COURSE DATA

Data Subject

Code	35760
Name	Literature and culture in the Arabic language 1
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	Second term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	3	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	3	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	3	Second term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	19 - Minor in Arabic language and literature	Optional
1001 - Degree in Catalan Studies	30 - Minor in Arabic	Optional
1002 - Degree in Classical Philology	32 - Minor in Arabic	Optional
1003 - Degree in Hispanic Studies, Spanish Language and Literature	37 - Minor in Arabic	Optional
1008 - Degree in Modern Languages and Literatures	21 - Minor in Arabic language and literature	Optional
1013 - Degree in Classical Philology	32 - Minor en Lengua Árabe	Optional

Coordination	
Name	**Department**
CONSTAN NAVA, ANTONIO	140 - Catalan
KACIMI, MOURAD	140 - Catalan

SUMMARY

Introducción a los textos literarios escritos en árabe en su marco cultural y proporcionar conocimientos de obras, autores y movimientos representativos de la literatura escrita en esta lengua y de la influencia ejercida en las literaturas y pensamiento occidentales.

La estrecha vinculación entre la literatura árabe y la religión musulmana obliga a una necesaria y constante referencia, no sólo en época medieval, sobre todo en el momento actual en que los medios de comunicación acentúan las diferencias con unos estereotipos forjados en los siglos XIX i XX, llenos de prejuicios.

Más información: guía docente en castellano.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1002 - Degree in Classical Philology

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

- Interrelate different areas of humanistic studies.

- Apply information and communication technologies and computer tools to language studies.

- Work as a team in the environment of language studies and develop interpersonal relations.

- Be able to work and learn autonomously and to plan and manage work time.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

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1008 - Degree in Modern Languages and Literatures

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LEARNING OUTCOMES

English version is not available

DESCRIPTION OF CONTENTS

1. Block I "The cultural and literary fact about Islam"

- The prophetic tradition and its transmission. The Sunnah (The Quran and Hadith). Religion: general principles, rites and festivals. Muslim society.
- Islamic mysticism and its literary expression.

2. Block II "Geography of the Arab world: Travel literature"

- Geography of the Arab world and the Islamic world. Beginnings and development of medieval travel literature (rihla) and its main authors (Ibn Yubayr of Valencia, Ibn Battuta).

3. Block III "Arabic narrative and European literatures"

- The medieval Arab narrative, origins and influences in the European medieval narrative.

5. Block IV "Arabic literature of non-Arabic expression"

- Arabic literature of non-Arabic expression: authors from Arab countries who write in French and other languages.

6. Block V "Represented literature and society"

-From oral transmission to the mitjans of mass communication: social contexts and literary expression.
-Current society since 2011: music as a literary expression.
-Graphic novels and cinema in the Arab world.

7.

If here is any doubt with the English version, the Spanish version is what rules.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of individual work	12,00	0
Study and independent work	50,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	8,00	0
Preparing lectures	12,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teacher will give students the relevant theoretical, methodological and bibliographic orientations, while promoting:- Active learning- Participatory learning The theoretical-practical and master classes will be combined with the publication of materials in the Virtual Classroom, recorded presentations, videoconference tutorials and other teaching methods provided among those suggested by the UV.

In addition, in part of the contents (blocks IV, V and VI), a teaching model will be used based on the adaptation of people-centered design thinking (DT-HCD) to the university reality, materialized in the ECO method (Explore, Create, Offer). Its implementation is adapted to the model of learning based on challenges (CBL, for its acronym in English).

The work developed by the students corresponds to the following approaches:

- Problem resolution. (Carrying out practical exercises on the evolution of the process)
- Collaborative. (Carrying out projects co-tutored by the professor of the subject, professors from other academic disciplines and experts from different fields).
- Inductive-Cooperative. (Autonomous tasks and prototyping).
- Supervision-orientation. (Tutorials).
- Teaching-learning between equals. (Oral presentations to students and other areas of knowledge)

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a) Activities in the classroomTheoretical classes: Theoretical presentation of each topic by the teacher.Practical classes: Commentary on selected texts.

b) Non-attendance activities and work.

b.1. Text commentary. Before the last school day of the subject, the comments (not summaries) of the compulsory reading texts must be submitted. These practices complement those in the classroom and allow personalized attention in small groups according to a calendar that will be established at the beginning of the course.

b.2. Theory works. Before the last school day of the subject, a synoptic outline or chart (without content development) of each of the program topics must be presented. Its monitoring and control will be done during tutorial hours.

c) Recommended readings that have been chosen to offer a representative selection of the contents of the subject. They are voluntary readings.

c) Mixed activity: face-to-face/outside class (ECO project)

Derived from the nature of the innovation that is implemented in the subject through the ECO methodology, the sequence of the contents is no longer linear.

