



COURSE DATA

DATA SUBJECT

Code: 35760

Name: Literature and culture in the Arabic language 1

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Minor in Arabic language and literature	ELECTIVES
1001 - Degree in Catalan Studies	Minor in Arabic	ELECTIVES
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Minor in Arabic	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Arabic language and literature	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Arabic language and literature	ELECTIVES
1013 - Degree in Classical Philology	Minor en Lengua Àrabe	ELECTIVES

COORDINATION

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CONSTAN NAVA ANTONIO

SUMMARY



Introduction to literary texts written in Arabic in their cultural framework and to provide knowledge of works, authors and movements representative of literature written in this language and of the influence exerted on Western literatures and thought. The close link between Arabic literature and the Muslim religion requires a necessary and constant reference, not only in medieval times, but especially at the present time when the media accentuate the differences with stereotypes forged in the 19th and 20th centuries, carriers of prejudices.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Recommendation

No prior knowledge is required

COMPETENCES / LEARNING OUTCOMES

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

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

Capacidad para interrelacionar diferentes áreas de estudio de la filología.

Conocimiento de la historia y cultura de los países de habla árabe.

Conocimiento de las literaturas en lengua árabe.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative competences in (a) foreign language(s).

Poseer y comprender los conocimientos propios en el ámbito de la lengua árabe, sus literaturas y culturas.

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

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.

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

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.

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

DESCRIPTION OF CONTENTS

1. Block I "The cultural foundations of the Arab world"

- The Arabian Peninsula before Islam. Beginnings of Muslim civilization: general aspects.
- Islamic mysticism and its cultural expression.

2. Block II "Geography and Transmission of Scientific Thought"

- Travel literature.
- Cosmology and scientific literature. Astronomy and other sciences in manuscript treatises.

3. Block III "Arabic Prose"

- Medieval Arabic narrative and influences on European medieval narrative.
- Literary production around current migratory movements.

4. Block IV "Tangible and intangible cultural heritage of the Arab world"

- The gastronomy. Holidays and traditions. Clothing and beauty elements.
- Intangible heritage of the Andalusian past in our days.
- Other cultural heritage.



1. During the course, a supplementary lecture will be given by a distinguished expert in the field of Arabic and Islamic Studies. This event is intended to broaden the students' academic perspectives and will offer a valuable opportunity to engage with knowledge applied to the field of study.

2. In February 2026, the 2nd Teaching Innovation Workshop on the ECO methodology (see below: 8. TEACHING METHODOLOGY) will take place at the Faculty of Philology, Translation and Communication of the University of Valencia. It is an academic and training activity aimed at students and professors.

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

These contents will be translated into the following **learning outcomes**:

- Knowledge of literature or literatures in a language other than the first foreign language.
- Knowledge of the history and culture of the countries of the language or literature studied.
- Ability to locate, study and synthesise bibliographical information on different media, locally or online, in the area of modern languages and their literatures.
- Ability to develop in writing a critical and synthetic reflection on aspects of the literature studied.
- Competences for the use of tools for autonomous personal learning and verification of the skills acquired in the literature studied.
- Knowing and understanding, from the field of the degree itself, the inequalities based on sex and gender in society; integrating the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00



Individual or group project	15,00
Independent study and work	20,00
Preparation of lessons	15,00
Preparation for assessment activities	16,00
Resolution of case studies	20,00
Total hours	90,00

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.

The subject is part of the teaching innovation project "Resonating with ECO beyond the classroom", call SFPIE 2025-2026, a continuation of the teaching innovation project "ECO, SDGs and entrepreneurship from the Arab Minor" Ref. 3309414 of the SFPIE 2024-2025 call for teaching projects.. For this reason, in part of the contents, a teaching model of ¿Challenge Based Learning ABR (Challenge Based Learning CBL)¿ and Human-Centered Design (HCD) will be implemented, defined in the ECO method (based on the Design Thinking): Explore, Create, Offer.

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)

a) Activities in the classroom

- a.1) Theoretical classes: Theoretical presentation of each topic by the teacher.
- a.2) 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.

b.3) 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 among themselves and to other classmates that they freely decide to invite. The administrative management of these exhibitions is the responsibility of the subject teacher. In addition, throughout the course you will participate in various activities, especially linked to the dissemination of science, such as: European Researchers' Night, Cultural Week, Women's Month, among other possible ones. Finally, as a culmination of the course and as part of the evaluation of this part of the contents, the work groups will have to participate in a showroom-type event (#ECOshowUS) organized by the University of Seville, host university and ideologist of this methodology of teaching innovation. 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 the entire society, with a special invitation to experts invited by both the teachers and the students themselves, and the place/connection of the celebration will be announced in advance.

