



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
World Literature of the 20th Century. A Brief History of Literary Ideas / XX a. pasaulio literatūra. Trumpa literatūrinių idėjų istorija	

Academic staff	Core academic unit(s)
Coordinating: Asist. Dr Ovidiu Ivancu Other:	Institute of Foreign Languages, Faculty of Philology

Study cycle	Type of the course unit
First cycle	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Seminars	Spring	English

Requisites	
Prerequisites: Advanced English language proficiency (B2, C1)	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	118	32	86

Purpose of the course unit
<p>This course will examine the works of authors generally regarded as major contributors to the world literature. We will discuss several key literary forms and genres, that constituted world literature during the 20th Century. By reading and analyzing a selection of works by selection of authors whose aims and circumstances varied widely, we will work to understand the main literary ideas that populated the literature imagery.</p> <p>Generic competences to be developed:</p> <ul style="list-style-type: none"> - 1. Responsibility: the ability to set goals and make plans, and take responsibility for them; <ul style="list-style-type: none"> - 1.1. will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; - 1.2. will be able to take responsibility for their work / study results and learn from mistakes; - 3. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment <ul style="list-style-type: none"> - 3.1. will be able to understand the specifics of different cultures and to analyze and assess cultural contexts; - 3.2. will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity; - 4. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking <ul style="list-style-type: none"> - 4.1. will be able to identify problems and challenges in their own and related fields; - 4.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions; - 5. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself <ul style="list-style-type: none"> - 5.1. will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities; - 5.2. will be open to new ideas, strive to change, and be creative and innovative; - 5.3. will be able to evaluate the quality of their actions and achievements and strive to acquire the competencies necessary for future change

Subject-specific competences (as per the aims of the English Philology programme):

- 7. Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline:
 - 7.1. will know, understand and be able to describe literature as a phenomenon and properly use and interpret the basic concepts and terms of literary studies;
 - 7.2. will acquire knowledge of the main branches and methods of literary studies;
- 9. Understanding and analysis of English literature: the ability to analyze and interpret English literature as a phenomenon:
 - 9.1. will gain knowledge of the development of English literature, the most important authors and the most significant works;
 - 9.2. will be able to analyse, interpret and evaluate the phenomena of English literature in the wider context of world literature, using appropriate terminology and methods;
- 10. Understanding English culture: The ability to understand and explain the peculiarities of the world literature of the 20th Century:
 - 10.1 will gain knowledge of literary ideas and their socio-cultural context (aspects of geography, history, public policy, literature and art, mentality and self-awareness, customs and traditions, everyday communication conventions, etc.);

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>Course-specific learning outcomes: Students will develop an understanding of world literature; they will expand their knowledge of canonical literature works and authors, while simultaneously developing the competence to analyze key generic forms (being able to provide well-argued interpretations).</p> <p>Subject specific learning outcomes: students will become fluent in the use of literary analytical terms, particularly regarding the study of genre and narrative structure; they will learn to recognize the features and tropes of several key movements in the world literature of the 20th Century; they will become familiar with social and political contexts that influenced the careers of several major American authors.</p> <p>Generic learning outcomes: students will develop analytical and critical thinking skills; they will hone their ability to make connections among various texts and their contexts.</p>	<p>Lectures, seminar-style discussion; reading, discussion, analytical thinking.</p>	<p>Cumulative assessment: contribution to class discussion and participation in exercises, average test score (midterm and final examination).</p>

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
<p>1. <u>Existentialism</u>. Ideas, context, and theoretical framework</p>	1		1				2		<p>Analysis of the Existentialism. Read and analyse <i>The Myth of Sisyphus</i>, by Albert Camus (1942)</p>

