

SURVEY OF BRITISH LITERATURE, MEDIEVAL TO 1780

ENGL 3430, SPRING 2023 / MWF 11-11:50 / LANG 315



Prof: Deborah Armintor (Dr. A)

Pronouns: She/They

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Zoom Classroom/Office Link:

<https://unt.zoom.us/j/6837842372>

Zoom by phone (audio only): 1 346-248-7799

Meeting ID: 683 784 2372

How to contact me with a question or to schedule an Office Hours appointment:

Email or Text me with your question or Office Hours appointment request at the email address or cell phone number listed above. Please do not attempt to reach me via Canvas chat, messenger, or any other Canvas interface. Be sure to state in the subject heading of every

email and the body of each text: your full name, the name or number of the course, and your course section number.

#### Course Description:

This class will cover roughly five-hundred years of British literary history. Our goal is to become better readers of early modern literature, and to explore how attitudes about the meaning of poetry, narrative, and authorship varied over the centuries and from author to author.

#### Required Physical Texts:

None. All readings will be linked online in the syllabus.

#### Course Requirements & Grading:

Test 1 (March 6) & Test 2 (April 28): taken in class, closed book & closed notes, without looking at the syllabus or using the internet; worth 33% of course grade. Each test will consist of 20 multiple choice questions (A-D) on both broad and specific aspects of the reading assignments covered in class discussion, specific quotes and passages covered in class discussions, and topics in literary history, genre, and form covered in class. Test 1 will cover weeks 1-7, and Test 2 will cover weeks 8-13. There will be an in-class test review/Q&A session before the test. Notes from that review/Q&A session will be attached to the syllabus afterwards.

Critical Essay (Due on Canvas by Friday May 12 at 11:59pm, worth 33% of course grade): Write an essay of 6 pages or more that either:

A) analyzes one or more undiscussed and non-obvious aspect(s) of any text covered in the course.

or

B) analyzes a text that is of the same genre and by the same author as a text covered in the course (excluding Everyman).

or

C) analyzes any of the texts assigned in the syllabus that we didn't cover in class discussions.

Please note:

-You are welcome to meet with me to brainstorm for essay topics, but that is not necessary.

-If you want to do additional research or analyze/use additional primary or secondary sources to make your point(s), you may do so, but that is not necessary. Any texts you use that were not assigned in the course must be cited in an MLA-style Works Cited list at the end of your paper (See:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) for how to write an MLA-style Works Cited page). Note that your Works Cited page does not count toward your 6-pages or more page-length minimum requirement].

-Your introductory paragraph should present an argument that the body of your essay should prove through close readings of specific quotes from the text. Avoid "filler," autobiographical self-referential statements, unnecessary background not relevant to your argument.

-In each paragraph, be sure to quote directly and selectively from the text you're critiquing, and to analyze those passages closely and creatively, with attention to detail and context (textual context and/or literary-historical context). Avoid dwelling on points we've already covered in class, unless it's a point that you made in class yourself. You may freely refer to any point already covered in class if you're using it as a springboard to saying something new. In every point you make, be sure to move beyond the obvious.

-Formatting: papers must be 1.5- or double-spaced, in a reasonable font (11 or 12-point Times New Roman, for instance), and with 1 inch margins all around, submitted electronically via the course CANVAS page.

Making it through the semester (worth 1% of course grade): Congrats in advance. You got this!

Course Policies

## Attendance:

Regular attendance is mandatory to succeed in this course. If you don't attend, it will be impossible to do well on the graded assignments. In addition to regular attendance, I expect active participation of all students. Active participation manifests itself differently in everyone, depending on your learning style, personality, introversion, or extroversion, etc., but always includes having the day's assigned reading with you (either a physical copy, or an electronic copy), following along in the reading as we discuss various passages, and being visibly and/or audibly engaged in the discussion at hand (knitting, doodling, etc., or moving about/fidgeting in the classroom is perfectly fine, whatever it takes for you to be comfortable and stay engaged, as long as you're respecting the boundaries, health, and safety of others!).

