

SECTION

8

INTRODUCTION TO  
ARABIC LITERATURE



# READING قراءة

## Critical Reading قراءة نقدية

### Introduction

Dear Arabic learner, this section introduces you to the foundational concepts of Arabic literature, guiding you through its general definition, the factors that influenced its development, the various types of literature, and the social and cultural elements embedded within these texts. Through critical reading and analysis, you will gain a deeper appreciation for the literary heritage of the Arab world. Arabic literature is a rich and diverse tradition that spans centuries, reflecting the cultural, social, and historical contexts of the Arab world. From classical poetry to modern prose, Arabic literature has played a crucial role in shaping the intellectual and cultural identity of Arab societies.

#### At the end of this section, you will be able to:

- Give the general definition of Arabic literature and the factors that influenced its development.
- Identify the various types of Arabic literature and their literary functions.
- Identify the social and cultural elements in a given text (prose)
- Identify *the social and cultural elements in selected lines of poetry*.

#### Key Ideas

- **Definition of Arabic Literature:** Is the writing, both as prose and poetry, produced by writers in the Arabic language. The Arabic word used for literature is Adab, which comes from a meaning of etiquette, and which implies politeness, culture and enrichment.
- **Development Influences:** The key factors that have influenced the growth and evolution of Arabic literature are historical, cultural, and social elements.
- **Types of Arabic Literature:** There are different forms of Arabic literature such as poetry, prose, and drama, and each has specific literary functions.
- **Social and Cultural Elements:** The reflection of social norms, cultural values, and traditions in Arabic literary texts, particularly in prose.

## THE MEANING OF ADAB IN ARABIC

### General Definition of Arabic Literature

**Key Concepts:** Let's think about literature as a way to express human experiences. How do you think Arabic literature helps in preserving *اللغة والثقافة*?

Arabic literature preserves language and culture by safeguarding linguistic richness, reflecting traditions, and transmitting cultural identity across generations.

- a. **الأدب في اللغة يعني:** الطعام – مكارم الأخلاق – التعليم -
- i. **مأدبة:** كان العرب في الجاهلية يُطلقون على الطعام الذي يدعون إليه الناس مأدبة.
- ii. **مكارم الأخلاق:** بعد دعوة الرسول محمد (ص) إلى الإسلام تحول المقصود بكلمة الأدب إلى مكارم الأخلاق: «أدبني ربّي فأحسن تأديبي».
- iii. **التعليم:** وبعد ذلك تطوّر مفهوم الأدب في العصر الأموي إلى التعليم فكان المؤدّب هو المعلم
- b. **الأدب في الاصطلاح:** هو طريقة التعبير عن خبرات الناس؛ فهو الكلام البليغ، الصادر عن العاطفة، المؤثر في النفوس. فهو فنُّ أداته اللغة.

**Historical Overview:** Arabic literature started long ago with poetry from

العصر الجاهلي and it continues until now. Can you name a famous piece of Arabic literature from the past or present? (clip 8.0a). <https://www.youtube.com/watch?v=CnBJ5imanI8&t=16s>

### العصور الأدبية:

#### قسّم المؤرخون الأدب إلى ستة عصور:

- ١- العصر الجاهلي: ويغطي الفترة التي سبقت ظهور الإسلام بحوالي (١٥٠) مئة وخمسين عاماً. أشهر الأدباء: أكتف بن صيفي وامرؤ القيس
- ٢- عصر صدر الإسلام: ويبدأ ببعثة النبي صلى الله عليه وسلم، وينتهي بآخر أيام الخلفاء الراشدين سنة 40 هـ. أشهر الأدباء: الخنساء ومعاوية بن أبي سفيان
- ٣- العصر الأموي: ويمتد من قيام الدولة الأموية سنة 40 هـ إلى سقوطها سنة 132 هـ. أشهر الأدباء: بشار بن بُرد والفرزدق
- ٤- العصر العباسي: بدأ بقيام الدولة العباسية سنة 132 هـ، وانتهى بسقوط بغداد سنة 656 هـ، وفي ظلاله كان الأدب الأندلسي. أشهر الأدباء: ابن الأعرابي وابن العميد
- ٥- عصر الدول المتتابعة: بدأ قبيل سقوط بغداد واستمر طوال حكم المماليك والأتراك العثمانيين حتى سنة 1213 هـ. أشهر الأدباء: ابن القيم، ابن الأثير والقلقشندي
- ٦- العصر الحديث: بدأ في أوائل القرن الثالث عشر الهجري حين اتصل الشرق بالغرب، ولا يزال مستمراً. أشهر الشعراء: يحيى توفيق حسن، بدر شاكر السيّاب وأحمد مطر



**Significance:** Arabic literature is important for preserving the language and transmitting the culture. حفظ اللغة ونقل الثقافة.

