



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide Jewish and Islamic Thought

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**COURSE GUIDE**  
**Jewish and Islamic Thought**  
**3<sup>rd</sup> Year**

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**Academic Year 2025-2026**



## Course of the Subject: Jewish and Islamic Thought

		<b>ECTS</b>
<b>SUBJECT: Jewish and Islamic Thought</b>		6
<b>Module:</b> Philosophy and Languages		12
<b>Type: Compulsory</b>	<b>CURSO:</b> 3 <sup>o</sup> <b>Semestre:</b> 1 <sup>o</sup>	
<b>Lecturer:</b> Prof. David García-Ramos	<b>Department:</b>	
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## MODULE ORGANIZATION

<b>Jewish and Islamic Thought</b>			<b>ECTS 6</b>	
<b>Duration and location within the study plan:</b> It is part of the "Philosophy and Languages" module, which consists of 18 ECTS credits and contains 1 matter and 3 subjects ("Greek Philosophical Texts" is offered in the 2 <sup>nd</sup> semester of the 2 <sup>nd</sup> year; "Jewish and Islamic Thought", in the 1 <sup>st</sup> semester of the 3 <sup>rd</sup> year, and "Philosophy and Cinema", in the 2 <sup>nd</sup> semester of the 3 <sup>rd</sup> year).				
<b>Subject Matter and Subjects</b>				
<b>Subject Matter</b>	<b>ECTS</b>	<b>Subject</b>	<b>ECTS</b>	<b>Year/ semester</b>
Philosophy and Languages	18	Philosophical Greek Texts	6	2/2
		Jewish and Islamic Thought	6	3/1
		Philosophy and Cinema	6	3/2



BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
GC6 Inter and intra-disciplinary team work.			X	
GC8 Skills to work in a multicultural an international frame.				X
GC9 Concern to ethics				X
GC12 Ability to adapt to new situations and to generate new ideas.				X
GC11 Ability to learn and teach.		X		
GC3 Problem solving.		X		
GC12 Ability to adapt to new situations and generate new ideas.			X	

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
SC18 Skills to compare and link different philosophical topics.				X
SC31 Analyze languages logic and their different uses.			X	



Course Guide Jewish and Islamic Thought

SC40 Ability to participate in philosophical congresses, cultural activities, meetings and academic debates.			X	
SC41 Recognize and describe stages, figures and central works of the philosophical tradition.				X
SC32 Knowing how to search, select and cite bibliographic information related to philosophy.			X	
SC37 Use specialized philosophical terminology and recognize categorical errors.				X

LEARNING OUTCOMES	COMPETENCIES
LO <sub>1</sub> Knowledge of main Jewish and Muslim philosophical concepts	GC 8, 11; SC 18, 32, 37
LO <sub>2</sub> Reproduce philosophical arguments	GC 3, 12, 14; SC 23, 25, 26
LO <sub>3</sub> Understand the relationship of the various philosophical traditions to other parts of philosophy.	GC 6, 8, 9; SC 17, 23, 31
LO <sub>4</sub> Discover the positions of the various philosophical traditions on more pedestrian beliefs and ideologies.	GC 5, 7, 9, 15; SC 38, 40

LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS <sup>1</sup>
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and	LO1, LO3, LO4	0,7

<sup>1</sup> The course and/or subject is organized in VIRTUAL TEACHING and STUDENT AUTONOMOUS WORK, with an estimated percentage in ECTS. A suitable distribution is as follows: 40% for the TEACHING Training Activities (60 hours) and 60% for the tutored Autonomous Work (90 hours) for a 6-credit subject.