Plagiarism Policy: Any student who plagiarizes will receive an automatic "F" for the course. For UNT's full Academic Integrity Policy, see: <https://policy.unt.edu/policy/06-003>

Compliance with Americans with Disabilities Act: The right to equal access and accommodation for people with disabilities is guaranteed under federal civil rights law by the Americans with Disabilities Act (ADA), regardless of student status or UNT Office of Disability Accommodation (ODA) registration. Reasonable accommodation and equal access for students with disabilities are important to me regardless of ODA status, and I will seek to accommodate you however I can; just let me know. Students seeking specific accommodations at UNT through ODA, however, must first register with the ODA to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that the ODA requires that students obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website: <https://studentaffairs.unt.edu/office-disability-access> .

## Reading & Assignment Schedule:

Readings & assignments are due on the days listed below. Readings are subject to change based on pace of class discussion. Any changes to the reading will be announced in class on the class day prior and adjusted in the CANVAS syllabus accordingly.

## Section I: The Medieval Period

### Week 1:

M, 1/16: MLK Day (no class)

W, 1/18: Intro to the Course (no reading)

F, 1/20: Anon, Intro to Everyman (no reading assignment for today. We will read & discuss the first part of the play in class together): <https://www.gutenberg.org/ebooks/19481>

### Week 2:

M, 1/23: Anon, Everyman (read the entire play): <https://www.gutenberg.org/ebooks/19481>

W, 1/25: Intro to Chaucer, Canterbury Tales (no reading):

<https://chaucer.fas.harvard.edu/pages/text-and-translations>

F, 1/27: Chaucer, CT: General Prologue:

<https://chaucer.fas.harvard.edu/pages/text-and-translations>

### Week 3:

M, 1/30:

Chaucer, CT: General Prologue:

<https://chaucer.fas.harvard.edu/pages/text-and-translations>

W, 2/1: Chaucer: CT: The Miller's Tale:

<https://chaucer.fas.harvard.edu/pages/text-and-translations>

F, 2/3: Chaucer: CT: The Miller's Tale:

<https://chaucer.fas.harvard.edu/pages/text-and-translations>

## Section II: The Renaissance

### Week 4:

M, 2/6: Intro to Petrarch, Dante, & The History of the Sonnet:

Dante: Vita Nuova sonnets:

<http://www.gutenberg.org/files/41085/41085-h/41085-h.htm>

W, 2/8: Intro to The English Sonnet:

Shakespeare, Sonnets

(Links to an external site.

1-25: <http://www.shakespeares-sonnets.com/all.php>

Wyatt, "Whoso List to Hunt, I Know Where There Is an Hind":

<https://www.poetryfoundation.org/poems/45593/whoso-list-to-hunt-i-know-where-is-an-hind>

F, 2/10: Shakespeare, Sonnets

(Links to an external site.

26-50: <http://www.shakespeares-sonnets.com/all.php>

### Week 5:

M, 2/13: Spenser, Sonnets from Amoretti (1st half):

<http://spenserians.cath.vt.edu/TextRecord.php?textsid=32834>

W, 2/15: Spenser, Sonnets from Amoretti (2nd half):

<http://spenserians.cath.vt.edu/TextRecord.php?textsid=32834>

F, 2/17: Spenser and Shakespeare sonnets discussion, continued

Week 6:

M, 2/20: Shakespeare, Romeo & Juliet (1st half):

<https://www.gutenberg.org/files/1513/1513-h/1513-h.htm>

W, 2/22: Shakespeare, Romeo & Juliet (2nd half):

<https://www.gutenberg.org/files/1513/1513-h/1513-h.htm>

Section III: The Seventeenth Century

F, 2/24: Intro to Metaphysical Poetry. Donne: "The Flea," "Love's Alchemy," "The Apparition," "The Relic," "Negative Love" <http://www.luminarium.org/sevenlit/donne/donnebib.htm>

