

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 304	Title: Studies in European History (Drinking Cultures in Early Modern Europe)	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness (H)* **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 11/01/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	304	Drinking Cultures in Early Modern Europe	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	The course covers a wide swath of historical change--from the early Modern Period through the Atlantic Revolutions, with drinking cultures offering a lens through which to view the past. The first half of the course covers the significance of social alcoholic drinking in the context of early modern Europe. The second half of the course engages with the European adoption of caffeinated drinks and the significance of both kinds of beverages to the Atlantic Revolutions.	All modules offer a historical exploration of early modern European drinking cultures from 1500 to 1800.
2. Explains human developments as a sequence of events influenced by a variety of factors.	The course takes a sequential approach to historical change, emphasizing and periodizing changes in the broader history and in drinking cultures. The course discusses (1) How broader social and cultural changes in Europe influenced elite expectations about drinking behaviors (2) how Europeans adopted caffeinated beverages and (3) how those beverages became central to the Enlightenment and the age of Revolutions	(1) Module Two introduces students to the European relationship to alcoholic drinks and Module Four explores how broader European changes like the Reformation and Social Disciplining changed elite expectations about behavior, leading to greater efforts to police taverns and drinking behavior, and how many subjects resisted those efforts (2) Module Five explores the Mesoamerican, Muslim, and Chinese cultures surrounding chocolate, coffee, and tea, respectively. It offers students multiple perspectives on how Europeans first came to "learn to like them" through debates in the history of taste. (3) Module Eight discusses how the history of European Imperialism contributed to the issues surrounding America's War for Independence, including the historical background to the Boston Tea Part and geographical factors influencing the Whiskey Rebellion

<p>3. Disciplined, systematic examination of human institutions as they change over time.</p>	<p>The course takes a systematic approach to the social institutions and cultural practices (and locales) that arose at the center of everyday social life. Students learn (1) about the central role of the early modern tavern, one of three buildings essential to most European communities, and compare it to the modern tavern and early modern coffeehouse. The course also engages with (2) the multifaceted relationship between law and the tavern, the primary drinking institution and (3) the rise of the European coffeehouse and its relationship to the public sphere</p>	<p>(1) Modules Two and Three cover the institution of the tavern and its central role to early modern European social and cultural life. Students engage with tavern cultural expectations and the similarities and differences between the early modern tavern and its modern versions (coffeehouse or bar). Their first two papers cover these issues. (2) Module Four explores how European authorities tried to oversee, modify, and pacify the institution of the tavern (and how they did not generally succeed) (3) Module Seven explores the rise of the coffeehouse as a new cultural and social institution as it drew from both European and Middle Eastern institutional forebears. Students write a paper on its significance, and argue whether the coffeehouse really was a new institution, or merely a new version of the tavern.</p>
<p>Relationship among events, ideas, and artifacts in broad social, political, and economic context</p>	<p>Drinking cultures emerged at the intersection of broad social, political, and economic change. Drinking requires materials for preparation and consumption. The course engages with how Europeans adapted and adopted material and cultural expectations from the cultures they adopted the drinks themselves from.</p>	<p>Module Five explores how Europeans adopted (or resisted) the taste and the cultural expectations surrounding caffeinated drinks and how Europeans integrated the new drinks into their medicinal understanding of food. Students engage especially with the latter in their third paper. In Module Six students learn about the material cultures of chocolate, tea, and coffee, and how Europeans adopted and adapted those material cultures to fit their own needs, eventually merging elements from all three into the modern coffee and tea set. On the economic level, students learn about the European race to discover how to make Chinese porcelain, and the broader diplomatic problems it caused.</p>

HST 304: Drinking Cultures in Early Modern Europe

Spring 2019

Online

Instructor: Stephen Lazer

Email: stephen.lazer@asu.edu

Office hours: M 11:45AM-2PM, W 2-5PM, F 11:45AM-2PM and by appointment

Office hours are the times when I am guaranteed to be in my office and available to talk in person, over the phone, or over skype. If those times do not work for you, I am happy to make an appointment. Or just stop by! I will be in my office often.

