Soran University

Course Description

Basic Course Information	
University	Soran university
Faculty	Arts
Department	English
Course Title	World Literature
Semester	7 th
Number of Units/ Credit	6ECTS
Hours per a week	8 Hours

Basic Instructor Information	
Name and Scientific Title of the Instructor	Hawzhen R. Ahmed (Assistant Professor, Dr.)
Email Adress and Phone number (if permitted)	Hawzhen.ahmed@ena.soran.edu.iq
Office Hours	Sunday 9:00 to 13:00 Monday 9:00 to 13:00
Preferred Method of Contact	Email
Teaching Assistant Name (if there is one)	None
Contact Information of Teaching Assistant	None

Basic Course Information	
Introduction to the course and how does this course fits in the college or department curriculum	The aim of this module is to study and examine literary works beyond national borders, periods, languages, and genres within a broader cultural and historical context. It focuses on the interconnectedness of a variety of literary texts in the world. Students will encounter diverse literary traditions and develop an understanding of both the differences and connections that shape literary expressions across cultures. The course therefore introduces platforms thereby encouraging students to step beyond national literary boundaries and to conceive literature as part of a dynamic global network of cultural exchange and dialogue. This course fits department curriculum by enhancing students' sense of criticality. By enhancing their analytical and evaluative skills, students with World Literature, the course equips them with the tools to critically engage with its enduring complexities and cultural relevance.
• Course Learning outcome which fits department, faculty and University's learning outcomes.	1. Identifying the topic: Students will be identifying the historical and philosophical roots of WL and their influence on literary studies. (PLO6) 2. Analysis of the field: Students will be able to analyse the way texts address culture, language, identity, religion, home, and nationality. (PLO1) 3. Examining the theories and texts: Students will be able to examine key theoretical movements of WL and their implications for literary studies.(PLO2) 4. Applying the learnt topic and acquired knowledge: Students will be able to write academic essays about global literary texts and productions across various cultures.(PLO8) 5. Evaluation of the core ideas: Students will be able to develop critical insights into the way WL reimagines contemporary life.(PLO4)
What are skills and competences that could be developed throughout this course	**Critical thinking and Analysis** • **Analysis skills:** Understanding and interpreting complex literary texts with layered meanings beyond local boundaries. • **Argumentation**: Developing coherent, evidence-based arguments for different contexts **Academic Writing Skills:** • **Intertextual Exploration**: Recognizing and analyzing references

	to other texts, cultural artifacts, and historical contexts. • **Interdisciplinary Connections**: Linking literary works to philosophy, history, art, politics, and sociology to perceive the big pictures across borders. **Social and Cultural Awareness:** • **Understanding Diversity**: Exploring diverse perspectives on race, gender, nationality, and religion within cross-border contexts. • **Historical Contextualization**: Situating texts within the sociopolitical movements of different global spaces. • **Cross-Cultural Sensitivity**: Appreciating how cultural identity shapes literary expression. **Academic Communication Skills:** **Discussion and Debate**: Articulating and defending ideas in group discussions, seminars, or debates. **Flexibility of Thought:** Engaging with non-traditional forms of storytelling and theoretical frameworks.
How this course connects academia to society and marketplace	**Critical Engagement with Cultural and Social Issues:** WL often addresses themes such as colonisation, cross-cultural difference and similarities, identity, globalization, marginalization, and power dynamics. Students learn to critically analyse and question societal structures, promoting informed and socially conscious citizens. **Cultural Diversity and Empathy:** By exploring diverse narratives and voices, the course encourages students to understand and appreciate cultural diversity and inclusiveness. **Ethical Responsibilities:** Discussions on morality, ethics, and justice in literature encourage

	students to think deeply about their own values, responsibilities and positions in the world. **Analytical and Problem-Solving Skills:** WL's complexity enhances students' abilities to interpret different information and think critically—skills highly valued in sectors like consulting, law, and public policy. **Creativity and Innovation:**
Course pre-requisites (if there is any)	

Course Requirements and Assessment Overview

Pre-requirements: Reading a book, an article, watching a movie or a documentary, Knowing a language or any other requirement	➢ Students need to have a good command in English. ➢ Students need to read and prepare prior to the classes.
Nature of assessment, method and types of examination	• Midterm exam / **20 marks** • Final exam / **50 marks** • Academic Report One / **10 marks** • Daily participation / **10 marks** • Group Seminar & Final Report / **10 marks**
Deadlines and test dates, description of grading procedure	• Midterm and final exam will be determined by the department.

