



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Literature of English-Speaking Countries: the 18 <sup>th</sup> and the 19 <sup>th</sup> Centuries/ Anglakalbių šalių literatūra: XVIII-XIX a.a.	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Dr. Linara Bartkuvienė (English) Dr. Grant Matthew Rosson (American)	Department of English Philology Faculty of Philology

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

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
<b>Prerequisites:</b> English B2-C 1	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	150	48	102

Purpose of the course unit (module): programme competencies to be developed
<p>The course aims to acquaint students with the history of eighteenth and nineteenth-century English and American literature within their social, historical, cultural, religious, and philosophical contexts. It further seeks to introduce prominent authors from the Age of Enlightenment, Romanticism, and the Victorian era. The objectives include fostering an understanding of the artistic achievements found in canonical texts, cultivating analytical skills for text analysis and contextual interpretation, and enhancing comprehension of how national distinctiveness is expressed within the broader context of Western European literary history.</p> <p><u>Generic competencies to be developed:</u> Responsibility: will be able to set goals, choose and use resources necessary for the completion of a task, plan their time, and follow deadlines. Cooperation: will be able to work in a team by setting common goals, sharing information, and looking for solutions together. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment: will be able to understand the specifics of different cultures and to analyze and assess cultural contexts; will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity. Problem-solving: will be able to identify problems and challenges in their own and related fields; will be able to identify problems by finding, analyzing, and critically assessing relevant information, generate new ideas, and choose the most optimal solutions. Openness to change: will be open to new ideas, strive to change, and be creative and innovative; will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change.</p> <p><u>Subject-specific competencies:</u> Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline. Understanding and analysis of English literature: the ability to analyze and interpret English literature as a phenomenon: will gain knowledge of the development of English literature, the most important authors, and the</p>

most significant works; will be able to analyze, interpret, and evaluate the phenomena of English literature in the wider context of world literature, using appropriate terminology and methods. Understanding English culture: will gain knowledge of English-speaking countries (especially Great Britain) 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.); will be able to distinguish the most prominent features of British culture, compare the culture of English-speaking countries with Lithuanian culture, and identify and explain similarities and differences. Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline: 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; will acquire knowledge of the main branches and methods of literary studies. Ability to apply philological knowledge and skills in practice within and outside the University: will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.; will be able to use modern information technologies, data resources and research resources to conduct a literary analysis of English texts and present the results of analysis and/or interpretation to the public to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and glossaries, thematic websites, literature maps, etc.).

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p><u>Subject learning outcomes:</u> upon successful completion of the course, students will be able to understand the literary processes within the history of eighteenth and nineteenth-century English and American literature; students will be able to identify and define the distinctive features of the epochs (The Age of Enlightenment, Romanticism, Victorian era), and appreciate the aesthetics of canonic writing of the eighteenth and nineteenth-century England. Students will be able to analyze and interpret canonic texts; and define their generic, structural, and thematic features, and the mechanisms of the formation of meaning. Students will be able to analyze and interpret the texts through the perspective of the poetics and aesthetics of the text and its (philosophical, cultural, religious, historical, and social) contexts. Students will be able to independently research the topics assigned to them, and develop a critical, creative, and responsible approach to their research assignment.</p> <p>Students will acquire knowledge of the literary processes of the history of eighteenth and nineteenth-century English and American literature and will be able to further analyze the literary processes of twentieth-century English Literature: its major authors, works, genres, texts, and contexts.</p>	<p>The mode of delivery of lectures and seminars is inclusive teaching to benefit all students with their strengths and contributions to class discussions; to have a wider range of views and experiences which can lead to a more critical understanding of a subject.</p> <p>In-class activities consist of various tasks such as discussion on the passages of the primary and background reading in class; adequately reporting on the content of the text (its extracts) read in class; thought-mapping, literary maps, and individual feedback from the instructor (if required).</p> <p>Homework assignments include not only reading primary texts but also background reading and research from various sources to investigate the topic area in question, carrying out individual small-scale research, and preparing and delivering it in class.</p>	<p>The overall grade for the course is determined by two parts: Part 1 (Topics 1-7) contributes 50 percent, and Part 2 (Topics 8-17) contributes the remaining 50 percent. To successfully pass the course, it is mandatory to achieve a positive grade (5) in both parts. If a student receives a negative grade in either Part 1 or Part 2, they will fail the entire course. However, in the event of a failure in one part, students have the opportunity to retake the failed segment during the retake session in September.</p> <p>For more specific details, please refer to the information provided below (pp. 5-6).</p> <p>Possible points for seminar work (at the instructor's discretion).</p>

