

From Classroom to Coffee-house: An Immersive Model for Teaching the 18th Century

ASECS March 19, 2020

Innovative Course Design Panel

Cecilia Feilla, Marymount Manhattan College

I. ABSTRACT

This proposal is for a 4-week unit on “Coffee & Coffeehouse Culture in Eighteenth-Century London” that culminates in a pop-up museum exhibit developed and produced by the students in lieu of an exam.

Coffee is a familiar commodity that many students consume but take for granted; in the course, coffee becomes a vehicle for exploring the history of Enlightenment London from a multi-pronged economic, political, cultural, social, scientific, and gender perspective. Students become the teachers as they build on in-class learning and individual research to create an immersive educational experience for the college community, transforming the classroom into an eighteenth-century coffeehouse. The following provides an overview of the proposed readings, assignments, and schedules, as well as a post-mortem reflection on the experience of teaching the unit in an Honors section of a General Education course, “Reading the Eighteenth Century (EWL 317),” at Marymount Manhattan College in Fall 2018.

II. THE COURSE: A QUICK OVERVIEW

Course: EWL 317. Reading the Eighteenth Century (Honors Section)

Type: General Education course (International & Cultural Perspectives requirement); also fulfills a requirement in English & World Literatures major

Description: This course explores select writers of the 18th c., with focus on the many purposes, genres, and styles that characterize the era. The aim is for students to develop an understanding of some of the major works of the period while also examining the links between the literature and the complex intellectual, social, and cultural milieu in which it was produced. (from the syllabus)

The theme for the current semester is “Sex and the City.” We will read literary works that engage issues of urban geography and its intersection with sexual identities, markets, practices, crimes, and fantasies in eighteenth-century London and Paris. Topics to be explored include desire, luxury, seduction, pleasure, gender identity, commodity culture, and fashion. We will also read select works of urban and gender theory. (from the syllabus)

- Course units: I. London: Geographies of Sexual Commerce
II. London: Crime & Punishment
III. Intoxicating Brew: Coffee, Coffeehouses & London Society
IV. Paris: Pleasure Capital

III. THE CONCEPT AND PROPOSAL

The London Coffeehouse Pop-Up Museum is designed to be the culminating project (and assessment measure) of a four-week unit on coffee and coffeehouse culture in Enlightenment London, titled “Intoxicating Brew: Coffee, Coffeehouses, and London Society.” This multi-week collaborative project is embedded into a course on eighteenth-century studies. Although originally designed for an upper-level thematic literature course, “EWL 317. Reading the Eighteenth Century,” the unit is portable to a variety of courses since it approaches the subject of coffee and its introduction into Europe from a multi-pronged economic, political, social, literary-cultural, and gender perspective.

The pop-up museum format offers a transformative learning-through-teaching model: a collaborative research assignment that puts students in charge of communicating what they know to a wider audience in non-traditional, multimodal formats. The goal is to deepen students’ understanding of the course material through independent research and multimodal presentation, while also building skills of leadership, collaboration, planning, management, and creativity. Because the pop-up museum is public-facing, it has the potential to transform the traditional student-instructor transaction through a new model whereby students demonstrate their proficiency with the course content to their peers and the community (rather than just to the instructor). The stakes are thus higher and more personal. Since students also have to argue for why their contribution should be included, they feel a sense of accomplishment and investment, as well as an obligation to their classmates to do their best for the team.

The final goal is for students to become the teachers, to work collaboratively and creatively on producing a communal learning experience that is both informative and engaging. Like a pop-up restaurant or store, the temporary, the pop-up museum has the potential to produce a sense of variety, interest, surprise, and community spirit.¹ Moving learning from the traditional lecture or seminar rooms to a public space within the college puts the students in charge, and allows them to appropriate institutional spaces to new, creative purposes. Pedagogically, the pop-up (as conceived here) aligns with established methodologies such as place-based and project-based learning.

¹ See Magdalena Maczynska and Cecilia Feilla, “Pop! Taking Learning beyond the Classroom through Multimodal Pop-up Events,” *Transformations: A Journal of Integrative Pedagogy* 31.4 (2020).

The museum assignment is listed on the course syllabus so that students are thinking about it from day one, and especially as they progress through the coffee unit readings (see section IV below).

