

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

Grinnell College, Spring 2019

MW @ 10:00-11:50 a.m., HSSC S1323

Syllabus subject to change

Professor Catherine Chou (choucath@grinnell.edu)

Office Hours: MW @ 2:30-4:00 p.m., or by appointment M-Th, Mears Cottage 211

Course Description

'The culinary is political,' an early modern Englishman once said – or even if he hadn'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-political use of culinary puns, metaphors, and allusions, this class will offer an overview of 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 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 civil society; and finally, to the turn-of-the century, when the Glorious Revolution ushered 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?

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, and religious 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

1. Robert Bucholz and Newton Key, *Early Modern England, 1485-1717* (Chichester: 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 other primary and secondary sources are uploaded to P-web in the form of a course reader; please bring the entire week's readings to class in hard copy.** 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. 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): 10%

Reading Responses: 15% (one by end of week 2, three by end of week 8)

Grant proposal (due 03/09): 10%

Outline, 1500-, 2000-, and 5000-word drafts (variable due dates – see below): 20%

Final research Paper (including credit/no credit scaffolding components) (due 05/14): 45%

Scale for individual assignments:

A: 97% B: 85% C: 75%

A-: 91% B-: 81% D: 62%

B+: 88% C+: 78% F: 50%

Scale for final grades:

A: 95%+ B: 84-86% C: 70%-76%

A-: 90-94% B-: 80-83% D: 60-69%

B+: 87-90% C+: 77-80% F: Below 60%

Attendance and Participation: 15%

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, 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
2. A hard copy of your reading response (see below) or a short reaction consisting of:
 - a. Two passages from the text that you consider especially significant
 - b. A short explanation (about 250-300 words total) of why you think the passages are 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

Additional ground rules for class:

1. Initial meeting with Instructor – Please sign up here (<https://doodle.com/poll/vfgfhcsh9byi6ff9>) for a (mandatory) meeting with me during weeks 1-2. This is so I can get to better know you and your goals for the class!
2. No laptops/phones (except for designated days or with an accommodation letter) – 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.
3. Check the class Google Doc: I will post pointers for the reading and questions to consider on a Google Doc before each class here: <https://docs.google.com/document/d/1XhsJVyxfB5A3nbyb4p59yI26Fs2-ur9OaZ8MiNL9bo/edit>
4. Attendance – You are allowed one excused absence for any reason, without penalty, as long as you notify me ahead of time. (Since we are only meeting all together for about 60% of the semester, attendance is especially critical.) **Subsequent absences or late arrivals should be approved by Student Services, Athletics Department, Chaplain, etc., or they will count against your total grade (2% each).**

Reading Responses – 15%

To keep you on track (and make class discussion lively), **you will be asked to write a 500-word analysis of three of the assigned texts or sources from weeks 1-8. Responses to a particular reading are due the day we discuss it in class, in *hard copy*. 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 5% of your overall grade.

To make your responses coherent and organized, 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. 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. How can you put these sources in meaningful conversation with each other and the secondary readings and lectures?
2. What do you consider to be the central arguments of this piece and why? What might be the author's intention in producing it? (Include evidentiary support and passages from the text!)
3. 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?)
4. How can this source help historians understand the broader political, religious, and/or cultural context of the day?

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/>

Grant Proposal – 10% - due 03/10

Grant proposals are one of the primary ways that historians share work-in-progress with their peers. Your 1000- to 1250-word mock grant proposal will be the earliest complete statement of your research goals. You must receive credit on your proposal draft in order to earn an A or B range grade on the final product. If travel is crucial to your research, this is your chance to put together a request and apply for the History

Department's Linnemann fund, which supports projects on non-US topics. For more information on the Linneman fund, see the guidelines here:

<https://www.grinnell.edu/sites/default/files/documents/Russell%20J%20Linnemann%20Travel%20Fellowship%202014-15.pdf>

Research Paper

5% each (Outline, 1500-, 2000-, and 5000-word drafts) – variable due dates, see below

45% Final Draft – due 05/14

The goal of the class is to train you to write an article-length research paper (at least 6000 words or 20 pages). The near-weekly scaffolding assignments are designed to help you develop an effective research question, find useful primary and secondary sources, and build a logical and substantive argument. **Most of the scaffolding assignments are graded credit/no credit, but you cannot receive an A or B range grade on the final paper without receiving credit on all of them. The outline and drafts (in increments of 1500, 2000, and 5000 words) are worth 5% each.** Your specific topic may be drawn from any of our class discussions, or from your own outside reading and interests, as long as it falls broadly under the umbrella of 'early modern England'. **Your paper is due via P-web on 05/14, by 11:59 p.m.**

Writing Mentor

We are fortunate to have Farah Omer (omerfara@grinnell.edu) on board as a writing mentor this semester. Two meetings with the writing mentor are built in to the scaffolding process for the final project (to work on a draft of the grant proposal and the first, 1500-word draft of the paper).

