

AHB 3G02

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 *A*, with its final scene of unwitting cannibalism, Ben Jonson's "Inviting a Friend to Supper," with its clever negotiations of hospitality, and Milton's *P L*, 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.

Thomas Deloney, *J N*
Robert Greene, *F B F B*
George Herbert, *C E P*
William Shakespeare, *C E* and *A*
Anna Trapnel, *C*
John Milton, *P L*.

Participation: 10%

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

Seminar: 20%

Final paper proposal/bibliography 10%

Final Paper: 40%

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.

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.

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

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

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 Albal-0.3 (

Secondary source summary and evaluation 10% (1000 words)

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.

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

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.

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.

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.

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.

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

! Supersizers Go... Elizabethan (in-class screening)

! _____, "Why Study Food?" and "Identity: Are We What We Eat?" (GSO: READ BEFORE FIRST CLASS)

! _____, "Inviting a Friend to Supper," "To Penshurst," "To Sir Robert Wroth," "The Praises of Country Life" (GSO)

! _____ "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

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!

C *E*
, "Dining out in Ephesus: Food in

June 16: Civil War Eating

! **Anonymous**, *Cook and the Art of Cookery*, 1661 (EEBO)

! **W.M.**, *Opening the Queen's Closet* (1655) (EEBO)

! **W.M.**, "Opening the Queen's Closet: Henrietta Maria, Elizabeth Cromwell and the Politics of Cookery" (GSO)

June 21: Civil War Fasting

! **Anna Trapnel**, *Producing the Voice*

! "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 Devotions*: "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)

! **Anthony Low**, "Eating with Eve" (GSO)

June 30: Forbidden Food

! **John Milton**, *Paradise Lost*, Books VII-XII. (esp. Books IX and X)

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