Course Guide Jewish and Islamic Thought

	demonstration of skills, abilities and knowledge in the virtual classroom.		
<b>PRACTICAL SESSION</b>	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	<b>LO2, LO3</b>	0,3
<b>SEMINAR AND VIDEO-CONFERENCE</b>	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	<b>LO1, LO3, LO4</b>	0,2
<b>VIRTUAL EVALUATION</b>	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	<b>LO2</b>	0,1
<b>TOTAL</b>			<b>1,30</b>

**LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION**

<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation to Learning Outcomes</b>	<b>ECTS</b>
<b>INDIVIDUAL ACTIVITIES</b>	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in electronic format.	<b>LO1, LO2, LO3</b>	2,3
<b>INDIVIDUAL TUTORSHIP</b>	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	<b>LO2, LO3, LO4</b>	0,1
<b>CONTINUOUS EVALUATION ACTIVITIES</b>	<b>Group work:</b> group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion forums:</b> participation and contributions to discussion forums related to the subject, moderated by the professor of the subject.	<b>LO2, LO3</b>	2,3



**Course Guide Jewish and Islamic Thought**

	Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.		
<b>TOTAL</b>			<b>4,70</b>

<b>EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM</b>		
<b>Evaluation Instrument</b>	<b>EVALUATED LEARNING OUTCOMES</b>	<b>Granted percentage</b>
Attendance and participation in synchronous communication activities	Participation in other complementary activities (seminars, conferences, congresses or external courses).	10%
Carrying out deliverable activities	<ol style="list-style-type: none"> <li>Five tasks to be carried out to evaluate the contents of the sessions (the tasks may be between 300 and 1500 words long, or consist of a presentation, or deal with the resolution of a questionnaire, always brief).</li> <li>A final paper on a topic chosen by the student from a personal or academic interest and advised by the teacher to link it to the subject (minimum length 2500 words).</li> <li>GC 9, ethical commitment, will be measured by means of cases, problems, moral dilemmas, etc. raised in class (specifically in topics 4 and 7, when dealing with issues such as the Shoah and the phenomenon of current Islamic terrorism), particularly in the tasks proposed for topics 4 and 7.</li> </ol>	40%
Periodic evaluation through questionnaires	General quizzes on content blocks (Jewish thought, topics 2-4; Islamic thought, topics 5-7)	10%
Final Evaluation	A final written test that will consist of a critical commentary and reflective proposal on a text that allows demonstrating the knowledge acquired in the course.	40%

<b>CONTENTS DESCRIPTION</b>	<b>COMPETENCIES</b>
<b>Unit 1. Introduction to Jewish and Islamic Thought</b>	GC 6, 8, 9; SC 17, 23, 31



<b>Unit 2. The making of Jewish Thought. The Old Testament. The Talmud. Philo of Alexandria</b>	GC 8, 11; SC 18, 32, 37
<b>Unit 3. Maimonides. Jewish Thought until XVI Century.</b>	GC 8, 11; SC 18, 32, 37
<b>Unit 4. Contemporary Jewish Thought</b>	GC 8, 11; SC 18, 32, 37
<b>Unit 5. Mahoma. The Islam.</b>	GC 8, 11; SC 18, 32, 37
<b>Unit 6. Medieval Islamic Thought</b>	GC 8, 11; SC 18, 32, 37
<b>Unit 7. Approach to the Contemporary Muslim/Islamic Culture.</b>	GC 8, 11; SC 18, 32, 37

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Course Guide Jewish and Islamic Thought

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<b>TEMPORAL ORGANIZATION OF LEARNING</b>		
	<b>CONTENT BLOCK/DIDACTIC UNIT</b>	<b>NR. OF SESSIONS</b>
	<b>Unit 1. Introduction to Jewish and Islamic Thought</b>	1
	<b>Unit 2. The making of Jewish Thought. The Old Testament. The Talmud. Philo of Alexandria</b>	2
	<b>Unit 3. Maimonides. Jewish Thought until XVI Century.</b>	2
	<b>Unit 4. Contemporary Jewish Thought</b>	3
	<b>Unit 5. Mahoma. The Islam.</b>	1
	<b>Unit 6. Medieval Islamic Thought</b>	2
	<b>Unit 7. Approach to the Contemporary Muslim/Islamic Culture.</b>	2