The first two weeks of the unit (4 sessions) are dedicated to discussion of assigned readings and key concepts. **Week One** focuses on coffee's role in the growth of commodity culture, global imperialism, and orientalism; the gender dynamics of urban space and consumption; the social and cultural hysteria over this "dangerous" new drug; and coffee's representation in the arts and literature. The primary texts for exploring these issues are Alexander Pope's poem, *Rape of the Lock* (1712), and several plates from William Hogarth's progresses. **Week Two** readings address such topics as the social and political importance of coffeehouses in the formation of a public sphere; and sedition, sociability, and the periodical press.

Week Three includes a museum visit in order for students to reflect on and gain an awareness and understanding of museums and exhibitions, as well as to develop deeper comprehension of the time period and course material. Following the museum visit, the class brainstorms a concept and structure for the pop-up, and students are prompted to develop proposals for an individual or group display to submit the next class session. The second day of week three is devoted to workshopping proposals. The instructor brings in a sample display as a guide. Students are asked to identify materials they will need to complete their display (instructor will provide these), and to develop a timeline and research agenda.

Week Four is devoted to conducting research, collaborating on research and planning, and developing and mounting the exhibition. Students also sign up for times to act as tour guides for visitors. There is then a significant debrief, reflection, and quiz following the experience.

IV. SYLLABUS, ASSIGNMENTS & READINGS

SYLLABUS (Schedule of Readings and Assignments)

III. Intoxicating Brews: Coffee, Coffeehouses, and London Society

Week I. Pope, *Rape of the Lock* (cantos I-III)

Pope, *Rape of the Lock* (cantos IV-V)
Hogarth, *Rake's Progress and Marriage à la Mode*

Week II. Perspectives: Reading Papers (Addison, Steele, et al)

Habermas, from *The Structural Transformation of the Public Sphere*
Walvin, "Coffee" from *Fruits of Empire: Exotic Produce and British Taste*

Exhibit proposal due

- Week III. In-class visit to the Colonial Dames Museum; Activity: Designing an Exhibit
Workshopping of exhibits
- Week IV. Mount the exhibits; student-led tours
Debrief & Reflection

Readings:

PRIMARY TEXTS:

Hogarth, *The Rake's Progress* and *Marriage à la Mode* from *Longman Anthology*

“Perspectives: Reading Papers” section from *Longman Anthology*

News and Comment

from Mercurius Publicus [Anniversary of the Regicide]

from The London Gazette [The Fire of London]

from The Daily Courant No. 1 [Editorial Policy]

Daniel Defoe: from *A Review of the State of the British Nation*, Vol. 4, No. 21

Periodical Personae

Richard Steele: from *Tatler* No. 1 [Introducing Mr. Bickerstaff]

Joseph Addison: from *Spectator* No. 1 [Introducing Mr. Spectator]

from *Female Spectator*, Vol. 1, No. 1 [The Author's Intent; Erminia]

Richard Steele: from *Tatler* No. 18 [The News Writers in Danger]

Joseph Addison: from *Tatler* No. 155 [The Political Upholsterer]

Joseph Addison: from *Spectator* No. 10 [The *Spectator* and Its Readers]

Getting, Spending, Speculating

Joseph Addison: *Spectator* No. 69 [Royal Exchange]

Richard Steele: *Spectator* No. 11 [Inkle and Yarico]

Daniel Defoe: from *A Review of the State of the British Nation*, Vol. 1, No. 43 [Weak Foundations]

Advertisements from the *Spectator*

Pope, Alexander. *Rape of the Lock* from *Longman Anthology*

SECONDARY READINGS:

Habermas, Jürgen. *From The Structural Transformation of the Public Sphere*. Trans. Thomas Burger. Cambridge: MIT Press, 1991.

Walvin, James. Chapter 3: Coffee. *From Fruits of Empire: Exotic Produce and British Taste, 1660-1800*. NY: NYU Press, 1997.

RECOMMENDED READING:

Goodwin, Mary. *From The Coffee-House of the 17th and 18th Centuries* [The Coffee House Historical Report, Block 17, Building 34]. Colonial Williamsburg Foundation Library Research Report Series – 0050, 1956.

