

HIST 330-01: The Politics of Food in Early Modern England

Grinnell College, Spring 2018

MW @ 2:00-3:50 p.m., Mears Cottage 202

Syllabus subject to change

Professor Catherine Chou (choucath@grinnell.edu)

Office Hours: MW @ 4:00-6:00 p.m., or by appointment, Mears Cottage 211

Course Description

'The culinary is political (and moral and religious),' an early modern Englishman once said – or even if he didn't, surely he would have concurred. Through an examination of the conflicts surrounding the purchase, consumption, and production of food, as well as the moral and political use of culinary puns, metaphors, and allusions, this class will offer a chronological and thematic look at the 'century of revolutions' in England beginning with Elizabeth I's reign in the 1550s and ending with the death of King William III in 1702. We will chart England's transition from an early modern monarchy and economy, in which high politics centered on the person of the monarch, and the Crown struggled to find a way to 'live of its own'; through the Civil War and Interregnum, when 'the world turned upside down' and royalists, Ranters, and radicals contended with one another over the ideal form of power, authority, and civil society; and finally, to the turn-of-the century, when the Glorious Revolution helped to usher in party politics and a modernized commercial society.

Over the course of the semester, we will address the following questions: 1) What can we learn about the ways in which English conceptions of the ideal society shifted (or remained the same) over the course of the early modern period, through a close reading of sermons, proclamations, pamphlets, songs, and satires concerning the consumption of food and the manner in which it was sold and supplied? 2) What can these sources tell us about the constituencies and communities that comprised early modern England, and how and why their interests aligned or came into conflict? 3) In addition, what can these sources teach us about the 'rules' governing the early modern English economy, and how such rules relate to common understandings about the duties of poor and middling Englishmen vis-à-vis their masters, and vice versa? 4) Why did the consumption of certain items, or the place and manner in which they were consumed, take on religious and political significance at certain points throughout the seventeenth century? 5) Finally, how and why did Englishmen employ the language of consumption, cooking, or domesticity to celebrate, or to criticize ecclesiastical and secular authorities?

Although this seminar takes as its primary subject matter the consumption of food and the manipulation of culinary language and imagery, it is not a class on material culture. Rather, it seeks to understand the political, religious, and ideological conflicts of the day by exploring textual and visual sources on plenty and want, fasting and gluttony, drunkenness and temperance. Above all, this is a

course designed to familiarize you with techniques and methodologies that historians use in order to analyze, contextualize, and synthesize primary and secondary source material. As a capstone, you will produce an original research paper addressing some of the major themes and questions of the course, based on archival and scholarly material that you have collected.

Required Books and Readings

Textbook (Available at Pioneer Bookstore)

1. Robert Bucholz and Newton Key, *Early Modern England, 1485-1717* (Chichester, UK: Wiley Blackwell, 2009)

Course packet readings available online via P-web; **print the week's readings and bring to class**

Additional readings may be on reserve at the library or handed out in class as necessary

A note on the readings

We will not discuss the Bucholz and Key textbook in class; it is intended as a supplement to our lectures and discussions, as well as an additional resource as you complete your writing assignments.

All of the other primary and secondary sources are uploaded to P-web in the form of a course reader; you must bring the entire week's readings to class in hard copy (this counts towards your participation grade). One of the terrific things about studying early modern England is that you can learn to access and read a wide variety of sources in the original, without mediation. This is the best way to get a sense of the rhythms, concerns, and perspectives that shaped the early modern period. We will practice learning to read – to our eyes! – funny and irregular spelling, densely printed type, manuscript handwriting, unfamiliar formatting, etc. **This may seem difficult at first, but the important thing is that you try!**

Assignments and Grading Breakdown

Participation (including occasional class assignments): 40%

Reading Responses: 20%

Image or text analysis (**due 02/24**): 10%

Research Paper (**due 05/16**): 30%

Attendance and Participation: 40%

Your success in (and enjoyment of!) this course will depend on your willingness to engage thoughtfully with the material and each other, in your conversation and your note-taking. We will learn a great deal from one another if we come to class prepared, with open minds, ready to contribute and to take intellectual risks. Together, we will practice developing incisive questions, identifying significant passages, tracing common themes, providing evidentiary support for scholarly arguments, and responding productively to disagreements and critiques.