Suggested Scientific Recourses

Student Support Resources	
Textbook and other required materials.	• Goethe — *Weltliteratur* • David Damrosch — *What Is World Literature?* • Franco Moretti — "Conjectures on World Literature" • Pascale Casanova — *The World Republic of Letters* • Emily Apter — *Against World Literature*
Campus Resources, scientific consultant, counselling.	**Scientific consultant**: members of Scientific Committee **Counselling:** health.safety@soran.edu.iq
Career Development Centre (CDC)	cdc@soran.edu.iq
Other student supports	

University Policies	
• University based policies- Academic Integrity	https://main.soran.edu.iq/student-affairs/8
• Course specific policies, participation, behaviour, late assignments, test dates, etc..	•
Regulation of Student's Absence Record	https://main.soran.edu.iq/student-affairs/11
Statement on Accommodation	https://main.soran.edu.iq/student-affairs/4

Emergency Response Plan	https://main.soran.edu.iq/student-affairs/10
Codes of misconduct	https://main.soran.edu.iq/student-affairs/6
Important dates, deadlines	

Delivery and Workload		
Type of Learning g time	**Number of Hours**	**Percentage**
Contact time	3	%25.92
Directed-self study	1	%8.64
Self-directed Learning	1	%8.64
portfolio	2	%8.64
Preparation for fishbowl activity	2	%17.28
Preparation for debate	1	%8.64
Report journaling	1	%17.28
Total	11	95.4

WORKLOAD

The information below is provided as a guide to assist students in engaging appropriately with the course requirements. Please note that, in general, for each formal contact hour, it is expected that a minimum of 2 additional hours of independent study are undertaken. The following table shows an estimate of students' workload:

Work Type (Activities)	Quantity	Duration (Hrs.)	Total (Hrs.)

Wider reading (independent)			
Wider reading (directed)			
Exam revision / preparation			
Peer assisted learning			
Advances preparation for classes			
Preparation for tutorials			
Preparation for presentations			
Preparation for seminars			
Preparation for performance			
Preparation of practical report			
Completion of formative assessment tasks			
Revision and preparation for in-class or end of module examination			
Group study tasks			
Carry-out research project			
Dissertation writing			
Essay preparation – may include conducting research, analyzing data, editing the finished product			
Reflection – for example, lecture consolidation or engaging with feedback			
Total hours by term			
Module total hours			

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ECTS based on Student Workload

Activates	Quantity	Duration (Hrs)	Total Workload (Hrs)
Course Duration	14	3	42
Tutorial	14	1	14
Practical	14	1	14
Mid-term Examination	1	2	2
Final Examination	1	2	2
Assignments	7	5	35
Hours for off-the-classroom study	13	1	13
Term Projects	1	40	40

Weekly Syllabus

week	topic	Description	Week's learning outcomes that fit course learning outcomes	Teaching and Learning Activities	Assessment	Note
Week one	A Brief Introduction to World Literature and the History of the Discipline	What is world literature? Its definition and function. How did world literature come into being?	• By the end of this lecture students will be familiarized with the module description, its aims and learning outcomes. • Students will be able to	• Think, pair and share • Lecturing		

			recognize the way texts are going to be assessed • Students will be able to predict the teaching and learning activities used throughout the course			
Week two	Theories of World Literature	David Damrosch Goethe's Initiative Franco Moretti Pascale Casanova Emily Apter Concepts of Universalism, and Literary exchange Translation, Circulation and Reception	Students learn: • Cultural exchange and understanding. • Cultural barriers and promote dialogue between different traditions. • Highlighting the role of literature in shaping cultural identities. CLO1	• Lecturing • Flipped classroom		
Week three	Heroism and Epic Literature: The Epic of Gilgamesh and Beowulf	Discussion of UNIVERSAL values • friendship • death • power • kingship • immortality • human limitations	• Spread of universalism • Introducing the past into the present times • Travel of Gilgamesh and its outcomes today • Beowulf: monster and heroism today CLO1	• Lecturing • Think, pair and share		

