



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Literature of English-Speaking Countries: the 20th and the 21st Centuries/ Anglakalbių šalių literatūra: XX - XXI a.	

Lecturer(s)	Department(s) where the course unit (module) is delivered
British: Dr. Linara Bartkuvienė American: Dr. Grant Matthew Rosson	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	Autumn	English

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

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	150	48 (32 +14 + 2 (exam))	102

Purpose of the course unit (module): programme competencies to be developed
<p>Subject-Specific Competences:</p> <p>Historical Context: This course is designed to familiarize students with the history of English and American literature from the twentieth century to the early twenty-first century. It will explore the evolution of literature within social, historical, cultural, religious, and philosophical contexts.</p> <p>Literary Trends: Students will gain an understanding and appreciation of the major literary trends and movements of this period. The course will also highlight the works of innovative authors in twentieth and twenty-first-century British and American fiction.</p> <p>Analytical Skills: Students are expected to develop the analytical skills necessary to compare, evaluate, and critically engage with texts within the broader context of European literature. The course offers a comprehensive exploration of English literary history, covering Modernism, Postmodernism, and literature beyond Postmodernism.</p> <p>Generic Competencies to be Developed:</p>

Responsibility: Students will acquire the ability to set goals, select and utilize the resources required for task completion, effectively plan their time, and adhere to deadlines.

Intercultural Competence: This competency emphasizes respect and openness to diverse cultures. Students will gain the ability to work in multicultural environments, understand the nuances of different cultures, analyze and assess cultural contexts, and effectively engage with individuals from varied cultural backgrounds, fostering awareness, respect, and openness to cultural diversity.

Problem-Solving: Students will develop problem-solving skills, enabling them to identify and address challenges within their field and related areas. They will adeptly identify problems through the analysis and critical assessment of relevant information, generate innovative ideas, and select optimal solutions.

Openness to Change: This competency encourages students to embrace new ideas, actively seek change, and foster creativity and innovation. Students will develop the capacity to evaluate the quality of their actions and accomplishments, striving to acquire the competencies necessary for future adaptation and change.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Generic Learning Outcomes: Students will show the ability to apply their knowledge effectively in academic discourse and real-world contexts. They will develop autonomy, including the capacity to design strategies and manage their time efficiently. Students will cultivate analytical and critical thinking skills, enabling them to make informed decisions regarding objectives, priorities, methods, and resource allocation for task completion. They will acquire comprehensive knowledge within the subject area and demonstrate a commitment to maintaining high standards in their academic work, including the ability to progress systematically and accurately assess their achievements.</p> <p>Subject Learning Outcomes: Upon successful completion of the course, students will achieve the following: They will gain a comprehensive understanding of the literary developments within twentieth and early twenty-first-century English literature. Students will be proficient in identifying and defining the distinct characteristics of twentieth-century English literature. They will develop an appreciation for the literary discourse in its historical, social, and political context, enhancing their ability to engage with the broader climate of literary debate during this period.</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>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>
<p>Students will be able to analyze and interpret the set texts; define their generic, structural, and thematic features, and the mechanisms of the formation of meaning; demonstrate an understanding of modernist literary forms and techniques used in modernist and postmodern literature.</p>	<p>Analysis of the text, interpretation, and contribution to class discussion.</p> <p>Individual work:</p> <ul style="list-style-type: none"> • Reading research articles; • Reading primary texts. <p>Work in class:</p> <ul style="list-style-type: none"> • Thought mapping; • In-class discussion on the passages read in class; • Adequately reporting on the content of the text (its extracts) read in class. 	

<p>Students will 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>Academic research (source research, systematization of information), analytical methods.</p> <p>Individual work:</p> <ul style="list-style-type: none"> • Reading research articles; • Reading primary texts. <p>Work in class:</p> <ul style="list-style-type: none"> • Thought mapping; • In-class discussion on the passages read in class; • Adequately reporting on the content of the text (its extracts) read in class. 	
<p>Students will gain a comprehensive understanding of the literary developments in twentieth and early twenty-first-century English literature. They will be equipped to analyze the significant authors, works, genres, texts, and contexts within this period.</p>		

<p>Content: breakdown of the topics</p>	<p>Contact hours</p>						<p>Self-study work: time and assignments</p>	
	<p>Lectures</p>	<p>Tutorials</p>	<p>Seminars</p>	<p>Exercises</p>	<p>Laboratory work</p>	<p>Internship/work</p>	<p>Contact hours</p>	<p>Self-study hours</p>
<p>PART 1</p> <p>Unit 1. Literary Modernism. James Joyce's <i>Dubliners</i> (1914): themes, problems, characters; ideas, symbols; narrative style; the epiphany.</p> <p>https://library.buffalo.edu/jamesjoyce/catalog/i-epiphanies/</p> <p>☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.</p>	<p>3</p>					<p>2</p>		<p>The complete reading lists for each unit will be made available on e-mokymai.</p>
<p>Unit 2. World War I and Literary Representations of Shell Shock: Virginia Woolf, <i>Mrs. Dalloway</i> (1925).</p> <p>☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.</p>	<p>3</p>					<p>2</p>		
<p>Unit 3. Modernity and Post-War Society: T.S. Eliot, <i>The Waste Land</i> (1922) (extracts); <i>Tradition and the Individual Talent</i> (1919) (extracts).</p>	<p>2</p>		<p>4</p>			<p>4</p>		

⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.								
Mid-term test	2					2		
Unit 4. Postmodern historical fiction: John Fowles, <i>The French Lieutenant's Woman</i> (1969). Metafiction, historical parody, multiple endings. ⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	2					2		
Unit 5. A feminist postmodern reworking of fairy tales: Angela Carter's <i>The Bloody Chamber</i> (1979). Intertextuality, myth revision, genre hybridity. ⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.			2			2		
Unit 6. A postmodern, semi-autobiographical novel exploring identity and religious upbringing: Jeanette Winterson's <i>Oranges Are Not the Only Fruit</i> (1985) ⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	2					2		
Unit 7. Literature After Postmodernism. Van der Aker, Vermeulen & Gibbons on Metamodernism			2					
Unit 8. English Literature after Postmodernism or English Literature in the 21st Century. Ian McEwan's <i>Atonement</i> (2001). Metafiction + ethical realism, emotional depth, historical responsibility. ⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	2					2		
Final test (Part 1)	2					2		
PART 2								
Unit 6. <u>"A Great American Novel"</u> F. Scott Fitzgerald, <i>The Great Gatsby</i> ⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	4							
Unit 7. <u>"Some Great American Poetry"</u> Selected early 20 th -century American poems, from Carl Sandburg, Langston Hughes, Gwendolyn Brooks, et al. ⌘ Any additional material, if needed, will be uploaded to the VMA throughout the unit.			2					

Unit 8. <u>“Identity in the American South”</u> Carson McCullers, <i>The Heart is a Lonely Hunter</i> (1940) ☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	4							
Unit 9. <u>“Poetry of Elizabeth Bishop”</u> Selected poems by Elizabeth Bishop ☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.			2					
Mid-term test	2							
Unit 10. <u>“James Baldwin’s Short Fiction”</u> James Baldwin, “Come Out the Wilderness” and “Previous Condition” ☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	2							
Unit 11. <u>“Late 20th-Century Poems”</u> Selected poems by Louise Glück, Mary Oliver, Adriene Rich, Audre Lorde, et al. ☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.			2					
Unit 12. <u>“Autofiction”</u> Selections from Maggie Nelson, <i>Bluets</i> , and Ben Lerner, <i>10:04</i> ☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.	4							
Unit 13. <u>“Contemporary Short Fiction”</u> George Saunders, “The Semplica-Girl Diaries” ☞ Any additional material, if needed, will be uploaded to the VMA throughout the unit.			2					
Final test (Part 2)								
Total: 150	32		16				48	102

Assessment strategy	Weight, %	Deadline	Assessment criteria
Continuous assessment →	50%+50 %	Throughout the course	The overall grade for the course is determined by two parts: Part 1 (Topics 1-5) contributes 50 percent, and Part 2 (Topics 6-14) contributes the remaining 50 percent. To successfully pass the course, achieving a positive grade (5) in both parts is mandatory. If a student

<p>The overall grade for the two-part (Part 1 and Part 2) course →</p>			<p>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 February 2027. Students who are deemed not eligible for the examination test (Test 2) because of an insufficient attendance rate shall retake the course unit in the next academic year and will not be eligible to retake the examination test (Test 2) in February of the current academic year. In this course, we emphasise the importance of consistent engagement with texts, critical thinking, and developing analytical skills, which are integral to mastering the material. Additionally, students are encouraged to actively participate in discussions related to assigned texts and engage in individual and group tasks during practical sessions.</p>
<p>Part 1: Midterm test →</p>	<p>40%</p>	<p>Part 1 midterm test is scheduled for X</p>	<p>The midterm examination for Part 1 (40 percent) is a test that consists of X questions. Each question is worth X points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p>
<p>Part 2: Midterm test →</p>	<p>40%</p>	<p>Part 2 midterm test is scheduled for X</p>	<p>The midterm examination for Part 2 (40 percent) is a test that consists of X questions. Each question is worth X points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p>
<p>Examination test: Part 1 and Part 2</p>	<p>60%</p>		<p>The examination test for Part 1 (60 percent) is a test that is made up of X long-answer questions. Each question is worth X points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p> <p>The examination test for Part 2 (60 percent) is a test that is made up of X questions. Each question is worth 5 points. Each question falls into a few segments: one of the segments will test the knowledge of the content of the book/ poem/ play, and the other segment(s) will ask you to identify and explain one or another aspect of the book discussed in lectures and seminars.</p>
<p>Assessment of examination tasks →</p>			<p>Examinations are graded on a 10-point scale ↓ (see below).</p>