Additional Activities

1. Cooking from the archives – making an early modern lunch! (Week Two or Three)
2. Field trip to Salisbury House in Des Moines (Week Nine or Ten)

Late Assignment Policy

Every student is entitled to a 48-hour grace period **on the grant proposal, drafts, 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 and Accommodations

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

If you have any documented needs that require accommodation, please do not hesitate to let me know.

Details at: <https://www.grinnell.edu/about/offices-services/accessibility-disability/disability-services>

Readings and Topics

Week One

Wednesday, January 23rd – 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. *Food and Identity in England, 1540-1640: Eating to Impress*, Paul S. Lloyd (London: Bloomsbury, 2015)

Week Two

Monday, January 28th – The Eucharist, Fasting, and the Development of a Protestant National Identity

1. Thomas Tuke, 'Concerning the Holy Eucharist and the Popish Breaden-God', 1636
2. 'The Anatomy of Martin Luther', c. 1567
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 30th – The structure of Government and the Elizabethan Succession Crisis

1. Thomas Smith, 'Of the Parliament and Authoritie Thereof' and 'Of the Monarch, King or Queene of England', from *De Republica Anglorum*, published 1584
2. Walter Mildmay? 'A Briefe Discourse Against Succession Knowen', 1584
3. Lucas de Heere, 'An Allegory of the Tudor Succession', c. 1572
4. Excerpts from The 'Finch-Hatton' and 'Fitzwilliam' Manuscripts

First reading response due in class by Wednesday, January 30th

Cooking lunch or afternoon tea together this week or next! Vote on dates/times

Week Three

Monday, February 4th – Puritanism and the Gendered Politics of Female Food Refusal

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

Wednesday, February 6th – 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. Eric N. Lindquist, 'The King, the People, and the House of Commons: The Problem of Early Jacobean Purveyance', *Historical Journal*, vol. 31, no. 3 (September 1988), p. 549-570
4. Robert Cecil's financial advice to James I, for drawing up the Great Contract, 1610
5. Anonymous, 'You Justices & Men of Myghte', 1621

Scaffolding Assignment #1

'Research Scavenger Hunt' at Burling Library – second half of class, Wednesday, February 6th

Scaffolding Assignment #2 – (credit/no credit, towards final project grade)

By Friday, February 8th at 11:59 p.m., upload a document to P-web with:

1. Two potential paper questions, problems, or topics
2. Two secondary sources you might use for each topic, cited Chicago-style. What are the arguments of each source? How might you position your own work in relationship to them?
3. A brief description of the types of primary sources you would ideally draw on for each topic. Write a paragraph explaining why you think these potential sources would help you answer your central questions

Week Four

Monday, February 11th – The 'Moral Economy' and Early Modern Welfare State

1. Steve Hindle, *On the Parish? The Micro-Politics of Poor Relief in Rural England, c. 1550-1750* (Oxford: Oxford University Press, 2004)
2. Buchanan Sharp, *Famine and Scarcity in Late Medieval and Early Modern England: The Regulation of Grain Marketing, 1256-1631* (Cambridge University Press, 2016)
3. 'Women Receiving Poor Relief, Braintree Parish, Essex (1619-21)', in *Sources and Debates in English History, 1485-1714*, eds. Newton Key & Robert Bucholz (Malden, MA: Wiley-Blackwell, 2009), p. 123-4
4. 'The Humble Petition of the Cause of the Poore Almsmen of Eastham', 1644

Wednesday, February 13th – Dearth and Food Riots

1. John Walter and Keith Wrightson, 'Dearth and the Social Order in Early Modern England', in *Rebellion, Popular Protest, and the Social Order in Early Modern England*, ed. Paul Slack (Cambridge: Cambridge University Press, 1984)
2. Charles I, 'Orders Appointed by His Majestie to be straitly observed, for the preventing and remedying of the dearth of Graine and Victuall', 1630
3. Richard Browne, Sheriff of Kent, letter to the Privy Council, 1630
4. Anonymous libel from the town of Wye, 1630
5. John Hales, letter to his father Sir Edward Hales, May 1631