This course examines the social and cultural attributes of drinking cultures in early modern Europe, roughly between 1500 and 1800. While beer and wine were already culturally important drinks, the period also saw the arrival and popularization of new caffeinated drinks such as chocolate, coffee, and tea. We will therefore examine how drinking cultures evolved along gender, class, and religious lines as well as how these new commodities implicated Europeans of all classes in European imperialism and global trade networks.

Student Learning Outcomes

1. Students will be able to understand and describe numerous elements of early modern drinking cultures.
2. Students will be able to understand the historical intersections of drinks with early modern rituals, government, imperialism, and the Atlantic revolutions.
3. Students will be able to understand the significance of space in places of early modern drinking and apply that knowledge to modern drinking spaces and places.
4. Students will be able to evaluate competing academic ideas on the public sphere
5. Students will be able to analyze primary and secondary sources.
6. Students will be able to clearly and effectively articulate an original interpretation in written form.

Readings: The following books are required and are available for purchase at the campus bookstore, although you may, of course, purchase them online (for example, [amazon.com](https://www.amazon.com)) or elsewhere if you wish. Other sources will be posted online directly or as links.

Phillips, Rod. *Alcohol: A History*. University of North Carolina Press: 2014. ISBN: 978-1-4696-1761-9 (E-Book)

Weinberg, Bennett Alan and Bonnie K. Bealer. *The World of Caffeine: The Science and Culture of the World's Most Popular Drug*. Routledge: 2001. ISBN: 9780203011799 (E-Book)

You may find the following websites useful when writing papers:

William Strunk, Jr. *The Elements of Style*. Available at: <http://www.bartleby.com/141/> (Links to an external site.)

The Purdue OWL: <https://owl.english.purdue.edu/owl/> (Links to an external site.)

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For Turabian footnotes and bibliography help:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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Class requirements:

Students are expected to complete all assigned readings *before* the online discussion. While students should always carefully read all assignments beforehand, this is particularly important for primary source documents, as you cannot discuss them if you have not read and thought about them beforehand. You will be graded based on your performance in class discussions, weekly quizzes exams, and three papers. The dates for the papers are listed below.

Written Assignments 55% (13.75% each)

You will write four (4) papers based on your analysis of the lectures and the primary and secondary source readings. I will post your topics at least a week before it is due. These papers will require you to make and defend strong academic arguments. These will be graded on whether or not they have clear thesis and topic sentences with a clear argument, the strength, clarity and development of the argument, the use of evidence from the sources, and writing style. These must be uploaded to Canvas through the plagiarism detector. Rubrics are available on the assignment page and on the speedgrader page.

All papers (short and long) must be in 12-point Times New Roman font, double-spaced, with one inch margins. **Citations must be complete in Turabian format as footnotes.** I have posted a series of writing tips and strategies on the course website that I encourage you to read as it comes from years of experience with undergraduates, colleagues, and my own writing. It also includes a list of simple errors that, because they are easy fixes (unlike, say, analysis, which is *not* easy), will result in automatic deductions to your paper's grade. You will also find a peer-review sheet if you wish to practice peer-review with a classmate. These peer-review sheets are also good checklists for self-review.

Optional Special Paper (1/3 of a grade bonus)

You have the opportunity to replace the fourth written assignment I assigned with one of your own design of at least 1,000 words. If you write a paper of your own design and earn at least a B- on it you will also receive **an extra third of a grade** at the end of a semester. I.e., if you had earned a B for the whole course and wrote a final paper of your own design, your final grade would actually be a B+.

Please feel free to contact me to discuss ideas and note that I must have approve the idea no later than April 7, and preferably earlier so you can get started on it. Your paper topic must engage with early modern drinking cultures and you will be expected to use at least five (5) primary sources. Some suggested places for finding primary sources, emphasizing England because of ease of language:

- Eighteenth Century Collections Online(<https://libguides.asu.edu/18centcoll> (Links to an external site.))
- Eurodocs - Primary Historical Documents from Western Europe (Links to an external site.) (http://eudocs.lib.byu.edu/index.php/Main_Page (Links to an external site.))
- Connected Histories (Links to an external site.) (<http://www.connectedhistories.org> (Links to an external site.))

I encourage you to look at ASU's primary source library guides for other primary sources in Western Europe (<https://libguides.asu.edu/c.php?g=263790&p=1762127#slq-box-5395098> (Links to an external site.))