The appearance of the blocks is subject to the needs, desires and/or problems detected by the students throughout the course, in which they start from a challenge inspired by the people in their immediate environment.

The limits of this environment are set by the possibilities of interaction at various moments of the ECO process. Needs are understood as those that students can address as the basis of their training for the professional future, therefore, they will be in the sphere of the area of competence according to the professional attributions legally conferred on graduates in philological degrees.

Particularizing, in the exploration phase the students have to identify challenges related to any of the contents of the subject proposed by the teaching staff, contemplated holistically. This entails the partial elimination of the segregation of the subject in content subject to thematic blocks. Instead, specific skills may be acquired at different times and levels, as required by the iterative nature required by this active learning methodology, in which students learn in a real context, by identifying challenges inspired by recognizable people, through stereotype level.

The students will try to overcome the challenges with the investigation of possibilities based firstly on nearby information, accessing it on their own, contrasting its validity and relevance. Later you can begin to expand that information with the knowledge you have to acquire individually, but based on cooperative work.

The substance of the solution they bring to the challenge will dictate the conceptual needs,procedural and attitudinal of the students/designers. From there arises the demand for knowledge, meaning and recognition, fundamental to end up offering their effort and talent to the people with whom they started the process. The same people who in the course, will indirectly enable them to increase their level in order to gradually improve even beyond the end of the course.The specific monitoring of the process, to guarantee the rigor of the solutions, will be carried out by the professor of the subject and will be completed with a cross-sectional monitoring by teachers of other subjects of the degree and methodological support from other teachers and experts from different areas of knowledge.Periodically, the teams made up of the students will present their progress to each other and to other classmates they freely decide to invite. The administrative management of these exhibitions is the responsibility of the professor of the subject. In addition, throughout the course there will be various outings, especially linked to the dissemination of science, such as: European Researchers' Night, Cultural Week, Women's Month, among other possible ones. Finally, as the culmination of the course, they will be able to participate in a showroom-type event (#ECOshowUS). In it, each team will present their work (both the process and the results of their learning) through a five-minute oral presentation, either synchronously or asynchronously.This culminating moment is open to all of society, with a special invitation to experts invited by both the teachers and the students themselves, and the place/link for the celebration will be announced in advance.

EVALUATION

The evaluation system for the subject in 1st call is Continuous Evaluation:

(A) There will be a sufficient number of assessable activities for each of the skills throughout the teaching of the subject so that each student can obtain their grade through continuous assessment (eg, resolution of exercises and problems, presentations synchronous or asynchronous, delivery of mandatory and optional tasks, written tests, participation in class and in forums, attendance at tutorials, portfolios, etc.).

(B) The evaluable tasks mentioned in point (A) will have to be developed within the academic period that the subject lasts, stipulated in the UV calendar.

(C) The activities referred to in (A) will correspond to 100% of the final grade for the subject and are distributed as follows:

1. Participation in class (from 10 to 20%)2. Completion and delivery of tasks and activities (mandatory and optional) (from 15 to 30%)3. Realization of ECO project (from 25 to 50%)4. Theoretical content test (from 15 to 35%)

The teaching staff in charge of this will decide the exact contribution of each of the parts (C1, C2, C3 and C4) to the final grade during the first week of the course, always trying to get the students to participate in its preparation (with the aim of implement student participation in everything you have to dodo with their training-learning process). The agreed percentage contribution will be published in the Virtual Classroom of the subject during the second week of the course for the knowledge of all the students of the subject.

