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- Authors are required to submit an abstract about the key issues explored in the article (200 words), and the keywords (Arabic, French and English). A brief biography of the author should include full name, research focus, occupation, and his/her recent literary or critical production (100 words).

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- Communication and the Utopia of Society: Imagining Equality and the Limits of Discourse
- Subaltern Narratives and Popular Literature

Editorial

The humanities constitute an essential component of the academic and research landscape, as they contribute to understanding the human being and society from multiple perspectives, including literature, linguistics, philosophy, history, sociology, psychology, and anthropology. They occupy a vital and inherently problematizing space that brings together the capacities for observation, description, analysis, critique, and methodological rigor, alongside interpretive depth. Relying on procedural tools and mechanisms grounded in diverse references, the humanities study the symbols and foundations of human experience and cultural narratives, promote critical thinking with a view to understanding the complexities of creativity and historical consciousness, and enhance analytical and communicative abilities. They also foster an understanding of the cultural and social values that shape collective identities and individual choices, cultivate a well-developed awareness capable of engaging with the challenges of the contemporary world, and entrench positive values grounded in belief in freedom and the right to difference. In addition, they contribute to guiding debates on cultural, ethical, and political issues, thereby enhancing individual awareness and enabling more informed decision-making.

These positive roles and multiple functions that the humanities have consolidated throughout their extended historical development have today enabled them to transcend traditional boundaries and to express the image of societies and their standing among nations. This is in addition to their growing economic roles, made possible by the emergence of new conceptual shifts based on cultural economy, cultural investment, and multiculturalism. Such dynamics drive industrially and technologically advanced countries to preserve the capital produced by the humanities by strengthening their institutions of knowledge production and empowering them to fulfil, enhance, and develop their functions, while benefiting from their multiple returns to society, institutions, and individuals alike.

The focus of scientific research in literature, languages, and the humanities is embedded within renewed epistemic challenges, where this field is no longer read as subordinate to other sciences, nor as merely a contemplative discourse, but rather as a research system with its own subjects, tools, methods, and criteria for knowledge production, validation, and circulation. As societies grow more complex and transformations accelerate, it becomes evident that the human being: language, culture, memory, representation, and practice, cannot be reduced to ready-made equations

or numerical indicators. Understanding humanity thus requires a different kind of science: one that combines analytical rigor with sensitivity to meaning, interpretation with hypothesis-building and contextual awareness with the deconstruction of deep structures that produce and reshape phenomena.

By virtue of this functional value of the humanities, the scientific character of research in literature, languages, and the humanities rests on a dual foundation: methodological rigor on the one hand, and the specificity of the subject matter on the other. Scientific methodology here does not mean replicating models of the “hard sciences,” but rather entails clarity of problematics, sound hypotheses, validity of study, conceptual precision, systematic data collection, and grounding results in arguments open to examination and debate. This is undertaken while respecting the conditions of objectivity to the extent allowed by a mutable and complex human subject, which necessitates an acceptance of the relativity of approaches and results and their perpetual openness to renewal and innovation. Research also requires awareness of the nature of the phenomena under study, the interplay between time, space, and historical context, and the presence of unforeseen elements that may render a situation multi-variable and open to multiple interpretations; an insight confirmed by research in specific human fields such as educational, social, and psychological studies.

On this basis, rigor cannot be reduced to procedures alone. The history of human thought shows that knowledge is not the product of definitive certainties so much as it is a process that advances through questioning, is enriched by difference, and builds understanding through “productive errors” that open new horizons for reading, analysis, and interpretation. Consequently, research practice in literary criticism and study is grounded in an epistemological awareness that acknowledges that methodologies possess no absolute privilege; their value is determined by their effectiveness in reading texts and illuminating their structures and meanings, rather than by the solidity of their theoretical claims. From here emerges the importance of interpretive caution that balances the demands of scientific precision with recognition of the relativity of results and the openness of meaning, and that responds to emerging questions and major transformations shaping humanity.

Among the most significant transformations reshaping the questions of contemporary human research is the digital turn, with its promises and risks. Algorithms and data tend to convert human behavior into measurable patterns and to reshape our relationship with space, time, the body, and the Other, while potentially encouraging reductionism and rapid modelling. In this context, the role of the humanities is reaffirmed in preserving the density of human experience and the richness of contexts, revealing the cultural, symbolic, and social dimensions that cold technical language may obscure, while deconstructing assumptions, exposing power relations, and amplifying the voices of the marginalized and excluded.