Scaffolding Assignment #3 – (credit/no credit, towards final project grade)

By Friday, February 15th at 11:59 p.m., upload a document to P-web with:

1. A revised potential question, problem, or topic
2. A citation for a set of printed primary sources (a sourcebook, catalogue, edited edition, etc.) you might draw on. Then, borrow or Interlibrary Loan the sources.
3. A citation for a primary source from a nearby archival collection that you might consult in person (Burling, University of Iowa Libraries, Iowa State, the Newberry Library, etc.) Write to the archivists to ask about access, consultation, and photography options (cc me on the email)
4. A citation for an online database of primary sources.

5. A paragraph-long discussion of how you see yourself using these sources (e.g. how do they help you address your chosen topic or question?)
6. In class on Monday, February 18th, you will lead a 10-minute discussion about the various types of sources you have found so far, walk your classmates through using your online database, etc.

Week Five

Monday, February 18th – The Personal Rule and its Discontents

1. Kevin Sharpe, 'The Personal Rule of Charles I', in *Before the English Civil War*, ed. Howard Tomlinson (London: Palgrave Macmillan, 1983), p. 53-78
2. Parliament to Charles I, 'Petition of Right', 1628
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 20th – The English Civil War

1. Conrad Russell, 'Parliamentary History in Perspective, 1604-29', in *History*, vol. 61, February 1976
2. Jonathan Scott, 'Taking Contemporary Belief Seriously' and 'The Unreformed Polity', in *England's Troubles* (Cambridge: Cambridge University Press, 2000)
3. Paul Hartle, 'Take a Long Spoon': Culinary Politics in the English Civil War', in *At the Table: Metaphorical and Material Cultures of Food in Medieval and Early Modern Europe*, eds. Timothy J. Tomasik and Juliann M. Vitullo (Turnhout: Brepolis, 2007), p. 29-47
4. Thomas Jordan, 'A Chirping Cup', 'The Occasion: How the Warre began', and 'The Roundheads Revolt', 1650s

Scaffolding Assignment #4 – (credit/no credit, towards final project grade)

By Friday, February 22nd at 11:59 p.m., upload an annotated bibliography to P-web:

1. Include at least five secondary sources. Provide paragraph-long annotations covering the arguments of each source and how they interact with one another
2. At the beginning of the bibliography, include a paragraph explaining how these sources have helped you frame your research question. What problems have these sources left open? How do you see your paper contributing to and advancing the field?

Week Six

Monday, February 25th – Levellers, True Levellers, and Radical Revolution in the English Civil War

1. Excerpts from the Putney Debates, 1647
2. William Everard and Gerrard Winstanley, 'The True Levellers Standard Advanced', 1649
3. Gerrard Winstanley, 'The Law of Freedom in a Platform', 1652

Wednesday, February 27th – Cookbooks as Civil War Era Propaganda

1. 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

Scaffolding Assignment #5 – credit/no credit (part of grant proposal grade)

By Thursday, February 28th at 11:59 p.m., upload a draft 1000-word grant proposal to P-web:

A successful mock proposal will consist of the following:

1. A title that captures the direction and content of your project
2. A statement of your research question/problem and its significance. Be sure to introduce your topic in a way that will be intelligible to non-specialists.
3. A section positioning your topic within the extant historiography. What debates are you participating in and what contributions to the field can you make?
4. An overview of the progress you have made to date and the work that still needs to be done. Discuss the primary sources you are drawing on, how you intend to use them to build your argument, the sources you are still hoping to find (and how a grant might enable you to access them)
5. A conclusion laying out your preliminary arguments

Sign up for individual meetings to review proposals – one meeting each with writing mentor and professor

Week Seven

Monday, March 4th – Restoration, or the Roasting of the Rump

1. Mark S.R. Jenner, 'The Roasting of the Rump: Scatology and the Body Politic in Restoration England', *Past and Present*, no. 177 (November 2002), p. 84-120
2. Jonathan Scott, 'Restoration Process', *England's Troubles*
3. Alexander Brome, cover page to 'Rump, or an Exact Collection of the Choycest Poems and Songs Relating to the Late Times', 1662

Date TBD: Class visit by Rupali Mishra, Associate Professor of British History at Auburn University plus 4:30 p.m. research talk (attendance required)