(D) Regarding C2, there are 2 types of tasks and/or activities:

- Compulsory: they will compute to obtain the grade in C2 through the pertinent average percentage.- electives: they will serve to raise the final global mark of the subject, as long as this final grade has been passed with a 5 out of 10. The sum amount will be obtained according to the average resulting from the sum of all the optional tasks of the semester. The following list establishes the final points that can be achieved with the average of the sum of the optional tasks:

• Average from 0 to 3.9 in optional tasks = 0 points• Average from 4 to 5.49 in optional tasks = 0.1 point• Average of 5.5 to 6.49 in optional tasks = 0.15 points• Average of 6.5 to 7.49 in optional tasks = 0.2 points• Average of 7.5 to 8.99 in optional tasks = 0.3 points• Average from 9 to 9.49 in optional tasks = 0.4 points• Average of 9.5 to 10 in optional tasks = 0.5 points

(E) Carrying out the activities is considered essential to achieve the objectives of the subject. The deadlines for delivery of mandatory activities (whether at the time, as requiredin class; or with a fixed term) will have to be strictly respected.- Obligatory activities not carried out will compute as 0; Those delivered after the deadline (and as the maximum delivery date, the last school day established by the official calendar) will compute with a maximum of 5.- The optional tasks can only be delivered until the deadline that is marked in each of them, with a score of 0 those that have not been delivered or have been delivered after the deadline.

(F) As part of the evaluation, the delivery(s)/exhibition(s) of the C3 projects will have to be presented within the ECOshowUS gala. The evaluation of part C3 will have 3 parts:

- Self-assessment (15-25%)- Peer/audience evaluation (20-70%)- Teacher evaluation (15-35%)

The final percentages of C3 will be decided during the first day of explanation of the ECO methodology, always trying to get the students to participate in its preparation (with the aim of implementing the participation of the students in everything that has to do with their training process). -learning). The consensus percentage contribution of C3 will be published in the Virtual Classroom of the subject for the knowledge of all the students of the subject.In case of not being able to make the exhibition at the gala for exceptional reasons, it must be done on the last school day of the subject according to the official calendar and a video recording must be made as a presentation to expose it asynchronously on the day of the presentation. gala.

(G) What is described in the previous points refers to the evaluation of the subject in the first call established by the UV. For subsequent calls, a student will be graded only by completing a final exam. The exam will consist of a written test, with a series of questions that will deal with the topics of the program, in addition to the development of a text commentary. It will be necessary to demonstrate that the contents of the subject have been understood, acquired and assimilated.

(H) The overall grade for the subject will be the average of the grades obtained during the course according to the weights established in (C): C1 + C2 + C3 + C4. To establish the average, only the grades passed with a minimum numerical grade of 5 out of 10 points within their respective average in each of the referred sections (C1, C2, C3 and C4) will be taken into account.

(I) Fraudulent action in a test or activity will result in a 0 grade in it.

(J) The part of C1 will be taken into account from the active participation in class. Under art. 6 (general grading system will follow the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017), this part will be fulfilled if a minimum of 80% of the the hours or the impossibility of attending the sessions due to force majeure has been adequately justified. It must be taken into account that the justification for an absence does not imply active participation, so this will only be taken into account when evaluating the minimum 80% of the hours. This percentage will be defined at the beginning of the course according to the official calendar.

The general grading system will follow the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

REFERENCES

Basic

- El Corán. Trad. Juan Vernet. Nuevas ediciones de bolsillo, 2006.

  Asin Palacios, Miguel. Huellas del Islam: Sto. Tomás. de Aquino, Turmeda, Pascal, S. Juan de la Cruz. Madrid, Espasa Calpe, 1941.

  Asín Palacios, Miguel, Adilíes y alumbrados. Madrid, Hiperión, 1990.

  Ibn Al-Mouqaffa`, Abdallah; Villegas, Marcelino (ed.), Calila y Dimna. Madrid, Alianza, 1991.

  Bramon, Dolors, Una introducción al islam: religión, historia y cultura. Barcelona, Crítica, 2002.

  Ibn al-Sabbah, Abd Allah, Libro del origen de los sucesos y recuerdo de los virtuosos : estudio general y traducción anotada al español del manuscrito unicum núm. 2295 de la Biblioteca Nacional de Túnez. Antonio Constán-Nava (est. crít. y trad. esp), Madrid, CSIC, 2021.

  Maillo Salgado, Felipe, Vocabulario básico de Historia del Islam. Madrid, Akal 1987.

  López Baralt, Luce, Huellas del islam en la literatura española: de Juan Ruiz a Juan Goytisolo. Madrid : Hiperión, 1985.

  Martínez Montávez, Pedro. Al-Andalus, España en la literatura árabe contemporánea: la casa del pasado, Málaga 1992.

  Matar, Nabil (ed.), In the lands of the christians: Arabic travel writing in the seventeenth century. London : Routledge, 2003.

  Menocal, María Rosa, The Arabic role in medieval literary history: a forgotten heritage. Philadelphia : University of Pennsylvania, 2010.