For every class please come prepared with:

1. Hard copies of the readings – **Coming to class without the correct readings = 1/3 absence**
2. A hard copy of your reading response (see below) or a short reaction, consisting of:
 - a. A passage from the text that you consider especially significant, **copied out and cited**
 - b. A short explanation (about 250-300 words total) of why you think the passage is especially crucial to the meaning or argument of the text as a whole; your reading of the tone or intention of the piece, and its potential reception and impact; or the insights that it provides into the central themes and main questions of our course
 - c. At least one question of your own about the reading
 - d. **I will periodically collect and check your 'short reactions' and class notes, counting them towards your participation grade**

Additional ground rules for class:

1. Initial meeting with Instructor – Please sign up here for a (mandatory) meeting with me, in the first two weeks of the semester. This is so I can get to better know you and your goals for the class!
2. No laptops (except for designated days) – this is a discussion-based course, and as such, it is important that you stay focused on listening to and interacting with your classmates. Respect them and respect yourself by making the most of your class time. **This also means no phone or social media use during class; all your digital devices should be put away before class.**
3. Attendance – You are allowed one excused absence, for any reason, without penalty, as long as you notify me ahead of time. Subsequent absences must be approved by Student Services, Athletics Department, Chaplain, etc., or they will count against your participation grade. **Each tardy arrival to class of five minutes or more will also count as half an absence. More than five absences will result in failure of the course.**

Reading Responses – 20%

To help keep you on track (and make class discussion lively), **you will be asked to write a 500-word analysis of five of the assigned texts or sources. Responses to a particular reading are due the day we discuss it in class, in *hard copy*. You must also upload a copy to P-web. One response must be submitted by the end of week two, and you can only write a maximum of one response per week.** Each response is worth 4% of your overall grade (the lowest grade will be dropped).

These responses are your chance to show me your thought processes concerning the source at hand. One strategy for making your responses coherent and organized is to start with a central question and then develop (and support) an argument in response. Cite specific quotes or details from the source, as well as from the lectures and additional readings. Avoid the temptation to go online for answers or to become fixated on finding one 'right' interpretation. These sources can be fruitfully read

in a number of ways and I am far more interested in what you think than in what outside critics say. Questions and topics you may consider addressing include:

1. What do you consider to be the central arguments of this piece and why? What is the author or artist's intention for producing it? (Include evidentiary support!)
2. What is the audience for this source? How might the source have reached them? (How can the material production of this source point to its distribution and impact?)
3. How can this source help historians understand the broader political, religious, and/or cultural context of the day?
4. How can you put these sources in meaningful conversation with each other and the secondary readings and lectures?

All the writing you produce for this class should be footnoted in Chicago-style format. For more information on footnoting, see: <https://owl.english.purdue.edu/owl/resource/717/03/>

Image or Text Analysis: 10%

You will be responsible for finding a primary source image or *short* text (approximately 1-5 pages) that addresses one or more of the topics we have discussed in class (from weeks one through four).

Write a 1000-word paper in which you analyze the source in its historical context, focusing on the author/illustrator's argument, his or her intended audience, the rhetorical and linguistic techniques employed, and how or why this text/image can help us better understand the landscape of late Tudor or early Stuart England. **Your paper is due via P-web on 02/24, by midnight.**

Final Paper: 40%

For your final assignment, you will write a 6000-word research paper. We will work together, one-on-one and as a class, to develop original research questions, find primary and secondary sources, and put them in productive conversation with one another. Your specific topic may be drawn from any of our class discussions, or from your own outside reading and interests, while your main research question should address the broad themes and issues of the course. This paper is also your chance to demonstrate your facility with analyzing and contextualizing a range of primary sources!