This subject contributes to the achievement of the Sustainable Development Goals of the 2030 Agenda, especially to:

- SDG 4 - Quality Education: promotes the learning of languages and cultures to increase intercultural competence and equitable access to knowledge.
- SDG 5 - Gender equality: integrates a gender perspective in literary content, in the selection of authors and in debates on contemporary Arab society.
- SDG 10 - Reducing inequalities: promotes respect for linguistic and cultural diversity, combating stereotypes and favouring the inclusion of traditionally underrepresented groups.

Teachers will incorporate activities and materials that make these SDGs visible and will assess, where appropriate, students' ability to relate the content of the subject to these goals.

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 10%



2. Realization and delivery of tasks (obligatory and optional) and/or a written test 30% to 70%
3. Completion of works / ECO Project (25% to 60%)

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:

- Mandatory Tasks: count toward the C2 mark through the stipulated percentage average. A mandatory task, whether passed or failed, cannot be retaken or improved.

- Optional tasks can raise only the overall final course grade or of the written exam in the first sitting, provided the final mark is at least 5/10. Extra points are awarded according to the average of all optional tasks completed during the term:

- 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 #ECOxMAS gala. The evaluation of part C3 will have 3 parts:

- Self-assessment (10-25%)
- Peer/audience evaluation (25-70%)
- Teacher evaluation (20-50%)

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 (75%). 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 essential in academic communities and for fair assessment. All work submitted must be original. Assignments produced through fraudulent collaboration or with the help of artificial intelligence (ChatGPT or similar) will not be accepted, unless its use forms part of the subject content and is authorised by the teaching staff.

*Spelling, orthotypographic, grammatical, and stylistic accuracy is a cross-cutting assessment criterion in



this course. Therefore:

1. In all written activities (exams, portfolios, individual or group assignments, text commentaries, etc.), full adherence to academic standards of Spanish (or the relevant submission language, if applicable) will be required.
2. Each spelling or orthotypographic error (accents, capitalization, punctuation, use of italics/quotation marks, etc.) will result in a deduction of 0.25 points from the exercises grade, up to a maximum of 20% of the total score.
3. If the number of errors leads to a deduction exceeding this 20%, the exercise will receive a failing grade (< 4.9).
4. The use of non-academic abbreviations, emoticons, SMS-style language, or forms that do not respect typographic conventions will be considered a serious error.
5. This penalty applies independently of other assessment criteria (content, structure, originality, etc.) and may be added, where applicable, to deductions related to plagiarism or other violations of academic integrity.

REFERENCES

Basic References

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Secondary References

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- EPALZA, Mikel de, Josep FORCADELL, i Joan M. PERUJO Melgar. *L'Alcorà*. 2ª ed., corr. Barcelona: Proa, 2002.
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- KACIMI, Mourad. *Los Ijwān al-ʿafāʿi y sus obras. Impacto filosófico, místico y sociopolítico*.



- Granada: Universidad de Granada, 2024.
- LOIZELET, Guillaume. *Traditions du Livre des hypothèses. Ordonner et mesurer les astres de Ptolémée à al-Bīrūnī (Ile-Xle siècles)*. Paris: Garnier, 2024.
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 - PARADELA, Nieves. *El otro laberinto español: viajeros árabes a España entre el siglo XVII y 1936*. Madrid: Siglo XXI, 2005.
 - SEZGIN, Fuat. *Geschichte des arabischen Schrifttums*, 17 vols. Leiden: Brill / Frankfurt am Main: Institut für Geschichte der Arabisch-Islamischen Wissenschaften, 1967-2015.
 - VERNET, Juan. *El Corán*. 2ª ed. Barcelona: Planeta, 1986.

This bibliography may be increased during the course.

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 set out in the subject syllabus for the successful acquisition of specific and general competences. From this exploration, students will provide references for consultation (videos, scientific literature, posts from social networks, etc.). The aim is for them to use ICT (Information and Communication Technologies) and LKT (Learning and Knowledge Technologies) until they become TEP (Empowerment and Participation Technologies). This will mean that they will move from being consumers of information to producers of information, going through content curation: contrasting, validating and disseminating relevant information according to the challenge. However, the teacher will be in charge of guiding this key activity, providing, if necessary, the sources that will complement those revealed throughout the process. This approach to bibliography aims at the active participation of students (professionals in training) in order to acquire the attitude and skills that will make them autonomous and lifelong learners throughout their professional lives.