

**COURSE DATA****Data Subject**

Code	35787
Name	Literature (2nd language): Arabic
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	2	Second term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	2	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	2	Second term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	2	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	2	Second term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	2	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	47 - Literature basic training (C1)	Optional
1001 - Degree in Catalan Studies	49 - Literature basic training (C1)	Optional
1002 - Degree in Classical Philology	51 - Literature basic training (C1)	Optional
1003 - Degree in Hispanic Studies, Spanish Language and Literature	57 - Literature basic training (C1)	Optional
1008 - Degree in Modern Languages and Literatures	29 - Arabic literature basic training	Optional
1013 - Degree in Classical Philology	51 - Literatura de FB (C1)	Optional



Coordination

Name

CONSTAN NAVA, ANTONIO

Department

140 - Catalan

SUMMARY

Presenta una panorámica de autores, obras y movimientos literarios representativos de la literatura en lengua árabe producida en oriente y occidente desde la época preislámica hasta el siglo XX pero reducida a lo esencial, es decir: marco histórico, caracterización de géneros y temas, principales autores y obras.

Los objetivos básicos de la asignatura son:

- Conocer los principales autores y obras y el contenido de alguna obra destacada de la producción literaria oriental, de al-Andalus y de época contemporánea.
- Comprender la dinámica de las diversas tendencias estilísticas, relacionándolas con las ideologías y los acontecimientos políticos que las animan.
- Saber analizar textos literarios en verso y prosa, tanto en la forma como en el contenido.

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

Para cursar esta asignatura se requieren conocimientos elementales de teoría y crítica literaria.

OUTCOMES

1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

1001 - Degree in Catalan Studies

- The ability to handle information.



- The ability to assimilate knowledge in the field of linguistics and literary and cultural studies.
- The development of an ethical commitment to issues such as gender equality, equal opportunities, democratic values, non-violence, environmental and sustainability issues and an awareness of diversity and multiculturalism.
- Familiarity with information and communication technologies.
- A capacity for teamwork and interpersonal relationship skills.
- The ability to work alone and learn on ones own and skills in planning and time management.
- Concern for the quality of the work.
- Knowledge of the literature of a second language.

1002 - Degree in Classical Philology

- Knowledge of the literature of a second language.
- The acquisition of knowledge in the area of linguistic, literary and cultural studies.
- Acquire the ability to interrelate the different aspects of philology.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- The development of autonomous learning skills and the ability to plan and carry out projects and work alone and with others.
- The ability to analyse, synthesise and criticise.
- Capacidad para interrelacionar los distintos aspectos de la filología.
- The ability to assimilate knowledge in the field of linguistics and literary and cultural studies.
- The ability to gather and interpret relevant data.
- Knowledge of the literature of a second language.

1008 - Degree in Modern Languages and Literatures

- The development of knowledge in the area of linguistic, literary and cultural studies.
- Familiarity with the literature or literatures of a language other than the first foreign language and an understanding of their texts.

LEARNING OUTCOMES

English version is not available



DESCRIPTION OF CONTENTS

1. Block I "The classical oriental production"

Topic 1: Introduction to Arabic literature. Temporary, cultural and social framework.

Topic 2: Pre-Islamic poetry: characteristics and authors.

Topic 3: Pre-Islamic narrative material. The first narrative. The Koran.

Topic 4: Poetry in the East: sentimental and panegyric poetry.

Item 5: Baghdad and Arab Humanism. courtly love Modernism and classicism: Abu Nuwas and al-Mutanabbi.

2. Block II "Andalusian and popular literature"

Topic 6: Literature of al-Andalus. Emirate, Caliphate and Taifas.

Item 7: Almoravids and Almohads.

Topic 8: The epigones of al-Andalus.

3. Block III "Contemporary period"

Topic 9: Contemporary literature of the Arab world. Project.

4.

