



COURSE DATA

DATA SUBJECT

Code: 35761

Name: Literature and culture in the Arabic language 2

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2026-27

STUDY (S)

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

COORDINATION

KACIMI - MOURAD

SUMMARY

Presenta una panoràmica de las principales obras de la literatura àrabe clàsica y moderna consagradas al estudio del amor y la situaci3n de la mujer en la sociedad arabo-islàmica.

Confronta la visi3n que desde el siglo XIX hasta nuestros días se ofrece en Occidente de la cultura y la mujer àrabes con la imagen que perciben los intelectuales y escritoras àrabes actuales acerca de la



sociedad y la mujer occidentales.

Estudio del movimiento feminista en Egipto y principales escritoras árabes de nuestros días.

stros días.

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

1003 - Degree in Hispanic Studies, Spanish Language and Literature

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.

Interrelate different areas of humanistic studies.

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.

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.

1008 - Degree in Modern Languages and Literatures

A capacity for teamwork and interpersonal relationship skills.

Familiarity with the literature or literatures of a language other than the first foreign language and an understanding of their texts.



Knowledge of the history and culture of the countries where the language studied is spoken and how this knowledge is applied to the study of the relevant language and literature.

The ability to find, handle and synthesise bibliographic information on different local or online supports in the area of modern languages and their literatures.

The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.

The ability to interrelate different areas of philology studies and humanities.

The ability to work alone and learn on ones own and skills in planning and time management.

1013 - Degree in Classical Philology

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.

Interrelate different areas of humanistic studies.

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

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 "Arab Society"

- The daily life and society in Arabic countries.
- The spaces and institutions in the Arab world.

2. Block II "Colonization and post-colonization of the Arab world"

- Cultural, social and political movements (XX-XXI centuries). Theatre, essay, narrative.
- The East / West relationship.

3. Block III "Literature and gender"

- Birth and development of feminism in the Arab world. Authors.

4. Block IV "Mass Communication"

- Social networks and cultural expression.
- Graphic novels and cinema in the Arab world.
- Music in the current Arab world.

This course will feature a visiting professor from the University of Tlemcen (Algeria) during the last week of October, the Professor of Arab and Islamic Studies, Belkhatir Boumediene, who will give a seminar on the philosophy of Human Rights in Muslim culture.

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

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	2,00
Individual or group project	23,00
Independent study and work	25,00
Preparation of lessons	10,00
Preparation for assessment activities	15,00
Resolution of case studies	15,00
Total hours	90,00

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 September 14 to October 4 (Block I)
- From October 5 to November 2 (Block II)
- From November 3 to November 22 (Block III)
- From November 23 to December 23 (Block IV)

Theoretical-practical classes

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



while promoting the:

- Active learning
- Participatory learning

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 (a from 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)

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 λ 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.

ADDITIONAL INFORMATION

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) Assessable Activities

A sufficient number of assessable activities will be scheduled for each skill throughout the course so that every student can obtain a continuous-assessment grade (e.g., exercises and problem-solving, synchronous or asynchronous presentations, submission of compulsory and optional tasks, written tests, participation in class and forums, attendance at tutorials, portfolios, etc.).

(B) Timing

All assessable tasks mentioned in (A) must be completed during the teaching period for the course as set



out in the UV academic calendar.

(C) Weighting of Components

The activities in (A) constitute 100 % of the final grade, distributed as follows:

1. Participation in class (10-20%)
2. Theory work (individual) (15-30%)
3. Comments or exhibition of works (group project) (25-65%)*
4. Written test of theoretical content (10-30%)

The teaching team will decide the exact weighting of C1, C2 and C3 during the first week of the semester, always involving students in the decision-making process. The agreed weightings will be posted in the Virtual Classroom during week 2.

(D) 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 required in 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.

(E) 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 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.

(F) 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.

(G) Fraudulent performance in a test or activity will result in a 0 grade for it.

(H) The exam will consist of a written test (on the theoretical content of the subject) with a series of brief questions that will deal with the most basic and important of all the topics of the program. It will be necessary to demonstrate that the contents of the subject have been understood, acquired and assimilated.