Week 7:

M, 2/27: Herbert: "Love III," "The Pilgrimage," "The Elixir," "The Windows"

<http://www.luminarium.org/sevenlit/herbert/love3.htm>

W, 3/1: Donne and Herbert discussion, continued

F, 3/3: Test Review Session and Q&A (no reading)

Week 8:

M, 3/6: TEST 1 (IN CLASS)

W, 3/8: Intro to Milton, Paradise Lost, Book 1:

<https://www.gutenberg.org/ebooks/26>

(Discussed in class Milton's prose intro to a later edition of Paradise Lost:  
<https://www.poetryfoundation.org/articles/69378/introduction-to-paradise-lost> )

F, 3/10: Paradise Lost, Book 2:

<https://www.gutenberg.org/ebooks/26>

Week 9: SPRING BREAK, MARCH 13-18

Week 10

M, 3/20: Paradise Lost, Book 3:

<https://www.gutenberg.org/ebooks/26>

W, 3/22: Paradise Lost, Book 4:

<https://www.gutenberg.org/ebooks/26>

Section IV: The Eighteenth Century

F, 3/24: Pope, Essay on Man (first half):  
<https://www.gutenberg.org/files/2428/2428-h/2428-h.htm>

Week 11:



M, 3/27: Pope, Essay on Man (second half):  
<https://www.gutenberg.org/files/2428/2428-h/2428-h.htm>

W, 3/29: Pope, Epistle to Arbuthnot (first half):  
<https://www.poetryfoundation.org/poems/44895/epistle-to-dr-arbuthnot>

F, 3/31: Pope, Epistle to Arbuthnot (second half):  
<https://www.poetryfoundation.org/poems/44895/epistle-to-dr-arbuthnot>

#### Week 12:

M, 4/3: Swift, Gulliver's Travels, Voyage to Lilliput section;  
<https://www.gutenberg.org/files/829/829-h/829-h.htm>

W, 4/5: Swift, Gulliver's Travels, Voyage to Brobdingnag section:  
<https://www.gutenberg.org/files/829/829-h/829-h.htm>

F, 4/7: Swift, Gulliver's Travels, Laputa section:  
<https://www.gutenberg.org/files/829/829-h/829-h.htm>

#### Week 13:

M, 4/10: Swift, Gulliver's Travels, Houynhymns section:  
<https://www.gutenberg.org/files/829/829-h/829-h.htm>

W, 4/12: Haywood, Fantomina (first half):  
<https://digital.library.upenn.edu/women/haywood/fantomina/fantomina.html>

F, 4/14: Haywood, Fantomina (second half):  
<https://digital.library.upenn.edu/women/haywood/fantomina/fantomina.html>

Fantomina Notes.pdf

#### Week 14:

M, 4/17: Swift, "The Lady's Dressing Room;" "On Burning a Dull Poem," both at <https://www.gutenberg.org/files/14353/14353-h/14353-h.htm>

W, 4/19: Swift, "A Beautiful Young Nymph Going to Bed;" "Cassinus and Peter," both at <https://www.gutenberg.org/files/14353/14353-h/14353-h.htm>

F, 4/21: Swift, "Description of the Morning;" "Description of a City Shower," both at <https://www.gutenberg.org/files/14353/14353-h/14353-h.htm>

Week 15:

M, 4/24: Test Review Session and Q&A (no reading)

W, 4/26: Test Review Session and Q&A (no reading)

F, 4/28: TEST 2, IN CLASS

Week 16:

M, 5/1: Critical Essay Workshop

W, 5/3: Critical Essay Workshop; SPOT Evaluations (Note: The SPOT Evaluation link will be provided here when available).

F, 5/5: NO CLASS (University-wide Reading Day)

\*FRIDAY, MAY 12: CRITICAL ESSAY DUE ON CANVAS BY 11:59 PM\*

Note: There is no final exam in this course.