



## COURSE DATA

### DATA SUBJECT

**Code:** 35787

**Name:** Literature (2nd language): Arabic

**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	2	Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

### SUBJECT-MATTER

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

### COORDINATION

CONSTAN NAVA ANTONIO

## SUMMARY

It presents an overview of authors, works and literary movements representative of Arabic-language literature produced in the East and West from pre-Islamic times to the 20th century but reduced to the essentials, i.e.: historical framework, characterisation of genres and themes, main authors and works.

The basic objectives of the subject are:

- To know the main authors and works and the content of some outstanding works of oriental literary production, from al-Andalus and the contemporary period.



- To understand the dynamics of the various stylistic trends, relating them to the ideologies and political events that animate them.
- Know how to analyse literary texts in verse and prose, both in form and content.
- Apply the theoretical contents in a practical project.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

## COMPETENCES / LEARNING 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.

### 1008 - Degree in Modern Languages and Literatures

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

### 1013 - Degree in Classical Philology

Have the ability to communicate orally and in writing in the native languages.

Know and apply the currents and methodologies of literary theory and criticism.

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.

## 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 literature"

Topic 6: Andalusian Literature of the Oriental Taifas.

Item 7: Architecture and pleasure literature.

## 3. Block III "Contemporary period"

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

During the month of February, students will attend the II Teaching Innovation Workshop organised within the teaching innovation project in which the subject participates (see Methodology) as part of their teaching-learning process in order to carry out ECO projects. In addition, during Women's Month, a specialist in Gender and the Arab World is expected to visit and give a theoretical seminar for the students of the subject.

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**:

- Possess and understand specific knowledge in the area of linguistic, literary and cultural studies.
- Know the main features (authors and works) of literature in a language other than the first foreign language.
- Have a basic knowledge of the main historical and cultural facts of the countries of the literature studied.
- Know the evolution of literature and culture in the Arabic language, its different periods and literary genres.
- Know and understand, within the scope of the degree itself, inequalities based on sex and gender in society; integrate 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
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	30,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	15,00
Resolution of case studies	15,00
<b>Total hours</b>	<b>90,00</b>

### 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 February 1 to February 28 (Block I)
- From March 1 to April 25 (Block II)
- From February 1 to May 21 (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 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 *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:

- Class participation - 5 to 15%
- Completion and submission of tasks/activities (compulsory and optional, in class) - 20 to 40 %
- ECO project / coursework - 30 to 70 %

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) Types of Tasks in C2

Compulsory tasks: count toward the C2 mark through the stipulated percentage average.



Optional tasks: can raise the overall final course grade, 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 of 0-3.9 in optional tasks - 0 extra points
- \* Average of 4-5.49 in optional tasks - 0.1 extra points
- \* Average of 5.5-6.49 in optional tasks - 0.15 extra points
- \* Average of 6.5-7.49 in optional tasks - 0.2 extra points
- \* Average of 7.5-8.99 in optional tasks - 0.3 extra points
- \* Average of 9-9.49 in optional tasks - 0.4 extra points
- \* Average of 9.5-10 in optional tasks - 0.5 extra points

### **(E) Deadlines**

Compulsory activities not completed receive 0; those submitted late (but no later than the last teaching day in the official calendar) receive a maximum mark of 5. Assignments assessed as failed or not handed in cannot be made up.

Optional tasks must be submitted by their specific deadlines; any not submitted or submitted late receive 0.

### **(F) ECO Project (C3)**

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

- Self-assessment 10 - 20 %
- Peer / public assessment 30 - 50 %
- Teacher assessment 30 - 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.

### **(G) Subsequent Examination Sessions**

The points above apply to the first examination session. In later sessions, assessment consists solely of a final exam (75%): a written test (comprehension and production) and an oral test (comprehension and



production) covering the key elements of all syllabus topics. Students must show mastery of these basics and of the Arabic writing system.

**(H) Calculation of the Final Grade**

The overall grade is the average of C1 + C2 + C3, using the weightings in (C). Only marks of 5/10 or higher in each section (C1, C2, C3) are included in the average.

**(I) Academic Integrity**

Any fraudulent behaviour in a test or activity results in a 0 for that item.

**(J) Attendance and Participation (C1)**

Active participation counts toward C1. Under Article 6 of the UV General Grading Regulations (ACGUV 108/2017, 30 May 2017), this component is satisfied by attendance of at least 80 % of class hours, or duly justified absence due to force majeure. A justified absence does not equal active participation; it is considered only for meeting the 80 % threshold, which will be specified at the start of the course.

**(K) Spelling clause.**

Spelling, orthographic, orthotypographic, grammatical and expressive correctness is a cross-cutting assessment criterion in this subject. For this reason:

- In all written activities (exams, portfolios, individual or group work, text commentaries, etc.), full respect for the academic rules of Spanish (or of the language of delivery, if applicable) will be required.
- Each spelling or typographical error (accents, capital letters, punctuation marks, use of italics/quotes, etc.) will reduce the mark for the exercise by 0,25 points, up to a maximum of 20 % of the total mark for the exercise.
- If the number of errors causes the deduction to exceed 20 %, the exercise shall be graded with a fail (< 4.9).
- The use of non-academic abbreviations, emoticons, SMS language or formulas that do not respect typographical conventions shall be considered a serious fault.
- This penalty is applied independently of other criteria (content, structure, originality, etc.) and will be added, if applicable, to the deductions derived from plagiarism or other conduct contrary to academic honesty.

The general grading system follows the UV regulations approved by the Governing Council on 30 May 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, unless their use forms part of the subject content and is authorised by the teaching staff.

**REFERENCES**

Basic references



- Garulo, Teresa. *La literatura árabe de al-Andalus (siglo XI)*, Madrid 1998, Hiperión. -<http://www.cervantesvirtual.com/obra-visor/literatura-hispanoarabe-0/html/>
- Rubiera Mata, María Jesús. *Literatura hispanoárabe*. Alicante: Universidad de Alicante, 2004.
- Rubiera Mata, M<sup>a</sup> Jesús (1989). *Introducción a la literatura hispano-árab*. Col·lecció Xarc al-Andalus. Vol. I. Universidad de Alicante.
- Sobh, Mahmud. *Historia de la literatura árabe clásica*, Cátedra, 2002.
- Veglisson, Josefina. *La poesía árabe clásica*. Madrid 2005, Hiperión.
- Vernet, Juan. *La literatura árabe*, Barcelona 2002, Quaderns Crema, col·lecció El Acanalado 59.

### Secondaries referrences

- Al-Yahiz. *Libro de los avaros*, S. Fanjul (trad.), Madrid 1992, Ediciones Libertarias / Prodhufi.
- 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.
- Gamal El Guitani, *Los textos de las pirámides*, Madrid: ed. Libertarias, 1997.
- Alaa Aswany, *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 (5<sup>a</sup> ed. 2021).

### 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.

