positions they occupy in the general sociological field - in the words of Pierre Bourdieu about the meaning of the field - in giving it the prestige it deserves, well representing it, marketing it, and convincing others (society and authority) of its importance and its true role in building the renaissance and emerging from... The absence of comprehensive backwardness, and therefore the real starting point is the internal self of sociology, which is created by its practitioners, professors, and researchers.

2-Sociological nomadism (Nomadism: **Al badawa** in Arabic. Which the researcher (TaHER Belaïour) referred to in his research on the reality of sociology in Algeria, which is clearly due to cultural reasons and narrow subjective ideological intellectual reasons that lead to the diversion of efforts to fields other than solid sociological research and the creation of sociological knowledge, thus the departure of professors, researchers and (sociologists)) away from their basic function, prolongs the life of the crisis that has exhausted sociology and plunges them into marginal, personal and nervous battles of all kinds

that distract them from the true message of sociology, sociologists, and those working in its field.

Conclusion

Finally, we emphasize the fact stated by researcher (Jamal Maatouk) which is: "The sociology practiced in Algeria" is closely linked to the crisis formation system, which is a result of the crisis of social reality in all its levels, and that the social conditions in Algeria are related to sociology and do not provide the appropriate atmosphere." For the emergence of an elite capable of emerging from the crisis. The status of sociology in Algeria depends on the ability of those working in it, not the stability of its strength as a science capable of change. Although when analyzing the factors of the sociology crisis in Algeria, one must adhere to an integrated analysis between the factors causing this phenomenon, referring to the laws of change and development for any entity confirms the necessity of starting from oneself and from within, investing in the element of cultural specificity of Algerian society, and starting from the crises that Our society suffers from it, and the social problems produced by the Algerian social reality,

The critical situation of sociology in Algeria is linked to the comprehensive crisis and backwardness in various cultural, social, economic, educational and political fields... The mission of sociology in Algeria must rise to participation in building the project of contemporary Algerian society, and this mission is directly linked to those working in sociology from Professors, researchers, and thinkers who are responsible for establishing and participating in the desired Algerian society project in light of the society's principles, culture, history, and civilizational identity.

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