Week four	Classical Drama: Sophocles' *Oedipus Rex* Eastern Philosophy: The Advent of *The One Thousand*	• Oedipus as a global term • The Power of Storytelling • The universal concept of survival • Gender roles • Imagining the World	• The power of globalizing terms • Understanding the role of narration in practical terms • Thinking beyond time and cultures • Imagining the West & East CLO1	• Lecturing • Post it activity		
	and One Nights		East			
Week five	Love Across Cultures and Times: Romeo & Juliet and non-Western perspectives	Different cultural perspectives and addressing universal human experiences	• Interpretation of concepts from within and outside the boundaries CLO2	• Practical session	Essay writing	
Week six	Migration, Displacement, Exile and Home	The Birth of Home in Exile Diaspora Identity and Diaspora as Home	• Students to imagine homeland • The question of "Where is home in the world?" becomes a core concern for students • Students rethink the concept of home on the global level • CLO3	• Practical session		
Week	Home from		• Students interpret the	Practical		

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seven	Various Perspectives Kurdish and Palestinian Perspectives: Choman Hardi & Mahmoud Darwesh Double-Edged Perspective: Salman Rushdie	Understanding Home: Textual Analysis	concept of home through literary depictions *How literature grasps the real concepts of home through perspectival standpoints* CLO4	Session		
Week eight	Midterm exam				none	
Week nine	Colonialism and imagining "the Other" *Who has the right to tell the story of a culture or cultures?*	From Conrad's *Heart of Darkness* TO Chinua Achebe's *Things Fall Apart* Centre and Margin Culture and Denial Culture and Conflict Identity and History	• Students to examine how colonialism shaped the world • Students exploring the birth of new world literature through colonialism • Students start to compare modes or representation from different standpoints	• Practical Session • Think, Pair and Share		

Week ten	Kurdish Literature and World Literature	What is the position of Kurdish Literature in World Literature? Kurdish Literature and international visibility Translation and Kurdish Literature in English	Students to establish the connection between Kurdish literature and the world • Student reflecting on their own Kurdish background while connecting to the world CLO4	• Lecturing • Flipped Classroom	Academic Report	
Week eleven	Modernism and Existentialism: Frantz Kafka's *Metamorphosis* Latin America: Magical Realism	The presence of Kafka Magic Realism as a literary model: Mixture of reality and the impossible	• Students to apply the concept Kafkaesque as a model • Modernism and Kafka • Students will coonect Latin American contribution to World Literature: how magic realism has become a new global trend CLO4	• Lecturing • Flipped Classroom		
Week twelve	Asian Literature and World Circulation	Rumi, Rabindranath Tagore and Matsuo Basho as examples: How has the world received them?	• Students to change their direction of focus from the west into the east. • Students to pose questions and answers about: can non-western canons be part of WL? Does WL mean one	• Lecturing, Think, Pair and Share		
			geographical area that is the west? CLO5			

Week thirteen	World Literature and the Digital Age	World Literature Today Storytelling & the Digital Age Online Poetry: easy circulation Social media and literature	• As students are current generation, they evaluate social media platforms • Students to reflect on the status of digital age as a vehicle for WL today. CLO5	• Practical Session	Academic Report Continued	
Week fourteen	Review					
Week fifteen	Final Exam					

Guidelines on grading policy					
ECTS Grade	Definition	US Grade	US %	IRQ%	Grade point Average
A – Excellent	Outstanding performance	A	90-100%	90-100%	5.0
B – Very Good	Above average with some errors	B	80-89%	80-89%	4.0
C - Good	Sound work with notable errors	C+	75-79%	70-79%	3.0
D – Satisfactory	Fair but with major shortcomings	C	70-74%	60-69%	2.0
E – Sufficient	Work meets minimum criteria	D	60-69%	50-59%	1.0

FX - Fail	More work required but credit awarded			0-49	0.0
F- Fail	Considerable amount of more work required				

Important Note

- *Students are requested to monitor the comprehensive fulfilment of the learning outcomes as outlined in the coursebook on a weekly basis. The evaluation of your academic performance is finally aligned with these outcomes, as exam questions will be derived from them. Should you come across any binding item of the learning outcomes that has not adequately addressed, it is incumbent upon you to promptly communicate this to the module lecturer, informing them of your difficulty in achieving the specified outcome.*

- *Please note that this coursebook serves as a binding academic contract; both lecturers and students are required to sign a form demonstrating their full commitment to adherence to the provisions detailed therein.*