Weekly Quizzes (13%)

Each module (except the first) will have a short, 5-10 question multiple choice quiz based on the week's lectures and textbook readings. The purpose of these quizzes is to help keep you on a positive pace for the semester's work, as the lectures and the textbook are there to help you analyze the sources. The quizzes are also meant as a reward for keeping a good pace, as they are designed to be relatively easy. **The**

second module's quiz is due that Saturday; the others will be due Wednesday. The lowest weekly quiz grade will be dropped.

Syllabus Quiz (2%)

You are all expected to carefully read the syllabus and then take and get a perfect score on the syllabus quiz. You may take the syllabus quiz as many times as you would like until you get that perfect score. However, I will not accept or grade any work from you **until** you have successfully completed it.

Discussion (30%)

You are expected to participate *actively and vigorously* in weekly discussions on Canvas. These discussions are generally focused on the week's primary or secondary source readings. You will post a minimum of one (1) initial response to one of the week's posted questions by 11:59 PM on Wednesday and at least two (2) carefully-considered and detailed responses to classmates by 11:59 PM on Saturday. **At least one of your responses must be to a classmate who answered a different question than you did in your initial post.** Your initial posts, in particular, should include **in-text parenthetical citations** to the sources (last name, page number). While I will not grade your discussions for grammar and style like I will your academic papers, I still encourage you to edit them carefully before posting, as clarity is an important aspect of discussion.

Note: the discussion dates for the first two modules' discussions are different. See class plan for details.

The lowest week's discussion grade will be dropped.

Grading Scale

This class uses the classic letter-based grading scale with plusses and minuses. So a B+ is 88, a C- is 72, an A is 95, etc. (an A+ is 100). All your grades, even those figured numerically like the midterm and final, will be in letter form, which almost always slightly boosts your grade. If you have any questions, please ask.

Papers (13.75% each)	55%
Weekly Quizzes	13%
Syllabus Quiz	2%
Discussion	30%

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU at <https://my.asu.edu> (Links to an external site.) or the Canvas home page at <https://asu.instructure.com/>

Email and Internet

ASU email is an [official means of communication \(Links to an external site.\)](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

If you use another email account, it is a good idea to forward messages from your ASU account to the other account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Published assignment due dates and times (Arizona Mountain Standard time) are firm. Late papers will be accepted but *severely penalized* at the rate of five points per day late, capped at a maximum loss of 25 points (i.e. no matter how late the paper is, you will not be penalized for more than 5 days lateness). Legitimate excuses for an extension are your own illness or an illness or death in your immediate family, at which point we will work together to determine when and how to make up missed assignments or exams. Travel plans (except in the case of a major religious holiday falling on class day), your job, and a hungry computer are *not* acceptable excuses. Remember that this is an accelerated online course and therefore requires good time management. Please inform me by email as soon as possible if you need an extension under those circumstances, preferably *before* a due date. I reserve the right to request written documentation to support all claims of emergency.

Please follow the appropriate University policies to request an [accommodation for religious practices \(Links to an external site.\)](#) or to accommodate a missed assignment [due to University-sanctioned activities \(Links to an external site.\)](#).

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course \(Links to an external site.\)](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes \(Links to an external site.\)](#), [Medical/Compassionate Withdrawal \(Links to an external site.\)](#), and a [Grade of Incomplete \(Links to an external site.\)](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades \(Links to an external site.\)](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see [http://provost.asu.edu/academicintegrity \(Links to an external site.\)](http://provost.asu.edu/academicintegrity). Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures \(Links to an external site.\)](#), [Computer, Internet, and Electronic Communications policy \(Links to an external site.\)](#), and outlined by the [Office of Student Rights & Responsibilities \(Links to an external site.\)](#). Anyone in violation of these policies is subject to sanctions.