Late Assignment Policy

Every student is entitled to a 48-hour grace period on the image or text analysis, or final paper. You must notify me if you plan to take the extension. Once you have used your grace period, late assignments will be docked by 1/3 of a grade each day.

Honor Code

Please familiarize yourself with the Grinnell Student Handbook honesty policies and abide by them

Accommodations

If you have any documented needs that require accommodation, please do not hesitate to let me know. More details can be found at: <https://www.grinnell.edu/about/offices-services/accessibility-disability/disability-services>

Readings and Topics

Week One

Monday, January 22nd – Introduction

Wednesday, January 24th – Bread, Beer, Beef: Social Class in Tudor and Stuart England

1. 'Preface' and 'An Exhortation to Obedience', from *Certain Sermons or Homilies Appointed to be Read in Churches*, 1559
2. Thomas Fuller, 'To the Reader', 'The Good Yeoman', and 'The True Gentleman', from *The Holy State*, 1648
3. William Harrison, 'Of the Food and Diet of the English', in *The Description of England: The Classic Contemporary Account of Tudor Social Life*, ed. Georges Elden (Mineola, NY: Dover Publications, 1994)
4. Anonymous, 'Death and the Five Alls', late 16th century
5. Anonymous, 'The Tree of Fortune', original before 1608

Week Two

Monday, January 29th – The Eucharist, Fasting and the Development of a Protestant National Identity

1. Selections from John Jewel, *The Works of John Jewel, Volume 1*, ed. John Ayre (Cambridge: Cambridge University Press, 1845), p. 523-533
2. Primary sources cited in Louise Noble, 'Divine Matter and the Cannibal Dilemma', in *Medicinal Cannibalism in Early Modern English Literature and Culture* (New York: Palgrave Macmillan, 2011), p. 89-126
3. Edward Jeninges, 'A brief discovery of the damages that happen to this realm by disordered and unlawfull diet. The benefits and commonalities that otherwaies might ensue. With a perswasion of the people: for a better maintenance to the navie', 1590

Wednesday, January 31st – The structure of government and the Elizabethan succession crisis

1. Selections from John Fortescue, *On the Laws and Governance of England* (Cambridge: Cambridge University Press, 1997), p. 21-?
2. Thomas Smith, 'Of the Parliament and Authoritie Thereof' and 'Of the Monarch, King or Queene of England', from *De Republica Anglorum*, published 1584

3. Lucas de Heere, 'An Allegory of the Tudor Succession', c. 1572
4. Excerpts from The 'Finch-Hatton' and 'Fitzwilliam' Manuscripts

Week Three

Monday, February 5th – Puritanism and the Gendered Politics of Female Food Refusal

1. Thomas Heywood, 'A Woman Killed with Kindness', c. 1603

Footnoting and Database Exercise

Wednesday, February 7th – Monopolies, Purveyance, and the Problematic Tudor Fiscal Legacy

1. Parliamentary debates on monopolies, and the Queen's response, excerpted from Townsend's Journal, 1601
2. Robert Cecil, Earl of Salisbury, 'Purveyance', from the *Calendar of the Manuscripts of the Most Hon. The Marquis of Salisbury*, Vol. 16, entry number 142, p. 79, April 1604
3. James I, 'A Proclamation for prevention of future abuses in Purveyance', 1606
4. Parliamentary debates on purveyance, from the *Journal of the House of Commons, Volume 1*, March 1605
5. Robert Cecil's financial advice to James I, for drawing up the Great Contract, 1610
6. Anonymous, 'You Justices & Men of Myghte', 1621

Week Four

Monday, February 12th – News Culture in Early 17th-Century England

1. Thomas Scott, 'Vox Populi', or 'Newes from Spaynne', 1620
2. Samuel Ward, 'The Papists Powder Treason', 1621
3. Anonymous, 'The Several Places Where you may Heare News', 17th century (2nd version?)