# TYPES AND FUNCTIONS OF LITERATURE AND THE EPOCHS

## Factors Influencing the Development of Arabic Literature

1. **Historical Factors:** Think about how الإسلام and the Golden Age of Arabic civilisation affected literature. What role do you think political dynasties like الأمويين and العباسيين played in developing literature? (*clip 8.0b*). <https://www.youtube.com/watch?v=3M5NIQLFEGw>
2. **Cultural Factors:** Arabic literature didn't just come from العرب; it was also influenced by other cultures like Persia-Iran now-, Greece, and India. During حركة الترجمة, how do you think these cultures influenced Arabic literature? *The answer: By enriching its narrative styles, introducing new philosophical ideas, and contributing to its diverse literary forms through translation and cross-cultural exchanges.*
3. **Social Factors:** In Arab society, الشعراء and الكُتَّاب (جمع الكاتب) were often supported by القبائل or patrons/allies.

## Types of Arabic Literature

1. **Poetry (الشعر):** Classical poetry like القصيدة was very popular, but today we also have الشعر الحر. Can you explain the difference between these two types? *The answer: القصيدة تعتمد على الوزن والقافية الثابتين، بينما الشعر الحر يحرق الشاعر من هذه القواعد ويتيح له استخدام بنى وإيقاعات متنوعة.*

**Example of an Arabic Classic poem:** by Imrul Qais (امرؤ القيس) in his (المعلقة):

<p>Stop, let us weep, remembering a beloved and a dwelling, At the Sifit valley, between Dakhool and Howmal. Their traces have not yet been erased by the southern wind Nor by the northern wind that has woven through them. You see some remnants like a long-forgotten arm, Stretched out as if it belonged to a worn-out horse. And you see the lotuses in abundance with petals falling, When the morning wind has stirred</p>	<p>قِفَا نَبَكٍ مِنْ ذِكْرِ حَبِيبٍ وَمَنْزِلٍ بَسِطِ اللّوَى بَيْنَ الدَّخُولِ فَحَوْمَلٍ فَتَوَضَّحْ فَالْمِقْرَاءِ لَمْ يَعْفُ رَسْمُهَا لِمَا نَسَجَتْهَا مِنْ جَنُوبٍ وَشَمَالٍ تَرَى بَعْضَ أَجْزَاءِ السِّقَابِ كَأَنَّهَا ذِرَاعُ الْحَسُورِ إِذْ شَطِطَتْ بِمُضْمَرٍ وَتَرَى النَّبْعَ قَدْ كَثُرَتْ شَذَاهِيهُ وَإِذْ سَطَّتِ الْبَكْرُ النَّجِيعُ وَرَعَبِلِ</p>
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**Example of الشعر الحر:** by بدر شاكر السياب (Badr Shakir al-Sayyab): “أنشودة المطر” (*Rain Song*)