This engagement with the digital does not imply a rupture with material reality or with environmental and spatial concerns. On the contrary, human research intersects

with questions of territorial transformations, migration, urban expansion, climate change, spatial justice, governance, and sustainable development. Digital tools, such as geographic technologies and artificial intelligence offer enhanced analytical and predictive capacities, yet they remain in need of critical framing that asks : What kind of knowledge are we producing? For which society? At what symbolic or social cost? In addition, how can the surge in artificial intelligence be harnessed to serve the humanities and strengthen their functions and their primary tool-language —as the vessel of knowledge and the medium of its production and circulation? Linguistic questions thus extend beyond morphological, lexical, or syntactic structures to issues of meaning, renewed theoretical approaches to semantics, and the linking of linguistic research with heritage without being captive to it, enabling the construction of solid comparative scientific projects that dialogue with modern methodologies.

At the same time, complex linguistic situations pose major challenges such as diglossia, multilingualism, globalization pressures, and weak scientific and digital presence. These challenges call for language policies that transform “protection and development” from constitutional slogans into actionable programs through planning, funding, and increasing effective language use in vital sectors. Language is also closely linked to the university as a space for competence production, where educational practice shows that the problem lies not in the value of linguistic knowledge itself, but in the ways, it is received and taught; between abstraction of theoretical frameworks, limited data, divergent references and schools, and the absence of pedagogical approaches that bring linguistic study closer to students and facilitate comprehension.

Here emerges the value of applied bridges —such as specialized translation— when they shift from a lexical exercise to a space of knowledge mediation that brings theory and practice together, develops critical analysis, enhances understanding of scientific discourse, and builds cultural competence within a linguistically plural reality, while benefiting from digital platforms, tools, and specialized text corpora.

Moreover, no discussion of scientific research in the humanities is complete without addressing the question of memory and narrative by raising major issues such as: How are histories written? How do narratives compete over space and identity? How do scarcity of sources or political and cultural constraints affect knowledge production? And what is the status of the so-called “historical truth”? Awareness of and engagement with these questions reinforce the need for critical analytical approaches that read corpora comparatively, uncover the residues of colonial legacy and competing narrative logics embedded in writing, and call for expanding data sources, strengthening field research, and enhancing interdisciplinary cooperation, confirming that disciplinary insularity itself has become an object of inquiry.

This vision is further reinforced when we view the humanities as an interconnected family of knowledge fields in which tools intersect and methodologies cross-fertilize. Documentation, expanding the concept of the “document,” openness to modern modes of expression, and the plurality of methods and backgrounds all generate

new epistemological questions, cultivate critical and analytical sensibilities among researchers and audiences, and lead to renewed perspectives on humanities issues. This helps update modes of operation, opens wide horizons for development and innovation, and enables relationships between humanities institutions and the hard sciences to be interactive and complementary rather than oppositional.

Scientific research in this field is not purely an epistemic matter but also a value-based and institutional one. Distinguishing between ethics as general principles and normative ethics codified in binding texts and implementation mechanisms highlights the necessity of building a just legislative environment that does not marginalize the humanities in favour of preferential hierarchies of knowledge. The ethical question here touches the content of research, its social function, and its relation to citizenship, human rights, and development; domains in which sciences are equal, without hierarchy or discrimination.

Accordingly, this focus aspires to consolidate the conviction that the humanities and social sciences, with their fields, functions, and methodologies, possess scientific and epistemic legitimacy. Their future is determined by their ability to offer syntheses that explain complexity and produce verifiable solutions suited to contemporary challenges, especially when purely formal approaches fail to capture the meaning and value inherent in the human condition.

In this sense, scientific research in literature, languages, and the humanities does not come as a cultural luxury, but as an epistemic and ethical necessity: one that balances innovation and dignity, digital tools and experiential depth, science as method and science as responsibility. It is research that remains open to questioning, for here, the question is not a lack of certainty, but a condition of scientific life itself.

Taking all of the above into account, Soroud Journal, in dedicating its tenth issue to the topic of scientific research in literature, languages, and the humanities, seeks to contribute to renewing its questions, issues, methods, and subjects through critical re-examination, and to updating approaches to emerging problematics imposed by the major transformations experienced by humanity. This also addresses the question of relevance raised by those who advocate crude utilitarian approaches under the pretext of privileging technology at the expense of creativity and humanity.

These stated objectives have required combining an assessment of the state of the humanities and scientific research in Morocco and comparing them with other countries, studying the institutional framework of these sciences through the legislative and legal structures governing them, examining the reality of teaching the humanities in Moroccan universities, and analyzing their fields, functions, and prospects in light of the major transformations affecting societies and knowledge systems.