Paleography Session (or Special Collections visit?)

Wednesday, February 14th – Dearth and Food Riots

1. The Privy Council, letter to the Deputy Lieutenants and Justices of the Peace of the County of Essex, 1628
2. Richard Browne, Sheriff of Kent, letter to the Privy Council, 1630
3. Anonymous libel from the town of Wye, 1630
4. John Hales, letter to his father Sir Edward Hales, May 1631
5. Charles Fitz-Geffrie, 'The Second Sermon', from *The Curse of the Corne-Holders*, 1631

By Wednesday, February 14th at 11:59 p.m., submit your choice for image/text analysis to P-web

Week Five

Monday, February 19th – The Personal Rule and its Discontents

1. Parliament to Charles I, 'Petition of Right', 1628
2. Kevin Sharpe, 'The Personal Rule of Charles I', in *Before the English Civil War*, ed. H. Tomlinson (London 1983)
3. Anonymous, 'A New Play Called Canterburie His Change of Diot', 1641
4. 'The Nineteen Propositions of both Houses of Parliament and His Majesties' Answer', 1642

Wednesday, February 21st – The English Civil War

1. Conrad Russell, 'Parliamentary History in Perspective, 1604-29', in *History*, vol. 61, February 1976
2. Jason Peacey, 'The Outbreak of the Civil Wars in the Three Kingdoms', in *A Companion to Stuart Britain*, ed. Barry Coward (West Sussex, UK: Wiley-Blackwell, 2009)

Image/Source Analysis due Saturday, February 24th by 11:59 p.m.

Week Six

Monday, February 26th – Levellers, True Levellers, and Radical Revolution in the English Civil Wars

1. Excerpts from the Putney Debates, 1647
2. William Everard and Gerrard Winstanley, 'The True Levellers Standard Advanced', 1649
3. Gerrard Winstanley, 'To my Lord Generall and his Councell of War', 1649
4. Peter Chamberlen, 'The Poore Mans Advocate', 1649

Wednesday, February 28th – The Interregnum: The World Turned Upside Down

Group/Individual Presentations of Material

1. Anonymous, 'Corpus sine Capite Visibili', 1642
2. Anonymous, 'The Kingdome Monster Uncloaked from Heaven', 1643
3. Francis Quarles, 'The Shepherds Oracle' frontispiece and Anonymous, 'Hey, Then, Up Go We', 1644
4. Anonymous, 'The Royall Oake of Brittain', 1649
5. Thomas Jordan, 'A Chirping Cup', 'The Occasion: How the Warre began', and 'The Roundheads Revolt', 1650s

Come to class with a list of books, databases, archives, and other collections of primary source material on next week's subject – coffeehouses and sociability!

By Saturday March 4th at 11:59 p.m., submit to P-web your choice of primary source for our coffeehouse discussion

Week Seven

Monday, March 5th – Cookbooks as Civil War-Era Propaganda

1. Selections, Walter Montagu, *The Queens Closet Opened: Incomparable Secrets in Physick, Chirurgery, Preserving, Candyng, and Cookery, As they were presented to the Queen*, 1655
2. Anonymous, *The Court & Kitchin of Elizabeth, commonly called Joan Cromwel the wife of the late usurper*, 1664
3. Alexander Brome, cover page to 'Rump, or an Exact Collection of the Choycest Poems and Songs Relating to the Late Times', 1662
4. Jonathan Scott, Chapter 17, 'Restoration Process', from *England's Troubles: Seventeenth-Century English Political Instability in European Context* (Cambridge: Cambridge University Press, 2000)

Begin searching for primary and secondary sources for final paper

Wednesday, March 7th – Coffeehouses and the Development of a Public Sphere (Readings chosen by students)

Week Eight

Monday, March 12th – The Exclusion Crisis and the Beginning of Party Politics?

