



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
PLURALISMO RELIGIOSO: JUDÍOS,
GRIEGOS Y ÁRABES DESDE LA
TARDOANTIGÜEDAD A LA
2024/25 YEAR
DE ORIENTE A OCCIDENTE: LA
RECEPCIÓN DEL SABER EN AL-
ANDALUS (V)**



Course details

Course name: DE ORIENTE A OCCIDENTE: LA RECEPCIÓN DEL SABER EN AL-ANDALUS (V)

Code: 631105

Degree/Master: MÁSTER UNIVERSITARIO EN PLURALISMO RELIGIOSO: JUDÍOS, **Year:** 1
GRIEGOS Y ÁRABES DESDE LA TARDOANTIGÜEDAD A LA

ECTS Credits: 4.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 100

Online platform: <https://moodle.uco.es/>

Coordinating teacher

Name: MONFERRER SALA, JUAN PEDRO

Department: ESTUDIOS FILOLÓGICOS Y LITERARIOS

Office location: Facultad Filosofía y Letras

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Brief description of the contents

Students will acquire an adequate knowledge of the Arabic literary production from classical antiquity, its impact in the Arab culture and its later transmission to al-Andalus through the Mediterranean basin and North Africa, all this preceded by a contextualization of the most important historical milestones in the Near Eastern and Andalusí milieu.

Prerequisites

Prerequisites established in the study plan

None

Recommendations

None specified

Study programme

1. Theory contents

1. Theory contents
2. Before Baghdad: the Preislamic period.
3. Muhammad, a new prophet.
4. The Qur'an: a history of the text.
5. Christian Arabic Approaches to the Qur'an.
6. Islam in history: from early Islam to classical Islam to the end of the Arabic caliphate (7th c.-13th c.).
7. 9th c. Baghdad and the translation movement.
8. The Arab conquest of Hispania
9. The Andalus Society
10. Literary Muslim production in al-Andalus
11. The Mozarabs and their literary legacy Texts analysis Readings and critical reviews attendance of conferences, lectures, colloquia and seminaries

2. Practical contents

Texts analysis.
 Readings and critical reviews.
 Attendance of conferences, lectures, colloquia and seminaries

Bibliography

Vernet, Juan, *La cultura hispanoárabe en Oriente y Occidente* (Barcelona: Ariel, 1978).
 Goussen, Heinrich, *The Christian-Arabic Literature of the Mozarabs*, (*Studia Classica et Mediaevalia*, 20), Nordhausen: Verlag Traugott Bautz, 2018.
 Rubiera Mata, M^a Jesús, *Literatura hispanoárabe*, Madrid: Mapfre, 1992.
 Christys, Ann, *Christians in al-Andalus (711-1000)*, (Richmond, Surrey: Curzon, 2002).

Methodology

Clarifications

the same as those of full-time students.

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	40
<i>Information processing activities</i>	30
<i>Information search activities</i>	30

Activity	Total
Total hours	100

Results of the training and learning process

Knowledge, competencies and skills

- CG3 Capacidad de fomentar, en contextos académicos y profesionales, el avance social o cultural en un entorno basado en el conocimiento
- CB8 Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios
- CT1 Saber analizar, sintetizar y razonar críticamente sobre los orígenes de la cultura europea y su actualidad
- CT2 Conocer y analizar las características históricas del fenómeno religioso, su situación actual, perspectivas e interrelación con la realidad social de cada época
- CE4 Conocer las relaciones histórico-artísticas del entorno mediterráneo desde la tardoantigüedad hasta la edad moderna
- CE7 Saber relacionar en profundidad representaciones literarias con hechos históricos, sociales, culturales y religiosos en el ámbito mediterráneo

Assessment methods and instruments

Tools	Percentage
Attendance checklist	30%
Means of practical execution	40%
Students assignments	30%

Period of validity for partial qualifications:

annual course

Sustainable development goals

No poverty
Quality education
Gender equality
Reduced inequalities
Sustainable cities and communities
Peace, justice and strong institutions

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
