

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

Grinnell College, Spring 2020

TTH @ 10:00-11:50 a.m., HSSC N2111

### **Syllabus subject to change**

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Office Hours: T @ 2:00-4:00 p.m. and W @ 10-12 noon, 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 daily analyses): 10%  
Reading responses: 10% **(one by end of week 2, two by end of week 7)**  
Primary Source Scavenger Hunt: 5% **(due 02/07)**  
Annotated bibliography: 10% **(due 02/21)**  
Mock grant proposal: 10% **(draft due 02/28, final due 03/06)**  
1000-, 2000-, and 6000-word drafts **(variable due dates – see below)**: 15%  
Final research Paper: 40%

#### 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: 10%**

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 daily analysis (based on questions/tips from the class Google Doc:  
<https://docs.google.com/document/d/1LW7v0YIfY9kXpwKGe1CegWtMgmhXY11uTk2DkJUYpgE/edit>)
3. On the last class before spring break, please submit your collective daily analyses (either in the form of a running notebook or as a single Word document or PDF)

Additional ground rules for class:

1. Limited 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.

2. **Attendance** – Basically, do not miss class. This is an upper-division seminar required for the major and we are meeting as a whole class only for the first part of the semester. Be here, on time, every class, with the readings and assignments completed.

### **Reading Responses – 10%**

To keep you on track (and make class discussion lively), **please write a 500-word analysis of two of the assigned texts or sources from weeks 2-7 (one due by the end of week 2). Responses to a particular reading are due the day we discuss it in class, in \*hard copy\***. 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. 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/>**

### **Primary Source Scavenger Hunt: 5% (due 02/07)**

Utilizing the skills practiced in class and in your homework, you will locate primary sources across a variety of genres (e.g. a database of digitized primary source material; a modern, annotated edition; a digital humanities project; an anthology; an archival source; a manuscript, etc.) and also reach out to research libraries and archives to try to acquire sources off-site.

### **Annotated bibliography: 10% (due 02/21)**

Annotated bibliographies one of the most effective tools available for organizing your initial research ideas. This one will consist of a 500-word introduction, laying out your central research questions and offering an overview of the historiography and resources available on the subject; five foundational secondary sources, arranged in order of how the scholarly conversation has unfolded, each annotated with a 250-word paragraph summarizing the main approaches and arguments and relating the sources back to one another; and five significant primary sources, each annotated with a 250-word paragraph offering a contextual introduction, potential ways of reading the source, and what it reveals about how best to approach your overall topic.

### **Grant Proposal: 10% (draft due 02/28, final due 03/06)**

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. 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%20Linnemann%20Travel%20Fellowship%202014-15.pdf>

### **Research Paper**

**5% each (1000-, 2000-, and 6000-word drafts) – variable due dates, see below**

**40% Final Draft – due 05/13**

**The goal of the class is to train you to write an article-length research paper (at least 6000 words or 20 pages).** The 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. **The drafts (in increments of 1000, 2000, and 6000 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 05/13, by 11:59 p.m.**

### **Additional Activities**

1. Cooking from the archives – making an early modern lunch! (Week Five or Six?)
2. Field trip to Des Moines Art Center (Week Nine or Ten?)

### **Late Assignment Policy**

Every student is entitled to a 48-hour grace period **on the annotated bibliography, 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**

**Thursday, January 23<sup>rd</sup> – 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*, 1648-1663

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)
5. 'What say you to a piece of beef and mustard?': The Evolution of Public Dining in Medieval and Tudor London', Martha Carlin, *Huntington Library Quarterly*, vol. 71, no. 1 (March 2008), p. 199-217

## Week Two

### **Tuesday, January 28<sup>th</sup> – 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. 'A briefe note of the benefits that growe to this Realme by the observation of Fish-daies', 1595

### **Thursday, January 30<sup>th</sup> – 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. Excerpts from The 'Finch-Hatton' and 'Fitzwilliam' Manuscripts

**First reading response due in class by Thursday, January 30<sup>th</sup>**

## Week Three

### **Tuesday, February 4<sup>th</sup> – 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. 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
3. 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