(I) 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.

*** ECO Project (C3)**

Presentations of C3 projects must take place during the #ECOshow gala. Evaluation of C3 has three parts:

- Self-assessment 10 i 20 %
- Peer / public assessment 30 i 60 %
- Teacher assessment 30 i 60 %

Final C3 percentages will be agreed on the first day the ECO methodology is explained and published in the Virtual Classroom.

If an exceptional reason prevents presentation at the gala, it must instead be given on the last teaching day of the course (official calendar), accompanied by a video recording to be shown asynchronously on gala day.

Portfolio (to be submitted at the end):

- ECO personal diary
- ECO Canvas (individual / group)
- ECO poster design

Guidelines will be provided in class.

Spelling/stylistic correction clause:

Spelling, typographical, grammatical and expression correction constitute a cross-cutting assessment criterion in this subject. For this reason:

- 1- In all written activities (exams, portfolios, individual or group work, text comments, etc.) full respect for the academic rules of Spanish (or the language of delivery, if applicable) will be required.
- 2- Each spelling or typographical error (tilts, capital letters, punctuation marks, use of italics/quotes, etc.) will reduce the grade of the exercise by 0.25 points, up to a maximum of 20% of its total grade.
- 3- If the number of errors causes the deduction to exceed that 20%, the exercise will be graded as a fail (< 4.9).
- 4- The use of non-academic abbreviations, emoticons, SMS language or formulas that do not respect typographic conventions will be considered a serious offense.
- 5- This penalty is applied independently of other criteria (content, structure, originality, etc.) and will be added, if applicable, to deductions derived from plagiarism or other conduct contrary to academic honesty.



Regarding the second call, students who want to pass the subject can present in the second call in which the 5 communicative skills will be assessed in a final test: a. written comprehension; b. written production; c. oral comprehension; d. oral production; and, e. grammar and vocabulary. Therefore, this final test replaces the result obtained in the continuous assessment during the course.

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REFERENCES

Basic Bibliography

- Abumalham, Montserrat (coord.), *Textos fundamentales de la tradición religiosa musulmana*. Madrid, Trotta, 2005.
- Aixelà, Y., *Mujeres en Marruecos. Un análisis desde el parentesco y el género*. Barcelona, Bellaterra, 2000.
- Bramon, Dolors, *Una introducción al islam: religión, historia y cultura*. Barcelona, Crítica, 2002.
- Mernissi, Fatima, *El amor en el Islam a través del espejo de los textos antiguos*. Madrid, Aguilar, 2008.
- Ruiz de Almodóvar, *Caridad, Historia del movimiento feminista egipcio*. Universidad de Granada, 1989.
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- Tornero, Emilio, *Teorías sobre el amor en la cultura árabe medieval*. Madrid, Siruela, 2014.
- Asma Lamrabat, *Feminismos y religiones: una voz musulmana: 2 (Mujeres en diagonal)*. Madrid, Diwan Mayrit, 2022. ISBN-13 ¿ : ¿ 978-8418922077.

Secondary References

- Amin Malouf, *El naufragio de las civilizaciones*, Madrid, Alianza, 2019.
- Amin, Qasim, *La nueva mujer*. Madrid, Instituto Egipcio de Estudios Islamicos, 2000.
- El Saadawi, Nawal, *La cara desnuda de la mujer árabe*. Madrid, Horas y horas, 1991.
- Fatima Mernissi, *El harén político. El profeta y las mujeres*. Madrid, Oriente y Mediterráneo, 2005.
- Mohamed Chukri, *El pan a secas*, Madrid, editorial Cabaret Voltaire, 2012 (5ª ed. 2021).
- Moualhi, Djaouida: "Mujeres musulmanas: estereotipos occidentales versus realidad social", *Papers 60* (2000), 291-304.
- Najat El Hachmi, *Los lunes nos querrán*, Barcelona, Destino, 2021.
- Najat El Hachmi, *Siempre han hablado por nosotras*, Barcelona, Destino, 2019.
- Tayyeb Saleh. *Época de migración al norte*, M.L. Cavero (trad.), Madrid, Hurga y Fierro, 1998.

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.