ASSIGNMENT

Requirements and Guidelines:

PROPOSAL:

Write a formal proposal of 2 to 3 pages for a display or artifact to be included in the coffeehouse museum. Your proposal should include:

- a description of your exhibit;
- a rationale for what your exhibit adds to the museum and why it should be included;
- a timeline, research agenda, and materials needed for completing it.

If working in a group, the group should submit one proposal that identifies the contribution of each group member.

EXHIBIT:

- Create a museum plaque with explanatory text to accompany the display. The plaque should include a significant quote from one of the readings that exemplifies your topic and concept, and any research sources used in its creation.
- Execute/produce and mount your display and plaque.
- Post-mortem reflection.

Goals:

- Develop, produce, and mount an artifact or interactive display for the coffeehouse exhibit
- Summarize key course concepts in writing (exposition, concision, rhetorical situation) through a plaque to accompany the artifact or display
- Articulate and execute an action plan (project proposal)
- Meet deadlines
- Read analytically and respond to, curate, and produce effective multimodal communication
- Articulate a meaningful individual and intellectual connection to the course materials

V. TEACHING THE UNIT – FALL 2018

In fall 2018, I included the coffeehouse unit and pop-up in an Honors section of the course “EWL 317. Reading the 18th Century,” an advanced interdisciplinary perspectives course in Marymount’s General Education curriculum. The pop-up museum served in lieu of a midterm exam concluding a four-week unit on coffee and coffeehouse culture in London.

The first two weeks of the coffeehouse unit were dedicated to discussion of the assigned readings, with special attention to the social, cultural, and political importance of coffee and coffeehouses in the period. Students were assigned responsibility for presenting particular texts in class, so that discussion was

student-focused and purpose-driven, as I kept the museum endgoal on our radar each session. At the end of each class session, students were asked to write something interesting or unexpected they learned about coffee that day, and what more they wanted to know about it. As part of the brainstorming and planning process in Week Three, students were also asked to walk in groups of two or three in different four-block radiuses around the College in order to document the number and kinds of coffee establishments in the immediate Marymount area. The goal was for the students to reflect on coffee culture today—its prevalence, character, clientele, business, and services—as a starting point for comparison and contrast with what they were to learn and discover about the first coffeehouses in England.

In Week Three, students visited the Colonial Dames Museum in Manhattan which specializes in 17th- and 18th-century colonial New York history. There the students learned about the decorative arts and social customs of the period, including learning to dance a minuet in costume. They were encouraged to visit other museums on their own to think more deeply about exhibition formats and goals.

During brainstorming, students chose both to develop informational displays and to recreate an 18th-century London coffeehouse (an immersive model based on the Colonial Dames Museum). They subsequently planned and produced interactive displays individually or in groups that showed the connections among the rise of coffee, coffeehouses, newspapers (and other periodical literature), commodity culture, and liberal democracy. Students also connected coffee's past with its continued importance in culture today. The coffee-house was named "Julian's" after a notorious figure at the coffeehouses mentioned widely in the periodical literature of the period though his identity remains more legend than fact.

The final outcome was a three-day research-based pop-up museum open to the College community, and which included student-led in-person and video tours of the exhibits (the latter posted on Facebook), and digital audio guides created by the students. Because this was an honors section, the level of intellectual engagement, creativity, and polish was high and resulted in excellent final exhibits. Students helped each other problem-solve, shared research, and developed highly-creative projects, from a Clue-style board game based on actual 18th-century criminal cases and characters, to "Julian's"-branded coffee tokens (named after a notorious coffeehouse denizen), and a BuzzFeed quiz matching players with the appropriate 18th-century coffeehouse (and its closest counterpart in contemporary New York). As a result, the pop-up revealed the 18th-century origins of many aspects of U.S. café culture today—from the Starbucks mermaid logo (an image popular on 18th-century coffee-house signs) to the café-as-workspace. Students created a comment box (styled after a coffeehouse letter box designed by Hogarth) and a guestbook that invited visitors to weigh in on the coffee debate (modeled on the "letters to the editor").

