

**Western University
Department of English and Writing Studies
Spring/Summer 2016**

**English 9136: Early Modern Food from Shakespeare to Milton
Tuesdays and Thursdays, 11-3:30 (1-1:30 lunch break)**

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Today, food reflects ethical, cultural, and spiritual identities, reveals political attitudes, and inspires emotions of both delight and anxiety. But we aren't the first to be obsessed by food and its discourses. Early modern English writers likewise used the language of nourishment to define religious and national identities, to assert and resist hierarchies of class and gender through practices such as hospitality and gift-giving, and to examine topics such as pleasure, sustainability, and the fear of and desire for the unknown. In looking at food, this class aims to introduce a rich and growing field of research that is open to a wide range of historical, theoretical, and critical exploration. We will take a new look at familiar texts, such as Shakespeare's *Titus Andronicus*, with its final scene of unwitting cannibalism, Ben Jonson's "Inviting a Friend to Supper," with its clever negotiations of hospitality, and Milton's *Paradise Lost*, with its depiction of a world destroyed by an act of eating. But we will also consider lesser-known material, such as Elizabeth Clinton's pamphlet advocating maternal breast-feeding; travel narratives documenting food's diplomatic and nationalistic functions; and Anna Trapnel's civil war pamphlet linking food refusal to prophecy and political resistance. We will also attempt to bridge the gap between modern and early modern by examining a selection of early modern recipe books and engaging with the theories and practices of historical cooking.

Texts (available in the bookstore):

Thomas Deloney, *Jack of Newbury*

Robert Greene, *Friar Bacon and Friar Bungay*

George Herbert, *The Complete English Poems*

William Shakespeare, *The Comedy of Errors* and *Titus Andronicus*

Anna Trapnel, *The Cry of a Stone*

John Milton, *Paradise Lost*.

Secondary and selected primary readings in Grad Studies Office (GSO), plus EEBO and online texts as identified in the syllabus.

Assignments

Participation: 10%

Mini-papers: 20% (cooking reflection and secondary source analysis)

Seminar: 20%

Final paper proposal/bibliography 10%

Final Paper: 40%

Participation

This grade evaluates ongoing participation in class discussions. When reading, take notes, record questions, and come prepared to discuss and examine both primary and secondary texts in detail. Please be sure to bring hard copies of both primary and secondary texts, and when we're looking at EEBO texts, bring along your laptop.

Note: Repeated absences (i.e., more than 2 missed classes without legitimate medical or personal reasons) means that you will forfeit this portion of your grade.

Mini-papers and Paper proposal

(all these will be presented to the class and handed in to me)

1. Historical cooking mini-paper (and your dish) 10% (1000 words)

Due Date: June 2

This paper should reflect on your experience of cooking a historical recipe, and may also consider this experience in light of the theoretical and practical discussions of Giard and Albala. You will be expected to bring the completed paper and your dish to class on June 2nd, when you will present both the paper and the food to the class.

Some steps to follow:

1. Read the assigned readings (Giard and Albala). These will get you thinking about the practice of historical cookery and give you some theoretical concepts to consider.
2. If you haven't already done so, choose a historical recipe from Hannah Woolley, or from one of the recipe books listed in the bibliography. Make the recipe. Put the food in the fridge so that you can bring it to our class on June 2nd. **It does not matter whether your dish succeeds or fails.** Bring the food in either case.
3. Take notes, either during or shortly after your cooking experience.
4. Write your reflection paper.

Suggested approaches (You're welcome to devise your own approach. If you use these questions, consider them as guides. You may not want to answer all of them):

1. What was it like to decipher and cook a historical recipe? What were the challenges? How did you overcome them? Were there things you couldn't solve? (e.g. cooking implements, measurements, ingredients)
2. Do you consider your dish a success or a failure? Why? Would you do anything differently?
3. Did you learn anything about food or food history from the act of historical cooking? How does practice add to our knowledge? Does practice give you a different perspective on food in literature?
4. Did you need to learn new gestures, practices, languages of cookery (Giard)?
5. What new information do you gain by tasting, eating, consuming a historical dish?
6. Does historical cookery help you to theorize about the practice of cooking?