			<p>Grades in the range of 4.5 to 4.9 are not rounded up to 5 due to the policy that negative grades are not rounded up to a positive grade. However, grades from 5.1 onwards are rounded up to the next whole number.</p> <p>Examination Assessment</p> <p>10 (Excellent)</p> <p>The comprehension of the course material is exceptional; the student exhibits a comprehensive understanding of the subject matter, skillfully applying acquired knowledge to address exam questions. Demonstrating a coherent and logical articulation, the student effectively conveys their approach to theme analysis, persuasively developing arguments. Moreover, the student adeptly integrates the social-historical, cultural, religious, and 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>9 (Very good)</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>8 (Good)</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 the 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>7 (Highly satisfactory)</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>
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		<p>6 (Satisfactory) 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>5 (Sufficient) 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 period into their understanding. Furthermore, their use of academic English is notably poor.</p> <p>4,3, 2,1 (Insufficient) 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>Attendance requirements. Students are required to attend at least 70% of classes in both Part 1 and Part 2. In other words, the expectation is a minimum of 70% attendance for each part separately. This standard reflects the strong and consistent link between class attendance and academic performance. Lectures, discussions, and in-class activities are integral to deepening understanding and internalizing the subject matter. Failure to meet the 70 percent seminar attendance requirement will result in the student being ineligible to sit for the January exam (Test 2). Students who are deemed not eligible for the January exam (Test 2) because of insufficient attendance rate shall retake the course unit in the next academic year and will not be eligible to retake the examination test (Test 2) in February of the current academic year. In this course, we emphasise the importance of consistent engagement with texts, critical thinking, and developing analytical skills, which are integral to mastering the material. Additionally, students are encouraged to actively</p>

			participate in discussions related to assigned texts and engage in individual and group tasks during practical sessions.
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
Compulsory reading I				
Carter, A.	2015	<i>The Bloody Chamber</i>		London: Penguin Classics
Eliot, T.S.		<i>The Waste Land</i>		Available online https://rpo.library.utoronto.ca/poems/waste-land#9
Eliot, T.S.		Tradition and the Individual Talent		Available online: https://www.poetryfoundation.org/articles/69400/tradition-and-the-individual-talent
Fitzgerald, F. S.	1925	<i>The Great Gatsby</i>		New York: Scribner's
Fowles, J.	1998	<i>The French Lieutenant's Woman</i>		London: Penguin Books
Joyce, J.	2014	<i>Dubliners</i>		London: Penguin Books
McCullers, C.	1940	<i>The Heart is a Lonely Hunter</i>		New York: Harcourt
McEwan, I.	2003	<i>Atonement</i>		London: Anchor Books
Winterson, J.	1985	<i>Oranges Are Not the Only Fruit</i>		New York: Grove Press
Woolf, V.	1992	<i>Mrs. Dalloway</i>		London: Penguin Books
Optional / Recommended reading				
Bentley, N.	2008	Contemporary British Fiction		Edinburgh: Edinburgh University Press
Boxall, P. (ed.)	2016	The Cambridge Companion to British Fiction 1980-2018		Cambridge: Cambridge University Press
Bradbury, M (ed.), McFarlane, J. (ed.)	1991	Modernism: A Guide to European Literature 1890 - 1930		London: Penguin Books
Bulson, E.	2006	The Cambridge Introduction to James Joyce		Cambridge: Cambridge University Press
Childs, P.	2000	Modernism		London, New York: Routledge
Cooper, P. (Foreword by Linda Hutcheon)	1991	The Fictions of John Fowles: Power, Creativity, Femininity		Ottawa, Paris: University of Ottawa Press
English, F. J. (ed.)	2006	A Concise Companion to Contemporary British Fiction		Oxford: Blackwell Publishing
Goldman, J.	2004	The Cambridge Introduction to Virginia Woolf		Cambridge: Cambridge University Press
Moody, A.D.	1995	The Cambridge Companion to T.S. Eliot		Cambridge: Cambridge University Press
Rainey, L. (ed.)	2005	Modernism, An Anthology		Oxford: Blackwell Publishing
Russell, E. M.	2007	T.S. Eliot. A Literary Reference to His Life and Work		New York: Facts on File
Van der Aker, R. & Gibbons, A & Vermeulen, T.	2017	Metamodernism. Historicity, Affect, and Depth After Postmodernism		London: Roman and Littlefield
Waugh, P.	1984	Metafiction		London: Routledge

The course description was updated on April 2, 2026