  Paradela, Nieves, El otro laberinto español: viajeros árabes a España entre el siglo XVII y 1936. Madrid, Siglo XXI, 2005.

  Sobh, Mahmud, Historia de la litera

Additional

- Tawfiq al-Hakim. Comida para todos, A. Labarta (trad.), Còrdova 1994.

  Gamal El Guitani, Los textos de las pirámides, Madrid: ed. Libertarias, 1997.

  Alaa Aswany, El edificio Yacobián, Madrid: Maeva, 2007.

  Esta bibliografía podrá ampliarse durante el curso.

- INFORMACIÓN ADICIONAL

El alumnado, como parte de la primera etapa del método ECO en la parte de la asignatura en la que se lleve a cabo el proyecto, explorará en y por diferentes medios qué conocimientos va a necesitar, partiendo de las necesidades de las personas de su entorno, de sus propias inquietudes y conocimientos, y de los requerimientos que se plantean en el programa de la asignatura para la adquisición exitosa de las competencias específicas y generales.

De esa exploración, el alumnado aportará referencias de consulta (videos, literatura científica, posts procedentes de las redes sociales...). El objetivo es que utilicen las TIC (Tecnologías de la Información y la Comunicación) y las TAC (Tecnologías del Aprendizaje y Conocimiento) hasta convertirlas en TEP (Tecnologías del Empoderamiento y la Participación). Esto significará que pasarán de ser consumidores de información a productores de información, pasando por la curación de contenidos: contraste, validación y difusión de información pertinente según el reto. No obstante, el

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profesor se encargará de orientar esta actividad clave, aportando en su caso las fuentes que, en su caso, complementarán las desveladas a lo largo del proceso.

Este modo de abordar la bibliografía persigue la participación activa de los estudiantes (profesionales en fase de formación) de cara a adquirir la actitud y las habilidades que les conviertan en aprendices autónomos y permanentes a lo largo de sus vidas profesionales.

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INFORMACIÓ ADDICIONAL

L'alumnat, com a part de la primera etapa del mètode ECO en la part de l'assignatura en la qual es duga a terme el projecte, explorarà en i per diferents mitjans quins coneixements necessitarà, partint de les necessitats de les persones del seu entorn, de les seues pròpies inquietuds i coneixements, i dels requeriments que es plantegen en el programa de l'assignatura per a l'adquisició reeixida de les competències específiques i generals.

D'aqueixa exploració, l'alumnat aportarà referències de consulta (vídeos, literatura científica, posts procedents de les xarxes socials...). L'objectiu és que utilitzen les TIC (Tecnologies de la Informació i la Comunicació) i les *TAC (Tecnologies de l'Aprenentatge i Coneixement) fins a convertir-les en *TEP (Tecnologies de l'Apoderament i la Participació). Això significarà que passaran de ser consumidors d'informació a productors d'informació, passant per la curació de continguts: contrast, validació i difusió d'informació pertinent segons el repte. No obstant això, el professor s'encarregarà d'orientar aquesta activitat clau, aportant en el seu cas les fonts que, en el seu cas, complementaran les revelades al llarg del procés.

Aquesta manera d'abordar la bibliografia persegueix la participació activa dels estudiants (professionals en fase de formació) de cara a adquirir l'actitud i les habilitats que els convertisquen en aprenents autònoms i permanents al llarg de les seues vides professionals.

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ADDITIONAL INFORMATION

The student, starting from the first stage of the ECO method in the part of the subject in which the project is due to be finished, will explore in different ways which knowledge will be needed, part of the needs of the people of the seu therefore, of their own concerns and knowledge, and of the requirements that are raised in the subject program for the acquisition of specific and general skills.

D'aqueixa exploració, l'alumnat will contribute referències of consultation (videos, scientific literature, posts coming from les xarxes socials...). The objective is to use ICTs (Information and Communication Technologies) and TACs (Learning and Knowledge Technologies) in order to convert them into TEPs (Empowerment and Participation Technologies). This will mean that they will go from being consumers of information to producers of information, passing through the curation of content: contrast, validation and dissemination of relevant information according to the report. However, the professor will be in charge of guiding this activity, contributing in the second case the sources that, in the second case, will complement the revelations at the end of the process.

This way of approaching the bibliography pursues the active participation of students (professionals in the training phase) in order to acquire the attitude and skills that will make them autonomous and permanent learners throughout their six professional lives.