2. <u>Existentialism</u> <i>avant la lettre</i> . Franz Kafka, <i>The Metamorphosis</i> (1915)	1		1					2	6	Read and analyze <i>The Metamorphosis</i> , by Franz Kafka.
3. <u>Absurdism</u> and Existentialism Albert Camus, <i>The plague</i> (1947)	1		1					2	6	Read and analyse <i>The Plague</i> , by Albert Camus.
4. <u>Existentialism</u> . The theatre of the absurd. Samuel Beckett, <i>Waiting for Godot</i> (1952)	1		1					2	6	Read and analyze <i>Waiting for Godot</i> , by Samuel Beckett.
5. <u>Magical Realism</u> . Ideas, context, and theoretical framework.	1		1					2	6	Discuss and reflect on the cultural context of Magical Realism.
6. Gabriel García Márquez, <i>One Hundred Years of Solitude</i> (1967)	1		1					2	6	Read and analyse <i>One Hundred Years of Solitude</i> , by Gabriel García Márquez
7. Milan Kundera, <i>The Unbearable Lightness of Being</i> (1984)	1		1					2	6	Read and analyze <i>The Unbearable Lightness of Being</i> , by Milan Kundera
8. <u>Feminism</u> . Ideas, context and theoretical framework	1		1					2	6	Discuss and reflect on the cultural context of Feminism.
9. Sylvia Plath, <i>The Bell Jar</i> (1963)	1		1					2	6	Read and analyse <i>The Bell Jar</i> , by Sylvia Plath.
10. <u>Dystopian Literature</u> . Ideas, context and theoretical framework.	3		2					5	12	Read and analyze <i>The Handmaid's Tale</i> , by Margaret Atwood.
11. Dystopia and Feminism. Margaret Atwood, <i>The Handmaid's Tale</i> (1985)	2		2					4	10	Discuss and reflect on the cultural context of Dystopian Literature.
12. Ray Bradbury <i>Fahrenheit 451</i> (1953)	2		2					4	12	Read and analyze <i>Fahrenheit 451</i> , by Ray Bradbury.
13. Conclusions and reflection session			1					1	4	
Total number of hours	16		16					32	86	

Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation	20%	The entire duration of the course	Percentage of the final grade for regular attendance and active participation during class discussions. Literature courses benefit from group discussions and shared interpretations of texts. Attendance grading can motivate students to participate actively, leading to a more dynamic learning environment.

			Track attendance and participation weekly, with partial credit given for being present but not contributing, and full credit for active engagement in discussions.
Midterm exam	30%	Midterm	The midterm examination will consist of a series of open- and close-ended questions based on the analysis of the texts discussed during the course. Students are expected to present a coherently-argued case in their responses. The examination is assessed on a 10-point scale.
Final exam	50%	End of semester	The final examination will consist of a series of open- and close-ended questions based on the analysis of the texts discussed during the course. Students are expected to present a coherently-argued case in their responses. The examination is assessed on a 10-point scale.

Attendance and participation requirements	<p>The attendance mandatory. Students are required to have at least 80% attendance in order to be admitted for the final exam.</p> <p>Students are expected to take active part in the discussions of selected texts.</p> <p>This course is heavily based on close reading, therefore the students will be required to read the chosen short stories in full, in the original language, not summaries or descriptions available online.</p>
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Bibliography

- Atwood, Margaret, 1939. *The Handmaid's Tale*. New York :Anchor Books, a division of Penguin Random House LLC, 1998.
- Beckett, Samuel. *Waiting for Godot*. Faber & Faber, 2006.
- Bradbury, Ray. *Fahrenheit 451*. Ballantine Books, 1978.
- Camus, Albert. *The Plague*. Penguin Classics, 2020.
- Cornwell, Neil. *The Absurd in Literature*. United States, Manchester University Press, 2013.
- Garcia Marquez, Gabriel. *One Hundred Years of Solitude*. Penguin Classics, 2000.
- Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives, McGill-Queen's University Press, 2001.
- Kafka, Franz. *The Metamorphosis and Other Stories*. Dover Publications, 1996.
- Kundera, Milan. *The Unbearable Lightness of Being*. Faber & Faber, 1999.
- Lois Parkinson Zamora, Wendy B. Faris. *Magical Realism: Theory, History, Community*. United Kingdom, Duke University Press, 1995.

- Olson, Robert G.. *An Introduction to Existentialism*. United States, Dover Publications, 2012.
- Plath, Sylvia. *The Bell Jar*. Faber & Faber, 2005.
- Scholz, Sally J.. *Feminism: A Beginner's Guide*. United Kingdom, Oneworld Publications, 2012.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Online resources and digital media				
Franz Kafka	1915	<i>The Metamorphosis</i>		https://www.gutenberg.org/files/5200/5200-h/5200-h.htm
Samuel Beckett	1952	<i>Waiting for Godot</i>		https://www.youtube.com/watch?v=izX5dIzI2RE&t=692s
Milan Kundera	1984	<i>The Unbearable Lightness of Being</i>		https://www.youtube.com/watch?v=jRy2MZzrBVQ&t=732s
Sylvia Plath	1963	<i>The Bell Jar</i>		https://www.youtube.com/watch?v=3rf0KSln43E

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