Students were also sensitive to the issue of accommodating visitors with disabilities and created audio guides for each display. Students created eight exhibits in total:

- (1) *Global Economics of Coffee: Then & Now (interactive digital exhibit)*
- (2) *Coffeehouses, Periodical Literature & the Public Sphere*
- (3) *Coffee as Medicinal and Recreational Drug in 18th-Century London (collaboration between a pre-med and Theatre arts student)*
- (4) *17th & 18th-Century Coffee Preparation (with free coffee samples)*
- (5) *Coffeehouse “personalities”*
- (6) *Changing Gender Dynamics of Coffeehouses*
- (7) *Coffeehouse Crimes & Legal Cases: Clue-Style Board Game*
- (8) *Coffeehouse Rules, Etiquette, Iconography & Advertising.*

The museum was mounted in a room off the main cafeteria, a high-traffic area. It was visited by several classes, the college President, and hundreds of individual students, staff, and faculty over the three days. As students became the teachers, they worked collaboratively and creatively to produce a sensory and intellectual experience that was as engaging as it was eye-opening for their peers and the wider college community. It was exciting to see student voices fill the room—not just the students in the course who designed, built, and launched the pop-up, but also the student-visitors (and staff and faculty visitors) who were empowered as co-creators and co-producers of the experience. Everyone involved became active and reflective participants in the process of meaning-making.

Promotional Flyer

October 30 – November 1, 2018
Carson Hall Café Room
 Organized by Dr. Cecilia Feilla's Honors Section of
 EWL 317: Reading the 18th Century

Student led tours will be available from 12:00-3:00pm
 on Tuesday, October 30th

Free coffee to the first 20 visitors!

Julian's Coffeehouse

**An Introduction to
 London's Coffee Culture**

Including exhibits on
 Eighteenth-century coffee preparation
 Pharmaceutical effects of coffee
 Changing gender dynamics of coffeehouses
 Coffeehouse crime and the 18th century fear of this new "drug"

Email cfeilla@mmm.edu for more information.

VI. FINAL REFLECTIONS

The payoff for devoting several weeks to the project was an increase in understanding of critical terms and concepts, confidence with comprehension of course material, development of a purpose-driven research agenda, and ownership of learning. It also made for a good transition from our study of London to the next and final unit on Paris, and inspired interesting final research projects.

One unexpected outcome was that the museum offered a learning opportunity for other courses. Several instructors brought their classes to view the exhibit, and in some cases were given guided tours by the professor and/or students. One professor who brought two sections of a Journalism course wrote me afterward: *"I was really impressed with the way you guided the students to use coffee as a vehicle to examine so many other aspects of society, including feminism and commodification. I was impressed with the links to present day popular culture but also the strong ties to history. You really got me thinking about branding and other ideas connected to this period and today. . . . What a creative endeavor."* Faculty in Business and in Communication Arts have subsequently proposed collaborating on a future expansion of the pop-up museum.

Most importantly, the pop-up assignment reversed the traditional student-teacher dynamic, while involving and valorizing all voices in the class. The format motivated students by providing choice and

negotiation opportunities. The quieter and less confident students became vocal and engaged, even taking on leadership roles within their groups and the class as a whole. The pop-up allowed for integration of prior learning and development of customized pathways into the material and their research projects. Indeed, the unconventional assignment allowed students to express multiple facets of their identities (learner, teacher, activist, barista, poet, and so on). The opportunity to discover and admire the students' various talents and capabilities (not always apparent in a literature classroom) turned out to be one of the unexpected delights of embracing the pop-up format. For example, one student worked as a barista off-campus and chose to research the kinds, methods, and paraphernalia for making coffee in the eighteenth century—and then used these to brew coffee that closely approximated what customers drank in the eighteenth century (including offering mustard and vinegar as condiments!). Another student, although an English and Pre-Med double major, chose to do his project on the economics of coffee, embracing the pop-up's interventionist potential to raise awareness about the sources and effects of coffee assumption around the world.

Finally, the labor-intensive, creative project turned out to be a wonderful bonding experience. The ephemeral nature of the work served to heighten creativity and foster collaborative and cooperative freedom.