Wednesday, March 6th – Coffeehouses and the Development of a Public Sphere

1. Brian Cowan, *The Social Life of Coffee* (New Haven: Yale University Press, 2005)
2. 'A Character of Coffee and Coffee Houses', 1661
3. 'Coffee-houses Vindicated in an answer to the late published 'Character of a Coffee House', 1673

Grant Proposal (10%)

By Saturday, March 9th at 11:59 p.m., upload a revised grant proposal (1000-1250 words) to P-web

Week Eight

Monday, March 11th – The Protestant Orange and his Glorious Revolution

1. Anonymous, 'England's Memorial', c. 1688

2. Anonymous, 'The Virtue of a Protestant Orange: Being the best Antidote against Roman Poyson', c. 1689
3. Jonathan Scott, 'Third Restoration', *England's Troubles*
4. J.V. Beckett, 'Land Tax or Excise: The Levying of Taxation in Seventeenth- and Eighteenth-Century England', *English Historical Review*, vol. 100, no. 395 (April 1985), p. 285-308

Wednesday, March 13th – Sugar, Trade, and the West Indies: The Beginnings 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. Sidney W. Mintz, *Sweetness and Power* (New York: Viking, 1985)

Scaffolding Assignment #6 – graded (5%)

By Friday, March 15th at 11:59 p.m., upload a draft outline of your paper to P-web, consisting of:

1. A revised title
2. A revised statement of your research question/problem and its significance
3. A revised section positioning your topic within the extant historiography. What debates are you participating in and what contributions to the field do you want to make?
4. A revised set of arguments and a brief discussion of how you intend to make them
5. Titles for two to three subsections of the paper and a brief statement of what each of them will accomplish. Choose one section to outline in greater detail (two paragraphs or more). Include topic sentences for each paragraph, the quotations you plan to use from your sources, and the analysis you intend to provide

Spring Break!

Week Nine

Monday, April 1st – No class, time to work on introductory paragraph

Scaffolding Assignment #7 – (credit/no credit, towards final project grade)

By Tuesday, April 2nd at 11:59 p.m., upload a draft introductory paragraph to P-web:

A compelling introduction will include a hook and a clear statement of the research question and argument. It will position your paper within the existing scholarship and also offer a road-map for how you intend to use a particular body of sources to craft and support your argument.

Wednesday, April 3rd – Class meeting re: outlines and introductions (please bring hard copies!)

Field trip to Salisbury House in Des Moines

Possible dates:

Friday, April 5th, 1 to 5 p.m.

Saturday April 6th, 1 to 5 p.m.

Friday, April 12th, 1 to 5 p.m.

Saturday, April 13th, 1 to 5 p.m.

Week Ten

Monday, April 8th – No class, time to work on draft subsection

Scaffolding Assignment #8 – (credit/no credit, towards final project grade)

By Tuesday, April 9th at 11:59 p.m., upload draft subsection to P-web:

Please begin with a short introduction positioning this subsection within the overall schema of your paper. Your subsection should be at least 750 words, consisting of two or more paragraphs. A well-crafted body paragraph will start with an argument-driven topic sentence. The remainder of the paragraph should draw upon your primary and secondary source material to support the topic sentence.

Wednesday, April 10th – No class, sign up for individual meetings w/professor about subsection

Week Eleven

Monday, April 15th – No class, time to work on 1500-word draft

Scaffolding Assignment #9 – graded (5%)

By Monday, April 15th at 11:59 p.m., upload your 1500-word draft to P-web

Wednesday, April 17th – No class, sign up for individual meetings w/professor & writing mentor

Week Twelve

Monday, April 22nd – No class, time to work on 3000-word drafts

Scaffolding Assignment #10 – graded (5%)

By Monday, April 22nd at 11:59 p.m., upload your 2000-word draft to P-web

Wednesday, April 24th – **Class meeting re: drafts-to-date; come w/completed peer review assignment**

Week Thirteen

Monday, April 29th – No class, time to work on 5000-word drafts

Wednesday, April 31st – No class, sign up for individual meetings w/professor

Scaffolding Assignment #11 – graded (5%)

By Friday, May 3rd at 11:59 p.m., upload your 5000-word draft to P-web

Week Fourteen

Monday, May 6th – Final class meeting; presentations and peer review

Wednesday, May 8th – No class, time to work on final paper

Exam Week

Tuesday, May 14th – Papers due by 11:59 p.m. (submit to P-Web) – 45% of final grade