2. Secondary source summary and evaluation 10% (1000 words)

Due Date: Sign up

This mini-paper should provide a critical response to one of the secondary sources we've read for the day's class. Please come to class prepared to read/deliver your response in class on the allocated day. This paper should provide a clear initial summary of the argument, and evaluate and suggest how it might contribute to our analysis of our primary text.

3. Final paper proposal/bibliography 10% (500-1000 words)

Due Date: June 30

In the second half of our final class, I'll be asking you to read these proposals in order to receive feedback from the group. The proposal should aim to identify the primary texts you hope to work on, the questions you plan to ask, and if possible, to suggest the argument you hope to make (keeping in mind that this may change). Also aim to sketch out a brief methodology: what sources might help you to make your argument, and how? For the bibliography, please provide 5 annotated entries.

Seminar Presentation 20%

Due Date: Sign up

Each of you will sign up for one seminar presentation. This will consist of a well-organized presentation and the managing of a less-formal discussion. Your presentation should be approximately 20 minutes long. For the seminar, plan to present initial research (e.g. provide critical overviews, theoretical frameworks) and pursue a focused analysis in order to suggest and work through an initial argument. You should plan to read beyond the syllabus for the seminar. Please provide each member of the class with a handout that includes a brief synopsis of your argument, your bibliography, and three discussion questions. If you wish, you can include significant quotes and/or images.

Your three questions might try to get the class to assess or further your arguments and suggestions; they might address topics you didn't have time to discuss during your presentation. The presenter will be responsible for moderating the discussion (approx. 30-40 minutes) following the presentation.

Research Paper 40% (4500-5000 words: 15-18 pages)

Due Date: July 29th

This paper will explore a food-related topic of your choosing in relation to one or more primary texts from our syllabus. It should be based on substantial research (at least 10 secondary sources), and make a clear, well-developed, and well-written argument. You may use your seminar as a starting point. If you do, the final paper should substantially develop your seminar ideas, both through a more in-depth analysis of the primary text and secondary sources, and through significant additional research. In other words, this paper should be a substantial investigation of a new idea and/or a process of active revision: don't plunk down your seminar paper and build the rest of your paper around it.

Notes on Extensions and Technology:

No extensions will be granted for mini-papers or presentations except when warranted by medical or personal circumstances.

Laptops may be used to assist presentations; they may also be used when we are relying on EEBO or other online texts. Otherwise, you may not use laptops, phones, or other electronic devices during class time.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

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Scrupulous accuracy in the quotation and citation of all sources and references is expected.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Course Schedule

May 5: Introduction: come prepared to sign up for seminars and secondary source mini-paper

- ▶ **Supersizers Go... Elizabethan** (in-class screening)
- ▶ **Warren Belasco**, “Why Study Food?” and “Identity: Are We What We Eat?” (GSO: READ BEFORE FIRST CLASS)

May 10: Manners and Hospitality

- ▶ **Ben Jonson**, “Inviting a Friend to Supper,” “To Penshurst,” “To Sir Robert Wroth,” “The Praises of Country Life” (GSO)
- ▶ **Robert Herrick**, “A Country Life: To his Brother, M. Tho. Herrick,” “The Hock-Cart, or Harvest Home,” “A Panegerick to Sir Lewis Pemberton,” “The Country Life, to the Honoured M. End. Porter,” “The Invitation,” “Happinesse to hospitality,” “A Thanksgiving to God, for his House” (GSO)
- ▶ **Michael Schoenfeldt**, “‘The Mysteries of Manners, Armes, and Arts’: ‘Inviting a Friend to Supper’ and ‘To Penshurst.’” (GSO)
- ▶ **Jacques Derrida**, “Hostipitality” (GSO)

May 12: Food, Class, and Nation

- ▶ **Thomas Deloney**, *Jack of Newbury*
- ▶ **William Harrison**, “Of the Food and Diet of the English” (GSO)
- ▶ “An Homilie Against Gluttony and Drunkenesse” (GSO)

May 17: The Meaning of Dinner

- ▶ **William Shakespeare**, *Comedy of Errors*
- ▶ **Joseph Candido**, “Dining out in Ephesus: Food in *The Comedy of Errors*” (GSO)