<p>Your eyes are two palm tree forests at the hour of dawn, Or two balconies from which the moon departs. When they smile, vines flourish And lights dance... like moons in a river Gently stirred by a rower's oar at the hour of dawn As if stars pulse deep within them... They drown in a mist of gentle sorrow, Like the sea spreading its hands under the evening, The warmth of winter is in it and the trembling of autumn, And death and birth, and darkness and light; And within my soul, it awakens the trembling of crying And a wild joy that embraces the sky Like a child's joy when frightened by the moon!</p>	<p>عيناك غابتا نخيل ساعة السحر، أو شرفتان راح ينأى عنهما القمر عيناك حين تبسمان ثورق الكروم وترقص الأضواء ... كالأقمار في نهر يرجّه المجداف وهنأ ساعة السحر ... كأنما تنبض في غوريهما، النجوم وتغرقان في ضباب من أسى شفيف كالبحر سرح اليدين فوقه المساء، دفء الشتاء فيه وارتعاشه الخريف، والموت والميلاد والظلام والضياء؛ فتستفيق ملىء روعي، رعشة البكاء ونشوة وحشية تعانق السماء !كنشوة الطفل إذا خاف من القمر</p>
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2. **Prose (النثر):** Arabic prose includes different forms مثل المقامة/الخطابة، الأمثال والقصص. How do you think these forms help in telling stories or conveying ideas? The answer: تساهم أنواع الكتابة النثرية في سرد القصص ونقل الأفكار من خلال تقديم هياكل متنوعة ومرنة تعزز من عمق السرد وتسهل طرح المواضيع.

**Example of Arabic Classic Prose:1.** Islamic prose, by Abu Bakr al-Siddiq (أبو بكر الصديق), the first Caliph after the Prophet Muhammad (peace be upon him):

<p>“O people, I have been appointed over you, though I am not the best among you. If I do well, help me; and if I do wrong, correct me. Truthfulness is a trust, and lying is treachery. The weak among you are strong in my sight until I return their rights to them, God willing, and the strong among you are weak in my sight until I take the rights from them, God willing. No people abandon jihad in the path of Allah but that Allah subjects them to humiliation, and no people spread immorality among them except that Allah envelops them in trials. Obey me as long as I obey Allah and His Messenger, but if I disobey Allah and His Messenger, then I have no right to your obedience.”</p>	<p>أيها الناس، قد وليت عليكم ولست بخيركم، فإن أحسنت فأعينوني، وإن أسأت فقوموني. الصدق أمانة، والكذب خيانة. والضعيف فيكم قوي عندي حتى أريح عليه حقه إن شاء الله، والقوي فيكم ضعيف عندي حتى أخذ الحق منه إن شاء الله. لا يدع قوم الجهاد في سبيل الله إلا ضربهم الله بالذل، ولا تشيع الفاحشة في قوم إلا عمهم الله بالبلاء. أطيعوني ما أطعت الله ورسوله، فإذا عصيت الله ورسوله فلا طاعة لي عليكم.”</p>
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## CHARACTERISTICS OF PRE-ISLAMIC PROSE

**Pre-Islamic prose:** The pre-Islamic prose is divided into **orations** and **proverbs**.

### Example of pre-Islamic orations

يُهَا النَّاسُ، اسْمَعُوا وَعُوا، إِنَّهُ مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مَرْسَاءٌ، وَأَرْضٌ مِدْحَاءٌ، وَأَنْهَارٌ مَجْرَاءٌ.

**Drama (المسرح):** While less traditional, drama or المسرح is growing in Arabic literature. Have you seen or read any Arabic plays?

لنبدأ الآن بالأنشطة الصفية الممتعة:

### Activity 8.1

#### Exploring the Meaning of الأدب (Literature)

Dear learner, let us get an understanding of the different meanings of the word الأدب over time, I mean the literal meaning of the word. Are you ready? Then, let's go. هل أنت مستعد؟ هيا بنا.

1. Write down the three meanings of (الأدب، مكارم الأخلاق، التعليم) and provide examples for each.

معنى كلمة الأدب:	المعنى في العربية	المعنى في الإنجليزية	مثال
في العصر الجاهلي: الطعام الذي يدعون الناس إليه			
في عصر صدر الإسلام: مكارم الأخلاق			
في العصر الأموي: التعليم			

2. Now, ask a friend to reflect with you on the following question, then write down your reflections in a short precise statement (*with the assistance of the following*):



كلمة الأدب في العصر الجاهليّ تعني الدّاعي إلى الطّعام، قال طرفة بن العبد.  
وفي صدر الإسلام بمعنى التّهذيب والخُلُق.  
وفي العصر الأمويّ: بمعنى التّعليم والتّهذيب معاً  
وفي العصر العبّاسيّ أيضاً تعني التّهذيب والتّعليم، ثم معرفة أشعار العرب  
وأخبارهم، وكلّ المعارف غير الدّينيّة  
وفي العصر الحديث الأدب هو كتابات فنّيّة نثرية وشعرية تحكّمه معايير تميّزُه.  
عن الكلام العاديّ

Question: How has the meaning of الأدب evolved from (العصر الجاهلي - قبل الإسلام) to the العصر الأموي?

