



## COURSE UNIT(MODULE) DESCRIPTION

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

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. Prof. Dr. Ovidiu Ivancu	Institute of Foreign Languages, Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Elective

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Spring semester	English

Requirements for students	
<b>Prerequisites:</b> Advanced English language proficiency (B2, C1)	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	112	32	80

Purpose of the course unit (module): programme competences to be developed
<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 20<sup>th</sup> 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><b>Generic competences to be developed (as per the aims of the English Philology programme):</b></p> <ul style="list-style-type: none"> <li>- 1. <b>Responsibility:</b> the ability to set goals and make plans, and take responsibility for them;             <ul style="list-style-type: none"> <li>- 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;</li> <li>- 1.2. will be able to take responsibility for their work / study results and learn from mistakes;</li> </ul> </li> <li>- 3. <b>Intercultural competence:</b> respect and openness to other cultures, the ability to work in a multicultural environment             <ul style="list-style-type: none"> <li>- 3.1. will be able to understand the specifics of different cultures and to analyze and assess cultural contexts;</li> <li>- 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;</li> </ul> </li> <li>- 4. <b>Problem solving:</b> the ability to solve problems by relying on analytical, critical, and creative thinking             <ul style="list-style-type: none"> <li>- 4.1. will be able to identify problems and challenges in their own and related fields;</li> <li>- 4.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions;</li> </ul> </li> <li>- 5. <b>Openness to change:</b> the ability to understand the necessity of change and the intention to constantly improve oneself             <ul style="list-style-type: none"> <li>- 5.1. will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities;</li> <li>- 5.2. will be open to new ideas, strive to change, and be creative and innovative;</li> </ul> </li> </ul>

- 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 20<sup>th</sup> 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 (module)	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 20<sup>th</sup> 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>	Lectures, seminar-style discussion; reading, discussion, analytical thinking.	Cumulative assessment: contribution to class discussion and participation in exercises, average test score (midterm and final examination).

Content: breakdown of the topics	Contact hours				Self-study work: time and assignments
	Tutorials	Seminars	Contact hours	Self-study hours	Assignments
1. <u>Existentialism</u> . Ideas, context, and theoretical framework	1	1	2		Analysis of the Existentialism. Read and analyse <i>The Myth of Sisyphus</i> , by Albert Camus (1942)
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>A Very Old Man with Enormous Wings</i> (1968)	1	1	2	6	Read and analyse <i>A Very Old Man with Enormous Wings</i> , by Gabriel García Márquez
7. Milan Kundera, <i>The Unbearable Lightness of Being</i> (1984)	2	2	4	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. Simone de Beauvoir, <i>The Second Sex</i> (Book I, Part I, <i>Destiny</i> ), 1949	2	2	4	6	Read and analyse <i>The Second Sex</i> , by Simone de Beauvoir.
10. <u>Dystopian Literature</u> . Ideas, context and theoretical framework.	3	2	5	12	Discuss and reflect on the cultural context of the dystopian literature.
11. Ray Bradbury <i>Fahrenheit 451</i> (1953)	2	2	4	12	Read and analyze <i>Fahrenheit 451</i> , by Ray Bradbury.
12. Conclusions and reflection session		1	2	4	
Total number of hours	16	16	32	80	

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			The attendance mandatory. Students are required to have at least 80% attendance in order to be admitted for the final exam.  Students are expected to take active part in the discussions of selected texts.
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			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.
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## Bibliography

- 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.
- 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.
- Scholz, Sally J.. *Feminism: A Beginner's Guide*. United Kingdom, Oneworld Publications, 2012.

## Online resources and digital media

Author	Year	Title	Publishing place and house or web link
Franz Kafka	1915	<i>The Metamorphosis</i>	<a href="https://www.gutenberg.org/files/5200/5200-h/5200-h.htm">https://www.gutenberg.org/files/5200/5200-h/5200-h.htm</a>
Samuel Beckett	1952	<i>Waiting for Godot</i>	<a href="https://www.youtube.com/watch?v=izX5dIzI2RE&amp;t=692s">https://www.youtube.com/watch?v=izX5dIzI2RE&amp;t=692s</a>
Milan Kundera	1984	<i>The Unbearable Lightness of Being</i>	<a href="https://www.youtube.com/watch?v=jRy2MZzrBVQ&amp;t=732s">https://www.youtube.com/watch?v=jRy2MZzrBVQ&amp;t=732s</a>
Sylvia Plath	1963	<i>The Bell Jar</i>	<a href="https://www.youtube.com/watch?v=3rf0KSLn43E">https://www.youtube.com/watch?v=3rf0KSLn43E</a>

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