1. Anonymous, 'The English-Man's Happiness under a Protestant Prince', 1681
2. Anonymous, 'A Letter from a Person of Quality in Scotland, to a Person of Honour in London: Concerning His Royal Highness, James, Duke of York', 1681

1. Anonymous, 'The Protestant Admirer, or an Answer to the *Vindication of a Popish Successor*', 1681
2. Elkanah Settle, 'A Vindication of the *Character of a Popish Successor*', 1681

1. Anonymous, 'The Loyal Feast', 1682
2. Anonymous, 'An Answer to the Pamphlet called *The Loyal Feast*', 1682

For everyone: Images from *Religion in the Popular Prints 1600-1832* and the British Museum

Wednesday, March 14th – The Protestant Orange and the Glorious Revolution

1. Anonymous, 'A New Song of an Orange, to that excellent old tune of a pudding', 1688
2. Anonymous, 'The Virtue of a Protestant Orange: Being the best Antidote against Roman Poyson', c. 1689
3. 'Invitation of the Seven to the Prince of Orange', June 30, 1688

4. Francis Barrington and Benjamin Steele, Letter describing the Revolution to Thomas Goodwin and Kinnard Delabere, January 11, 1689
5. Anonymous, 'England's Memorial', c. 1688

Come to class with copies of two potential primary sources and two potential secondary sources, as well as the unique question you are trying to address

Weeks Nine to Ten – Spring Break!

By Saturday, March 24th at 11:59 p.m., respond to Prof. Chou about her feedback on your initial question and sources

Week Eleven

Monday, April 2nd – A Revolution in Political Economy?

1. The Long Parliament, 'Declaration that excise on all commodities except flesh and salt must continue', 1646-7
2. The House of Commons (during the Protectorate), 'An Act for taking away of purveyance', 1656
3. The Convention Parliament, 'An Act for the continuance of the customs and excise', 1659
4. Excerpts, John Houghton, 'England's Great Happiness', 1677
5. Anonymous, 'The General Excise Considered', 1692
6. Anonymous, 'Reasons for Encouraging the Bank of England', 1696

Wednesday, April 4th – Sugar, Trade, and the West Indies: The Beginning of the British Empire

1. Edward Littleton, 'The groans of the plantations, or A True Account of their Grievous and Extreme Suffering, By the Heavy Impositions Upon Sugar', 1689
2. A Merchant, 'A Discourse of the Duties on Merchandise, More Particularly of that on Sugars, Occasionally offer'd, In Answer to a Pamphlet Intituled, *The Groans of the Plantations*', 1695
3. Sidney W. Mintz, 'Power', in *Sweetness and Power* (New York: Viking, 1985)

Come to class with copies of your three sources to share with your classmates

By Sunday, April 8th at 11:59 p.m., submit copies of all primary sources and a list of all secondary sources to Prof. Chou, plus your research question and prelim thesis

Week Twelve

Monday, April 9th – No class meeting (time for writing!)

Wednesday, April 11th – Individual meetings with Prof. Chou

Week Thirteen

Monday, April 16th – Bring outlines to class for peer workshop and submit to Prof. Chou at end

Wednesday, April 18th – Class session with writing tutor

Week Fourteen

Monday, April 23rd – Bring drafts to class for peer workshop, submit to Prof. Chou at end

Wednesday, April 25th – No class meeting (time for writing!)

Week Fifteen

Monday, April 30th – Individual meetings with Prof. Chou

Wednesday, May 2nd – Individual meetings with Prof. Chou

Week Sixteen

Monday, May 7th – Paper Presentations

Wednesday, May 9th – Paper Presentations

Exam Week

Monday, May 16th – Final Papers Due by 11:59 p.m. (submit to P-Web)