- كيف تطوّر/ تغيّر معنى الأدب من العصر الجاهلي إلى العصر الأموي؟
- 3. Literature is defined, technically, as a way to express human experiences. Explain this definition in Arabic (*You can refer to the content of this section or the Extended Reading List for more information*).

## Activity 8.2

### Significance of Arabic Literature

1. Ask a friend to reflect with you on why literature (in your community) is crucial for preserving language and culture (حفظ اللغة ونقل الثقافة).
2. Discuss the above reflection with an elderly/knowledgeable person in the community.

## Activity 8.3

### Exploring Factors Contributing to the Development of Classical

#### Arabic Literature

Now, it is time to explore key factors that contributed to the development of classical Arabic literature. There are three major factors: (historical التاريخي), (cultural الثقافي), and (social الاجتماعي). Watch (*clip 8.0b*) <https://www.youtube.com/watch?v=3M5NIQLFEGw> then continue with the activities.

1. Discuss the three factors with a friend.
2. Write a brief description of each factor: Then, find an example of how each factor influenced a specific literary work or movement in Arabic literature.



3. Reflect and discuss with a friend the following questions:
- How did the historical context of the Umayyad and Abbasid eras shape the themes and styles of classical Arabic poetry and prose?*
  - Write about the impact of حركة الترجمة on Arabic literature and list two cultures that influenced it.*
  - How did الإسلام and the Golden Age of Arabic civilisation shape the development of الأدب العربي?*

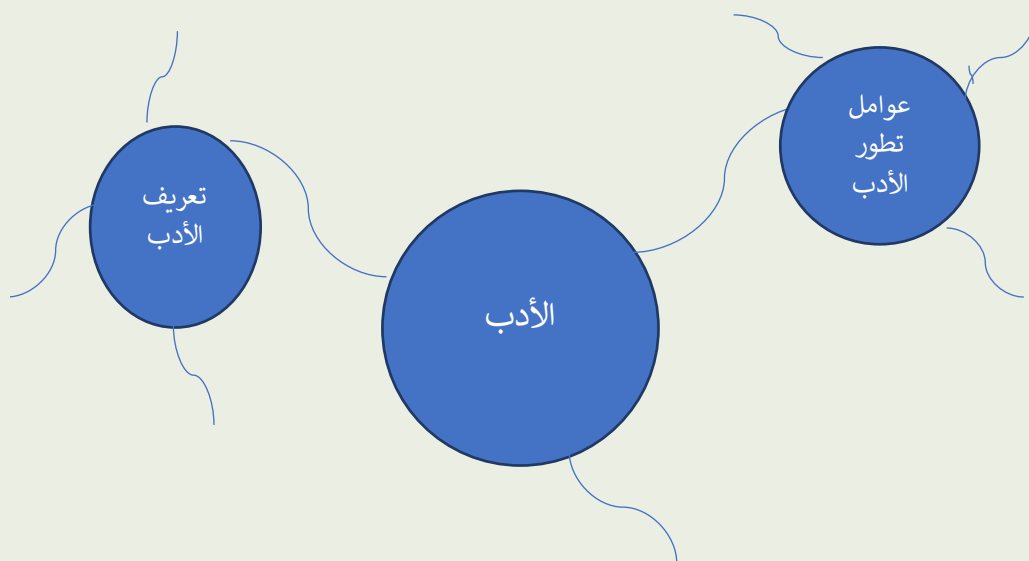
### Activity 8.4

#### Cultural Values in Arabic Literature

- Collaborate with a friend and reflect on how Arabic literature conveys cultural values such as: (الكرم – الشرف – الضيافة).
- Write a short dialogue in Arabic that incorporates these values.
- After the class discussion and the group/pair work, choose either a table or a mind map to demonstrate your understanding of the definition of Arabic literature and the factors that influenced its development.