### **Thursday, February 6<sup>th</sup> – 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) or Buchanan Sharp, *Famine and Scarcity in Late Medieval and Early Modern England: The Regulation of Grain Marketing, 1256-1631* (Cambridge University Press, 2016)
2. '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

**Primary Source Scavenger Hunt: 5% - due Friday, February 7<sup>th</sup>**

## Week Four

### **Tuesday, February 11<sup>th</sup> – 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

#### **Thursday, February 13<sup>th</sup> – Women as Food Writers, Women as Food Scientists**

1. Wendy Wall, selections, *Recipes for Thought: Knowledge and Taste in the Early Modern Kitchen* (Philadelphia: University of Pennsylvania Press, 2016)
2. **Paleography exercise based on early modern recipe books**

#### **Week Five**

#### **Tuesday, February 18<sup>th</sup> – 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. Anonymous, 'A New Play Called Canterburie His Change of Diot', 1641
3. 'The Nineteen Propositions of both Houses of Parliament and His Majesties' Answer', 1642

#### **Thursday, February 20<sup>th</sup> – The English Civil War**

1. Jonathan Scott, 'Taking Contemporary Belief Seriously' and 'The Unreformed Polity', in *England's Troubles* (Cambridge: Cambridge University Press, 2000)
2. 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

#### **Annotated bibliography: 10% - due Friday, February 21<sup>st</sup>**

#### **Week Six**

#### **Tuesday, February 25<sup>th</sup> – 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

#### **Thursday, February 27<sup>th</sup> – 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

**Grant Proposal draft – due Friday, February 28<sup>th</sup>**

**Sign up for individual meetings to review drafts**

### Week Seven

#### **Tuesday, March 3<sup>rd</sup> – Restoration, or the Roasting of the Rump**

1. Angela McShane and 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. Alexander Brome, cover page to 'Rump, or an Exact Collection of the Choycest Poems and Songs Relating to the Late Times', 1662
3. Jonathan Scott, 'Restoration Process', *England's Troubles*

#### **Thursday, March 5<sup>th</sup> – 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, 'The City Wives Petition against Coffee', 1700, or other 'coffeehouse pamphlets'

**Grant Proposal: 10% - due Friday, March 6<sup>th</sup>**

### Week Eight

#### **Tuesday, March 10<sup>th</sup> – 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

#### **Thursday, March 12<sup>th</sup> – Sugar, Trade, and the West Indies: The Beginnings of the British Empire**

1. Anonymous, *The Present Case of a Barbados Planter, and Reasons Against Laying a Further Duty on Sugar*, c. 1690
2. Sidney W. Mintz, *Sweetness and Power* (New York: Viking, 1985)

### Spring Break!

### Week Nine

#### **Tuesday, March 31<sup>st</sup> – Individual meetings for 1000-word drafts**

#### **Thursday, April 2<sup>nd</sup> – No class, time to work on 1000-word drafts**

**1000-word draft: 5% – due Friday, April 3<sup>rd</sup>**

### Week Ten

Tuesday, April 7<sup>th</sup> – No class, time to work on 2000-word drafts

Wednesday, April 10<sup>th</sup> – Class workshop/peer review for 2000-word drafts

### Week Eleven

Tuesday, April 14<sup>th</sup> – Class presentations for 2000-word drafts

Thursday, April 16<sup>th</sup> – Individual meetings for 2000-word drafts

**2000-word draft: 5% – due Saturday, April 18<sup>th</sup>**

### Week Twelve

Tuesday, April 21<sup>st</sup> – No class, time to work on 6000-word drafts

Thursday, April 23<sup>rd</sup> – No class, time to work on 6000-word drafts

### Week Thirteen

Tuesday, April 28<sup>th</sup> – Class workshop/peer review for 6000-word drafts

Thursday, April 30<sup>th</sup> – Individual meetings for 6000-word drafts

**6000-word draft: 5% – due Sunday, May 3<sup>rd</sup>**

### Week Fourteen

Tuesday, May 5<sup>th</sup> – **Final class meeting – presentations on 6000-word drafts**

Thursday, May 7<sup>th</sup> – No class, time to work on final draft

### Exam Week

**Wednesday, May 13<sup>th</sup> – Papers due by 11:59 p.m. (submit to P-Web) – 40% of final grade**