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	8,00	0
Study and independent work	12,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	40,00	0
TOTAL	150,00	

TEACHING METHODOLOGY



Temporary planning of teaching is established as follows (always subject to possible variations required by the development of the classes and their contents):

- From January 29 to February 25 (Block I)
- From February 26 to March 31 (Block II)
- From April 1 to May 19 (Block III)

Theoretical-practical classes

The teacher will give the students the pertinent theoretical, methodological and bibliographic orientations, while promoting the:

- Active learning
- Participatory learning

In addition, in part of the contents (block III), 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)

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/#ECOxMAS). 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 will be distributed as follows:

1. Participation in class (from 10 to 25%)
2. Realization and delivery of tasks (obligatory and optional) (from 25 to 40%)
3. Completion of works (from 40 to 90%)



The teaching staff in charge of this will decide the exact contribution of each of the parts (C1, C2 and C3) 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 implementing the student participation in everything that has to do 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 compulsory activities (whether at the time, because they are required in class, or with a fixed deadline) must 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 short questions that will deal with the most basic and important of all the topics of the program, in addition to the development of a text commentary. It will be necessary to demonstrate that these basic points 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): $C1 + C2 + C3$.

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 and C3) 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

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- <http://www.cervantesvirtual.com/obra-visor/literatura-hispanoarabe--0/html/>
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- Rubiera Mata, M^a Jesús (1989). Introducció a la literatura hispano-àrab. Col·lecció Xarc al-Andalus. Vol. I. Universidad de Alicante.



- Sobh, Mahmud. Historia de la literatura árabe clásica, Cátedra, 2002.
- Veglison, Josefina. La poesía árabe clásica. Madrid 2005, Hiperión.
- Vernet, Juan. La literatura árabe, Barcelona 2002, Quaderns Crema, col·lecció El Acantilado 59.

Additional

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- Ibn Hazm. El collar de la paloma, E. García Gómez (trad.), Madrid 1998, Alianza.
- Tawfiq al-Hakim. Comida para todos, A. Labarta (trad.), Còrdova 1994.
- Mahmud Darwish. El lecho de una extraña, M.L. Prieto (trad.), Madrid 2005, Hiperión
- Yusuf Idris. Las noches más baratas, F. Ramos (trad.), Madrid: Instituto Egipcio, 2000.
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- Alaa Aswani, El edificio Yacobián, Madrid: Maeva, 2007.
- -Alaa Al Aswani, La república era esto, Barcelona: Anagrama, 2021.
- Basta, Raúf M., El huevo del avestruz, Madrid: Ediciones del Oriente y del Mediterráneo, 1997.
- Tag, Amir Tag, Ébola 76, Albolote: Editorial Comares, 2019.
- Naqshabandi, Hani, Sal-lam, la maldición de la Alhambra, Alicante: Publicaciones de la UA, 2020.
- Yassin, Hussein, Ali, el brigadista. Historia de un hombre recto, Albolote: Editorial Comares, 2021.
- Daas, Fatima, La hija pequeña, ed. Cabaret Voltaire, 2021.
- Blasim, Hassan, El loco de la plaza Libertad, Galaxia Gutenberg, 2016.
- Hadi Sadoun, Abdul, Memorias de un perro iraquí, Calambur Narrativa, 2016.
- Aourid, Hassan, El asno de plata, Albolote: Editorial Comares, 2021.
- Chukri, Mohamed, El pan a secas, ed. Cabaret Voltaire, 2012 (5ª ed. 2021).

El profesorado de la asignatura podrá ampliar la bibliografía 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 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.



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.

ADDITIONAL INFORMATION

The students, as part of the first stage of the ECO method in the part of the subject in which the project is carried out, will explore in and by different means what knowledge they will need, based on the needs of the people around them, their own concerns and knowledge, and the requirements that arise in the subject program for the successful acquisition of specific and general skills.

From this exploration, the students will provide references for consultation (videos, scientific literature, posts from social networks...). The objective is for them to use ICT (Information and Communication Technologies) and TAC (Learning and Knowledge Technologies) until they become TEP (Empowerment and Participation Technologies). This will mean that they will go from being information consumers to information producers, going through content curation: comparison, validation and dissemination of pertinent information according to the challenge. However, the teacher will be in charge of guiding this key activity, providing, where appropriate, the sources that, where appropriate, will complement those revealed throughout 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 professional lives.