عوامل تطوّر الأدب	تعريف الأدب
	في العصر الجاهلي
	في الإسلام
	في العصر الحديث

Or:



والآن لننتقل أعزائي الطلبة / عزيزاتي الطالبات إلى النشاط التالي



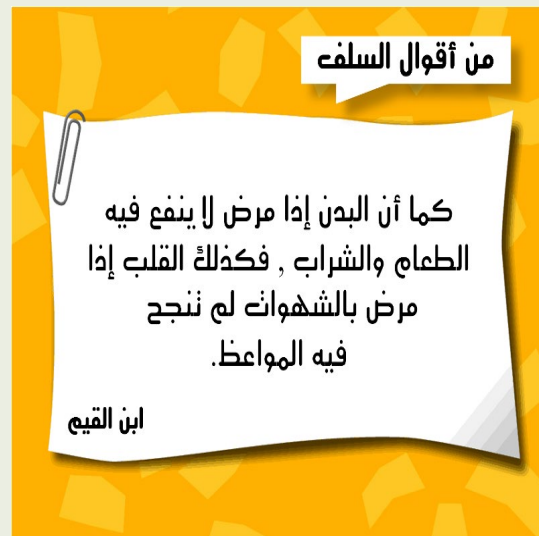
## Activity 8.5

## Exploring Types of Arabic Literature

1. Brainstorm with your group the reasons for reading literature and list the reasons.
2. Prioritise the reasons based on your point of view
3. Pair up with your partner to discuss the order you determined and explain the reasons behind your choices.
4. Write a brief description of each type of Arabic literature and find a well-known example for each.

نوع الأدب	الوصف	مثال
الشعر		
النثر		
المسرح		

5. Pair up with the person next to you and identify what type of literature and what period the following texts belong to:



## 6. Comparing الشعر الكلاسيكي والشعر الحر Activity

- a. Compare the structure and themes of classical Arabic poetry and modern free verse.
- b. Write two short verses, one in the style of القصيدة (the ode) and another in الشعر الحر (free verse), inspired by the examples provided.

<p>فقلت خلوا سبيلي لا أبا لكم # فكل ما قدر الرحمن مفعول كل ابن أنثى إن طالت سلامته # يوما على آلة حدباء محمول نُبئتُ أن رسول الله أو عدني # والعفو عند رسول الله مأمول مهلا هداك الذي أعطاك نافلة الـ # قرآن فيها مواعظ وتفصيل لا تأخذني بأقوال الوشاة ولم # أذنب ولو كثرت في الأقاويل لقد أقول مقاما لو يقوم به # أرى وأسمع ما لو يسمع الفيل لظل يُرعد إلا أن يكون له # من النبي بإذن الله تنويل إن الرسول لنور يستضاء به # مُهَنَّد من سيوف الله مسلول</p>	<p>عينك غابتا نخيل ساعة السحر، أو شرفتان راح ينأى عنهما القمر عينك حين تبسمان ثورق الكروم وترقص الأضواء ... كالأقمار في نهر يرجؤه المجذاف وهنأ ساعة السحر ... كأنما تنبض في غوريهما، النجوم وتغرقان في ضباب من أسي شفيف</p>
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- c. Watch (*clip 9.0a*) [https://www.youtube.com/watch?v=l\\_RalBrlIlg&t=6s](https://www.youtube.com/watch?v=l_RalBrlIlg&t=6s), then tell the key differences between these two above forms of poetry in terms of structure and expression.

## 7. Understanding Literary Eras in Arabic Literature

I believe you are now familiar with the literal and conceptual meaning of الأدب, let us now explore the different historical periods of Arabic literature.

- a. Write down the six literary periods (العصور الأدبية) and name one famous work or author from each period.

العصر الأدبي	من	إلى	اسم الأديب المشهور

- b. After you have written some information about the six literary periods of Arabic literature, and to expand your knowledge and understanding of the topic, let us embark on online (**authentic**) research to answer the following question: How did each of the six literary periods of Arabic literature contribute to the richness of Arabic literature?



## 8. Analysing Arabic Prose: Islamic and pre-Islamic prose

- a. Choose a piece of Arabic prose like the خطبة of Abu Bakr al-Siddiq (أبو بكر الصديق).