Any student caught cheating or plagiarizing will *automatically fail the course*. It is this instructor's policy that students caught plagiarizing will receive an XE, that is, course failure due to academic dishonesty. According to ASU's academic integrity page on avoiding plagiarism: "Plagiarism may be the most common form of academic dishonesty and is often unintentional. Protect yourself by understanding how to avoid plagiarism with these resources:

The Governors of Acadia University's [interactive video on plagiarism \(Links to an external site.\)](#)

The Purdue Online Writing Lab's (OWL) [Avoiding Plagiarism \(Links to an external site.\)](#)"

[Students are entitled to receive instruction free from interference \(Links to an external site.\)](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior \(Links to an external site.\)](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports \(Links to an external site.\)](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services \(Links to an external site.\)](#), written permission must be secured from the official instructor of the class in order to sell the instructor's communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADA) of 2008, professional disability specialists and

support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations \(Links to an external site.\)](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation \(Links to an external site.\)](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc> (Links to an external site.), calling (480) 965-1234 or emailing DRC@asu.edu.

To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Tempe Campus

480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome \(Links to an external site.\)](#), [Internet Explorer \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#), or [Safari \(Links to an external site.\)](#))
- [Adobe Acrobat Reader \(Links to an external site.\)](#) (free)
- [Adobe Flash Player \(Links to an external site.\)](#) (free)

Technical Support

This course uses Canvas to deliver content. It can be accessed by clicking the course name at MyASU at <http://my.asu.edu> ([Links to an external site.](#)) or the Canvas home page at <https://asu.instructure.com/>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> ([Links to an external site.](#)).

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Tutoring and Academic Success

ASU is committed to ensuring you achieve all your education-related goals by providing a variety of student success resources. I encourage you to check out the [Writing Center](#) ([Links to an external site.](#)) which provides both in-person and online tutoring and other forms of [online tutoring](#) ([Links to an external site.](#)). Even if you are a good writer, an extra pair of eyes (either a tutor, an in-class peer, or a friend) is never a bad thing. Just make sure you approach a potential reviewer *at least one week before the due date* so you have appropriate time to edit. Remember, the *due date* is **not** the *to do date*.

Class Plan: **Please note:** because of the awkwardness of the course's starting date, the first two modules overlap

Module One, March 11-15:

Introduction to the course

By the end of this module, you will be able to:

- Understand the basic outlines and expectations of the course
- Practice making discussion posts and taking weekly quizzes

Readings:

- *Alcohol: A History* chapter 4, 66-86
- **Syllabus Quiz due by 11:59 PM on March 13**
- **Introductory posts due by 11:59 PM on March 13**

**Module Two, March 11-16:
Alcoholic Drinks**

The European Relationship to

By the end of this module, you will be able to:

- Explain the different categories of tavern drinking for men and women
- Explain the cultural significance of alcohol to daily life in early modern Europe
- Understand why men and women had different behavioral expectations regarding alcoholic drinks and what those differences were
- Analyze and compare historical images and songs to make an academic argument

Readings: *Alcohol: A History* chapter 5, pages 87-109

Initial discussion posts due **Friday, March 15**

Responses to classmates due **Sunday, March 17**

Quiz due **Saturday, March 16**

Module Three, March 17-23: Spaces and Places of Drinking

By the end of this module, you will be able to:

- Understand the different spaces and places in the early modern tavern
- Apply the knowledge of multiple spaces to analyze public spaces in your own time and place
- Synthesize the findings of other scholars (your classmates) into your own analysis

Readings: See module for detail. We are visiting modern taverns in lieu of readings.

We begin the normal schedule for posts and responses (Wednesday and Saturday) this module, too.

- **First Written Assignment** due by 11:59 PM on Wednesday, March 20

Module Four, March 24-30:

Lubricating Law and Historical Change

By the end of this module, you will be able to:

- Understand the connections between the Reformation, state formation, and social disciplining and the state's regulation of the tavern
- Explain why the tavern was an emphasis for early modern regulation
- Analyze early modern laws and ordinances to uncover shifting goals and political realities over time
- Analyze modern laws and ordinances in comparison with those of the past

Readings:

- *Alcohol: A History* chapter 6, pages 110-131
- **Second Written Assignment** due by 11:59 PM on Saturday, March 30

Module Five, March 31-April 6: Drinks

The Introduction of Caffeinated

By the end of this module, you will be able to:

- Discriminate between the different arguments regarding taste
- Apply the different arguments to contemporary food and drink
- Understand the non-European origins of chocolate, coffee, and tea
- Explain how Europeans interpreted and adopted early modern caffeinated drinks
- Formulate a argument based on early modern concepts of caffeinated drinks' medical properties