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
<b>PART 1 (February 10–March 24) (Dr. Linara Bartkuvienė)</b>									
<p>1. The definition of the (literary) canon. The reception of the Age of the Enlightenment.</p> <p>D. Defoe's <i>Robinson Crusoe</i> and the Form of the New Novel</p> <p>Robinson Crusoe After Three Hundred Years: Michel Tournier's <i>Friday, or, The Other Island</i> (1967) (extracts)</p> <p>Elizabeth Bishop's Poem "Crusoe in England" (1971) (extracts)</p> <p>Derek Walcott's <i>Pantomime</i> (1978) (extracts)</p> <p>J.M. Coetzee's <i>Foe</i> (1986) (extracts)</p> <p>☞ Additional material, if necessary, will be uploaded on the VMA throughout the unit.</p>	4						4		Reading List: ←
<p>2. Jonathan Swift's <i>Gulliver's Travels</i> (and Douglas Adams's <i>The Hitchhiker's Guide to Galaxy</i>)</p> <p>☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.</p>	4						4		Reading List: ←
<p>3. English Romanticism. <i>Lyrical Ballads</i> as the manifesto of English Romanticism. W. Wordsworth's poetry and early environmental consciousness. Anthropocentrism and Emphasis on Ecocentrism.</p> <p>☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.</p>			2.5				2		Selected poetry by W. Wordsworth ←
<p>4. English Romanticism. S. T. Coleridge's poetry (the analysis of <i>The Rime of the Ancient Mariner</i>). <i>Biographia Literaria</i>.</p> <p>☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.</p>			2.5				3		Selected poetry by S. T. Coleridge ←
<b>Midterm test</b>	2								

5. English Romanticism. John Keats's poetry (the analysis of <i>Ode on a Grecian Urn</i> , <i>Ode to a Nightingale</i> ).  ☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.			3				3		Selected poetry by J. Keats ←
6. Realism: beginnings, social and ideological conditions, aesthetic notions. Natural sciences, the philosophy of positivism, and the 19th c. English literature. Victorian Novel: genres, themes, problems, characters. First-wave feminism. Critical realism in Charles Dickens's writing. <i>Great Expectations</i> : themes, problems, genre, characters.  ☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.	3						3		Reading list: <i>Great Expectations</i> ←
7. Aesthetic movement in England. Oscar Wilde, <i>The Picture of Dorian Gray</i> .  ☞ Additional material, if necessary, will be uploaded on the VMA throughout the unit.	3						3		Reading list: <i>The Picture of Dorian Gray</i> ←
<b>PART 2 (March 30- May 25) Dr. Grant Rosson</b>									
8. Introduction to American Literature  Washington Irving, selections from <i>The Sketchbook of Geoffrey Chaucer</i>  ☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.	2								Reading list: ←
9. Puritan Legacy  Nathaniel Hawthorne, "Young Goodman Brown" and "The Minister's Black Veil"  ☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.			2						Reading list: ←
10. Early American Novel  Catherine Maria Sedgwick, <i>Hope Leslie</i> (1827)  ☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.	4								Reading list: ←
11. American Gothic  Edgar Allan Poe, "The Black Cat" and "The Fall of the House of Usher"			2						Reading list: ←

☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.									
12. The Watery World  Herman Melville, selections from <i>Typee</i> and <i>Moby Dick</i>  ☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.	2								Reading list: ←
<b>Midterm test - May 4</b>	2								
14. The Life and Letters of Emily Dickinson  Emily Dickinson, selected poems and letters  ☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.	2		2						Reading list: ←
15. American Slavery  Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i>  ☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.	2								Selected poetry by Walt Whitman (complementary texts will also be indicated/uploaded on the VMA).
16. Late 19 <sup>th</sup> -Century Short Story  Kate Chopin, “The Story of an Hour”  ☞ Additional material, if necessary, will be uploaded to the VMA throughout the unit.			2						
16. Woman in the 19 <sup>th</sup> - Century  Edith Wharton, selected short stories  ☞ Additional material, if there is any need for it, will be uploaded on the VMA throughout the unit.	2								Reading list: ←
<b>Total: 150</b>	<b>32</b>		<b>16</b>				<b>48</b>	<b>102</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Continuous assessment →  The overall grade for the two-part (Part 1 and Part 2) course →	50% +50%	Throughout the course	The overall <u>grade</u> for the course is determined by two parts: Part 1 (Topics 1-7) contributes 50 percent, and Part 2 (Topics 8-17) contributes the remaining 50 percent. To successfully pass the course, achieving a positive grade (5) in both parts is mandatory. If a student receives a negative grade in either Part 1 or Part 2, they will fail the entire course. However, in the event of a failure in one part, students have the opportunity to retake the failed segment during the retake session.
<b>Part 1: Midterm test →</b>	40 %	Part 1 midterm test is scheduled	The midterm examination for <b>Part 1</b> (40 percent) is a test that is made of X (both closed-ended and open-ended) questions. Each question is worth X points. Each



			<p>philosophical context of the period. When employing theoretical methods in analysis, the student does so appropriately. Additionally, the student consistently communicates in academic English.</p> <p><b>9 (Very good)</b></p> <p>The understanding of the course material is solid, showcasing the student's adept application of knowledge in responding to exam questions. The arguments presented are logical and well-articulated, demonstrating a clear grasp of key concepts. The student effectively incorporates the social-historical, cultural, religious, and philosophical context into their analysis. When employing theoretical methods, the student does so appropriately. Furthermore, the student consistently communicates in academic English.</p> <p><b>8 (Good)</b></p> <p>The student demonstrates a good understanding of the course material, providing correct answers to exam questions. While examples are given, they lack sufficient substantiation. The grasp of major concepts is generally sound, although occasional mistakes are noted. In analysis, the student appropriately references the social-historical, cultural, religious, and philosophical context. Additionally, the student incorporates literary criticism into their analysis. Notably, the use of academic English is correct throughout.</p> <p><b>7 (Highly satisfactory)</b></p> <p>The student displays a basic familiarity with the course programme and the ability to apply knowledge independently. However, there are unessential shortcomings in their answers to exam questions, characterized by a lack of in-depth knowledge and substantiation, with occasional errors, discrepancies, and illogical reasoning. The student does not consistently refer to the social-historical, cultural, religious, and philosophical context in their responses. Furthermore, there are some flaws in the use of academic English.</p> <p><b>6 (Satisfactory)</b></p> <p>The student possesses a below-average understanding of the course programme materials. While familiar with most content, discussions lack consistency and a logical structure, with limited examples provided. It appears that the student did not invest a sufficient amount of time and effort into studying the subject, resulting in inconsistent knowledge. Furthermore, the student minimally draws on the social-historical, cultural, religious, and philosophical context in their discussions. Additionally, the academic English used by the student exhibits notable flaws.</p> <p><b>5 (Sufficient)</b></p> <p>The student's knowledge of the course programme barely meets the minimum requirements for a passing grade. There is limited proficiency in applying the acquired knowledge, and the overall knowledge base is meager. The student fails to incorporate the social-historical, cultural, religious, and philosophical context of the</p>
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			<p>period into their understanding. Furthermore, their use of academic English is notably poor.</p> <p>4,3, 2,1</p> <p><b>(Insufficient)</b></p> <p>The student falls significantly short of meeting the minimum criteria for mastery of the course programme materials. Their understanding of the subject matter is very poor, bordering on nonexistent, or the knowledge they possess is irrelevant and insufficient. This inadequacy is evident in their inability to answer exam questions appropriately. Notably, the student has neglected to read the required books (poems) on the Required Reading List. Furthermore, their use of language lacks academic precision, as they resort to an informal register and present answers in bullet points, further diminishing the quality of their responses.</p>
<p>Reading Requirement:</p> <p>All books on the Required Reading List must be read in their entirety. Summaries or plot descriptions available online are not an acceptable substitute.</p>		Throughout the term	<p><b>Attendance Requirements</b></p> <p>Students are required to attend a minimum of 70% of classes for both Part 1 and Part 2. This means that attendance must meet the 70% requirement separately for each part.</p> <p>This standard is based on the well-established correlation between class attendance and academic performance. Lectures, discussions, and in-class activities play a crucial role in deepening understanding and reinforcing key concepts.</p> <p>Important:</p> <p>Failure to meet the 70% attendance requirement for seminars will result in ineligibility to sit for the June exam.</p> <p>Students who do not meet the attendance requirement will be required to retake the course in the next academic year.</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
<b>Compulsory reading I</b>				
Chopin, Kate		"The Story of an Hour"		Available online
Coleridge, Samuel Taylor		Selected Poems <i>Biographia Literaria</i>		Available online
Defoe, Daniel	2008	Robinson Crusoe		Oxford: Oxford University Press
Dickens, Charles	1994	Great Expectations		London: Penguin Books
Dickinson, Emily		Selected letters and poems		Available online