“O people, I have been appointed over you, though I am not the best among you. If I do well, help me; and if I do wrong, correct me. Truthfulness is a trust, and lying is treachery. The weak among you are strong in my sight until I return their rights to them, God willing, and the strong among you are weak in my sight until I take the rights from them, God willing. No people abandon jihad in the path of Allah but that Allah subjects them to humiliation, and no people spread immorality among them except that Allah envelops them in trials. Obey me as long as I obey Allah and His Messenger, but if I disobey Allah and His Messenger, then I have no right to your obedience.”

أيها الناس، قد وليتُ عليكم ولست بخيركم، فإن أحسنت فأعينوني، وإن أسأت فقوموني. الصدق أمانة، والكذب خيانة. والضعيف فيكم قوي عندي حتى أريح عليه حقه إن شاء الله، والقوي فيكم ضعيف عندي حتى آخذ الحق منه إن شاء الله. لا يدع قوم الجهاد في سبيل الله إلا ضربهم الله بالذل، ولا تشيع الفاحشة في قوم إلا عمهم الله بالبلاء. أطيعوني ما أطعت الله ورسوله، فإذا عصيت الله ورسوله فلا طاعة لي عليكم.”

- b. Watch the video (clip 9.0b) <https://www.youtube.com/watch?v=0rpxNwzq3qA> to practice reading skills.

- c. Summarise the main message of the prose in Arabic, then translate it into English.

- d. Take turns with the person next to you to read the following pre-Islamic prose and answer the questions with your group:

يُهَا النَّاسُ، اسْمَعُوا وَعُوا، إِنَّهُ مَنْ عَاشَرَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ دَاتٌ أَبْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مَجْرَاةٌ.

- What is the writer's purpose for writing?
- Who is the audience for this writing?
- What issue is the writer focusing on?
- What is the writer's tone? Why do you think he/she writes with this tone?

- v. Does the writer seem to assume readers will agree with his/her position?
- vi. Do you understand the vocabulary? If not, look the words up.
- vii. Do you agree with the points the writer makes? Why/why not?
- viii. Identify a social norm in a short Arabic text (like the خطبة of Abu Bakr al-Siddiq) and discuss whether it is upheld or challenged.

## THE POSITION OF POETRY AMONG PRE-ISLAMIC ARABS

The previous lessons dealt with the literal and technical meanings of Arabic literature, as well as its types and periods. Our focus in this lesson will be on: (مكانة الشعر في العصر الجاهلي - شعراء المعلقات وأمثلة من قصائدهم)

### Activity 8.6

#### Explore the Significance of Poetry in Pre-Islamic Arab Society

1. Collaborate with your group to list five famous Ghanaian writers and poets.  
*Share the information that you know with the person next to you about any of the personalities listed by the group.*
2. As you are aware poetry was used to convey social, cultural, and moral values. Now, reflect on the video (*clip 9.0c*) <https://www.youtube.com/watch?v=eWKnXe2mRw>, then write down the lines that convey each of the areas mentioned, using the table.

الموضوع	البيت / الأبيات	الشاعر
الاجتماعي Social		
الثقافي Cultural		
الأخلاقي Moral		

3. Choose any line from what you wrote above and explain in Arabic in your own words.
4. I believe you are now more informed about the significance of Arabic poetry in (العصر الجاهلي). Collaborate with a friend to write a short paragraph discussing how poetry helped preserve the history, values, and stories of the pre-Islamic Arabs.

### 5. Exploring the Poets of the Mu'allaqat (المعلقات)

Watch the video (*clip 9.0c*) [https://www.youtube.com/watch?v=e\\_WKnXe2mRw](https://www.youtube.com/watch?v=e_WKnXe2mRw) with a friend, then engage in the following activities:

- Explain why the Mu'allaqat collections were given this name (المعلقات).
- List at least (3) Mu'allaqat poets and provide a brief description of their most famous work.