Readings:

- *World of Caffeine*, chapters 4 and 7, pages 51-60 and 95-125
- [Bach's Coffee Cantata \(Links to an external site.\)](#) with English subtitles: [Johann Sebastian Bach - "Coffee Cantata" BWV 211 \(English Subtitles\) \(Links to an external site.\)](#)

Module Six, April 7-13:

Material Cultures of Caffeine

By the end of this module, you will be able to:

- Understand why Europeans sought to create porcelain
- Explain how chocolate, coffee, and tea were made by non-Europeans
- Explain how the spread of porcelain standardized European drinkware
- Explain how material objects divergently or convergently evolve in the modern day

Readings:

- *World of Caffeine*, chapters 5-6, pages 61-95
- **Third Written Assignment** due by 11:59 PM on Saturday, April 13

Module Seven, April 14-20:

The Coffeehouse and the Public Sphere

By the end of this module, you will be able to:

- Explain Habermas's theory of the public sphere and how it relates to coffeehouses
- Use primary sources to defend or critique that theory
- Collaborate with classmates on constructing an argument
- Determine whether or not the tavern contributed to the public sphere

Readings:

- *World of Caffeine* chapter 10 and appendix A, pages 147-180 and 321-326

Module Eight, April 21-26:

Drink and Revolution

By the end of this module, you will be able to:

- Understand the connection between drink and revolutionary moments
- Comprehend the connection between drink, imperialism, and global trade
- Research and describe a modern connection between drink and one of the above connections

Readings:

- *Alcohol: A History* chapter 8, pages 153-172
- **Fourth Written Assignment** due by 11:59pm on Friday, April 26

Written Assignments

First Written Assignment due 20 March: This week's primary source readings included a number of images of taverns as well as drinking ballads that engaged with the relationship between alcoholic drinks and European daily life. Using those sources, and citing at least two ballads (you are encouraged but not required to use more) write a 750-1500 word paper on the intersection between gender and early modern social alcoholic drinking. These ballads may be interpreted as serious, satirical, or anywhere in between, and how you interpret the ballad will influence what you argue it says. Pick one topic to focus on, using the lectures for some ideas.

Possible questions are listed in the assignment description on Canvas.

Second Written Assignment, due 30 March: Your discussion last week involved observing drinking establishments (alcoholic or caffeinated) and sharing and analyzing your findings. Reflecting on last week's discussions, write a minimum 1000 word paper analyzing the interaction of space, place, behavior, and drink in modern America. I.e., what kinds of spaces are present in modern drinking establishments? Are they in different places or do they occupy the same ones? Are these spaces present simultaneously or only at different times? Feel free to use the terms from my lecture last week and/or coin your own. Make sure you define all names of spaces and places, even when you use mine.

Your classmates' observations will serve as your primary sources this week, and **you must use at least three**. Cite your classmates' observations using parentheticals, i.e. (Lastname).

Third Written Assignment due 13 April: Thinking back to last week's discussions on the introduction of caffeinated drinks, pretend you are in the eighteenth century and write a 500-1250 word letter to a hypothetical loved one (parent, child, sibling, friend) **encouraging or discouraging** that loved one from drinking chocolate, coffee, **or** tea (pick one). You must use **at least** three sources we have already read for discussion and/or quoted primary sources from the textbook. You **MAY** also find and use **additional** primary sources on your own. I will provide instructions for finding primary sources. **Note:** I/me/you/us/we phrases are permitted for this assignment.

Fourth Written Assignment due 26 April: We will be privileging secondary instead of primary sources for this final assignment, specifically the last two weeks' readings covering the academic debate over the so-called public sphere. Write your own 1000-1500 word academic paper and take one side in the debate. Was the coffeehouse unique in providing the space for the public sphere, or were the tavern and alehouse as well equipped, contrary to the traditional argument by Habermas? Please feel free to make use of primary and secondary sources (including the textbooks) from the whole semester in making your argument. Remember to define what the public sphere means in your usage.

Alcohol: A History

By Rod Phillips

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The Science and Culture of the World's Most Popular Drug, 1st Edition

By Bennett Alan Weinberg, Bonnie K. Bealer

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