May 19: Milk

- ▶ **Robert Greene**, *Friar Bacon and Friar Bungay*
- ▶ **Wendy Wall**, “The erotics of milk and live food, or, ingesting early modern Englishness” (GSO)
- ▶ **Dietary and Housewifery manuals on milk**: Andrew Boorde, *Here Followeth a Compendious Regiment, or Dietarie of Health*; Thomas Elyot, *The Castell of Health*; Gervase Markham, *The English Housewife*; William Vaughan, *Directions for Health* (GSO)

May 24: Recipes and Letters

- ▶ **Hannah Woolley**, *The Queen-like Closet*, and *Supplement to the Queen-like Closet* (1675) (EEBO)
- ▶ **Julia Reinhard Lupton**, “Thinking with things: Hannah Woolley to Hannah Arendt” (GSO)
- ▶ **Robert Appelbaum**, “Rhetoric and Epistemology in Early Printed Recipe Collections” (GSO)

May 26: Recipes in Poems and Letters

- ▶ **Margaret Cavendish**, Duchess of Newcastle, from *Poems and Fancies* (1653) (“Fancies” section, pp. 126-41) (GSO or EEBO)
- ▶ **Cavendish**, *Sociable Letters* #32, 47, 55, 154, 160, 199 (GSO)
- ▶ **Jennifer Summit**, “Writing Home: Hannah Wolley, the Oxinden Letters, and Household Epistolary Practice” (GSO)
- ▶ **Jayne Elizabeth Archer**, “The ‘Quintessence of Wit’: poems and recipes in early modern women’s writing” (GSO)

May 31:

- ▶ **Class cancelled** for Congress

June 2: Theory and Practice of Early Modern Cooking

- ▶ Bring a historical dish and your reflection paper.
- ▶ **Luce Giard**, “Gesture Sequences” (GSO)
- ▶ **Ken Albala**, “Cooking as Research Methodology: Experiments in Renaissance Cuisine” (GSO)

June 6-10: Reading Break

June 14: Food and Revenge

- ▶ **William Shakespeare**, *Titus Andronicus*
- ▶ **David Goldstein**, “The cook and the cannibal: *Titus Andronicus* and New World eating” (GSO)

June 16: Civil War Eating

- ▶ **Anonymous**, *The Court and Kitchin of Elizabeth, Commonly called Joan Cromwel, The Wife of the late Usurper* (1664) (EEBO)
- ▶ **W.M.**, *The Queens Closet Opened* (1655) (EEBO)
- ▶ **Laura Lunger Knoppers**, “Opening the Queen’s Closet: Henrietta Maria, Elizabeth Cromwell and the Politics of Cookery” (GSO)

June 21: Civil War Fasting

- ▶ **Anna Trapnel**, *The Cry of a Stone*
- ▶ **Diane Purkiss**. “Producing the voice, consuming the body: Women prophets of the seventeenth century” (GSO)
- ▶ “An Homilie of Good Workes. And first of Fasting,” “The second part of the Homily of Fasting” (GSO)

June 23: Spiritual Food

- ▶ **George Herbert**, “The Country Parson” and selected poems from *The Complete English Poems*: “Holy Communion,” “The Holy Scriptures,” “Evensong,” “Lent,” “Man,” “Affliction,” “Misery,” “Conscience,” “Home,” “Providence,” “Peace,” “Love Unknown,” “The Size,” “The Glimpse,” “The Odour,” “The Invitation,” “The Banquet,” “Love (3)”
- ▶ **Michael C. Schoenfeldt**, “Devotion and Digestion: George Herbert’s Consuming Subject” (GSO)

June 28: Eating in Heaven, Earth, and Hell

- ▶ **John Milton**, *Paradise Lost*, Books I-VI.
- ▶ **Anthony Low**. “Angels and Food in *Paradise Lost*” (GSO)
- ▶ **Amy Tigner**, “Eating with Eve” (GSO)

June 30: Forbidden Food

- ▶ **John Milton**, *Paradise Lost*, Books VII-XII. (esp. Books IX and X)
- ▶ **Robert Appelbaum**. “Eve’s and Adam’s ‘Apple’: Horticulture, Taste, and the Flesh of the Forbidden Fruit in *Paradise Lost*” (GSO)
- ▶ Paper proposal presentations