الشرح	اسم الشاعر

- State, with examples, a common feature found in all the Mu'allaqat poetry.
- Based on what you watched in the clip, choose one poet whose work you find most interesting and explain why.
  - Collaborate with a friend to watch the video (*clip 9.0c*) [https://www.youtube.com/watch?v=e\\_WKnXe2mRw](https://www.youtube.com/watch?v=e_WKnXe2mRw) and identify at least 3 major themes/main ideas such as الفخر، الكرم، الحب، الشجاعة، المدح and other supporting details.
  - Write a brief explanation of how each theme is presented in the poetry.
  - Find specific lines from the poems that illustrate each theme.
  - Give yourselves the marks that you deserve. ☐ ☐

### 6. The Position of a Poet in Pre-Islamic Arab Society

After you have successfully done extensive activities on the significance of poetry in pre-Islamic Arab Society, it is time to demonstrate knowledge and understanding of the status of poets in that society. Using the previous activities as a guide, engage in the following activities:

- Here are 6 sentences describing the status of poets in pre-Islamic Arab society, your first task is to rearrange them according to their equivalent in English.
- Your second task is to select one sentence which you consider **best** describes the poets.
- Explain the reason for your choice.

### The Status of a Poet in the Pre-Islamic Era

### مكانة الشاعر الجاهلي

The poet held a high status in pre-Islamic society due to his ability to compose poetry in an eloquent and attractive manner.	١) كان الشاعر في المجتمع الجاهلي يعبر عن مشاعر القبيلة وآمالها.
The poet in pre-Islamic times was considered the voice of the tribe and its official spokesperson in various forums.	٢) اعتبر الشاعر في العصر الجاهلي ممثلًا لقوة القبيلة وشجاعتها.
Poetry in the pre-Islamic era was a means of boasting among tribes and strengthening social bonds.	٣) كان الشاعر في الجاهلية يلعب دورًا مهمًا في الدفاع عن سمعة القبيلة.
The poet in pre-Islamic society expressed the tribe's emotions and hopes.	٤) احتل الشاعر مكانة عالية في المجتمع الجاهلي لقدرته على تأليف الشعر بأسلوب فصيح وجذاب.

### The Status of a Poet in the Pre-Islamic Era

### مكانة الشاعر الجاهلي

The poet in the pre-Islamic era was considered a representative of the tribe's strength and bravery	٥) كان الشعر في العصر الجاهلي وسيلةً للتفاخر بين القبائل وتقوية الروابط الاجتماعية.
The poet in pre-Islamic times played a crucial role in defending the tribe's reputation.	٦) اعتبر الشاعر في الجاهلية صوت القبيلة وناطقها الرسمي في مختلف المحافل.

7. Write a paragraph in Arabic on whether you think poets in Ghana or other artists today hold the same influence.

## Extended Reading

Click on the links below for more information on the topics discussed

- <https://www.youtube.com/@ArabicFluency>
- [https://www.youtube.com/watch?v=e\\_WKnXe2mRw&t=509s](https://www.youtube.com/watch?v=e_WKnXe2mRw&t=509s)

## Review Questions 8.1

1. How has the meaning of الأدب evolved from (العصر الجاهلي - قبل الإسلام) to the (العصر الأموي)?
2. How does literature contribute to intellectual discussions in society?
3. How did الإسلام and the Golden Age of Arabic civilisation shape the development of الأدب العربي?
4. How does the prose reflect social and cultural values of the time of (عصر صدر الإسلام), such as justice and leadership?
5. How do (الشرف – الكرم – الضيافة) as cultural values influence the characters' actions and decisions in Arabic literature?
6. How does Arabic literature play a role in reflecting or changing social norms in society?
7. How did the historical and cultural elements you've studied influence your writing?



## Answers to review question 8.1

*The following are suggested/possible answers*

1. In *العصر الجاهلي* and *عصر صدر الإسلام*, the term (الأدب) meant hospitality, social manners and good character. By the *العصر الأموي*, it evolved to include education and literary refinement.
2. Literature stimulates debate, offers diverse perspectives, and addresses social, political, and cultural issues.
3. *الإسلام* introduced themes of morality and spirituality, while the Golden Age expanded literary forms through cultural exchanges and the translation movement.
4. Prose from *عصر صدر الإسلام* emphasised justice, equality, and responsible leadership, reflecting Islamic values.
5. These values guide characters to act honourably, generously, and hospitably, driving the plot and character development.
6. Arabic literature mirrors societal norms, challenges injustices, and can promote social change by presenting alternative viewpoints.
7. They provide a deeper cultural context and authenticity, enriching the themes and narratives in your writing.

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## Acknowledgements



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