Hawthorne, Nathaniel		Selected stories		Available online
Irving, Washington		<i>The Sketchbook of Geoffrey Crayon</i>		Available online
Jacobs, Harriet		<i>Incidents in the Life of a Slave Girl</i>		Available online
Keats, John		Selected Poems		Available online
Poe, Edgar Allan		Selected stories		Available online
Sedgwick, Catherine Maria		<i>Hope Leslie</i>		Available online
Swift, Jonathan		Gulliver's Travels		Available online Project Gutenberg
Wharton, Edith		Selected stories		Available online
Wordsworth, Williams		Selected Poems Preface to Lyrical Ballads		Available online
<b>Compulsory reading II</b>				
Adorno, W. Theodor, Horkheimer, Max	2007	Dialectic of Enlightenment		Stanford: Stanford University Press
Ashton, T.S.	2006	The Economic History of England: the 18th Century Economic History		London: Routledge
Brant, Clare	2006	Eighteenth-Century Letters and British Culture		New York: Palgrave Macmillan
Eagleton, Terry	2005	The English Novel: An Introduction.		Oxford: Blackwell Publishing
Fallon, Ann Marie	2011	Global Crusoe. Comparative Literature, Postcolonial Theory and Transnational Aesthetics		Farnham: Ashgate Publishing Limited
Habermas, Jürgen	1991	The Structural Transformation of the Public Sphere: an Inquiry into a Category of Bourgeois Society		Massachusetts Institute of Technology
Hobbes, Thomas		Leviathan		Available online
Memmi, Albert	1965	The Colonizer and the Colonized		Boston: Beacon Press
Keymer, Thomas and Mee, Jon (eds.)	2004	The Cambridge Companion to English Literature 1740-1830		Cambridge: CUP
Pagden, Anthony	2013	The Enlightenment and why it still matters		Oxford: Oxford University Press
Parrinder, Patrick	2006	Nation and Novel: the English Novel From Its Origins to the Present Day		Oxford: Oxford University Press
Richetti, J.	1996	The Cambridge Companion to the Eighteenth Century Novel		Cambridge: CUP
Sant, Van Ann Jessie	1993	Eighteenth Century Sensibility and the Novel – The Senses in Social Context		Cambridge: CUP

Watt, Ian	1974	The Rise of the Novel: Studies in Defoe, Richardson, and Fielding		Los Angeles: University of California Press
Weber, Max	1958	The Protestant Ethic and the Spirit of Capitalism		New York: Scribner

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