Like all experiments, the endeavor also had its challenges. Lack of funding and scheduling constraints set limits on what we could accomplish within the pop-up framework. The quality of the exhibit items varied depending on student motivation and priorities. It might be helpful to assign each student a role beyond their responsibility for their individual display, such as project manager, marketer, head curator, community liaison, and so on, creating a clear flowchart of work for each position.

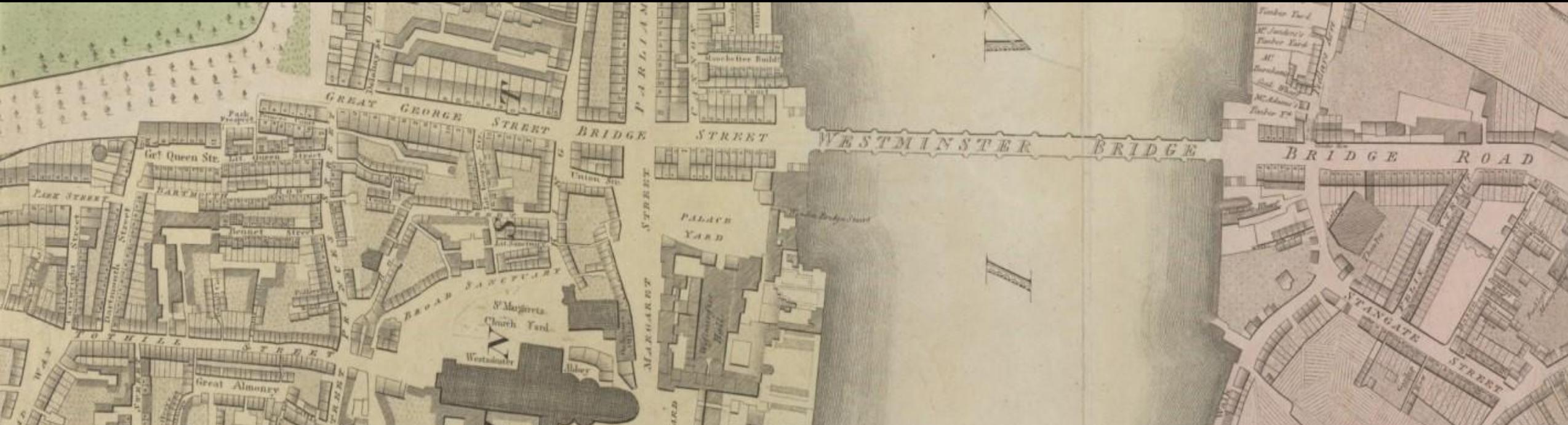
Overall, it was a positive experience that allowed for the maintenance of rigorous expectations for research and written communication, while embracing digital, visual, and kinetic expression. The success of the museum has raised the profile of the Literature Department on campus, and added excitement to our course offerings. Perhaps the greatest feature of the pop-up format is its flexibility. It can be used in almost any discipline, for almost any topic; expanded to an entire semester, or reduced to a week (the flash pop-up); replace student presentations, final exams, or traditional research essays; open a semester, close it, or provide a useful transition between segments. Pop-ups are a lot of work—for the students and the instructor—however, they offer an opportunity for collaboration, bonding, creativity, and fun. Most importantly, they allow students to become teachers, not only in the bounded space of the classroom but on the open stage of the campus.

FROM CLASSROOM TO COFFEE-HOUSE: An Immersive Model for Teaching the 18th Century

ASECS March 19, 2020

Innovative Course Design Panel

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Course: EWL 317. READING THE EIGHTEENTH CENTURY (HONORS SECTION)

**Type: General Education course (International & Cultural Perspectives requirement);
also fulfills requirement in English & World Literatures major**

Description: This course explores select writers of the 18th c., with focus on the many purposes, genres, and styles that characterize the era. The aim is for students to develop an understanding of some of the major works of the period while also examining the links between the literature and the complex intellectual, social, and cultural milieu in which it was produced.

The topic for the current semester is “Sex and the City.” We will read literary works that engage issues of urban geography and its intersection with sexual identities, markets, practices, crimes, and fantasies in eighteenth-century London and Paris. Topics to be explored include desire, luxury, seduction, pleasure, gender identity, commodity culture, and fashion. We will also read select works of urban and gender theory. (from syllabus)

Course Learning Outcomes:

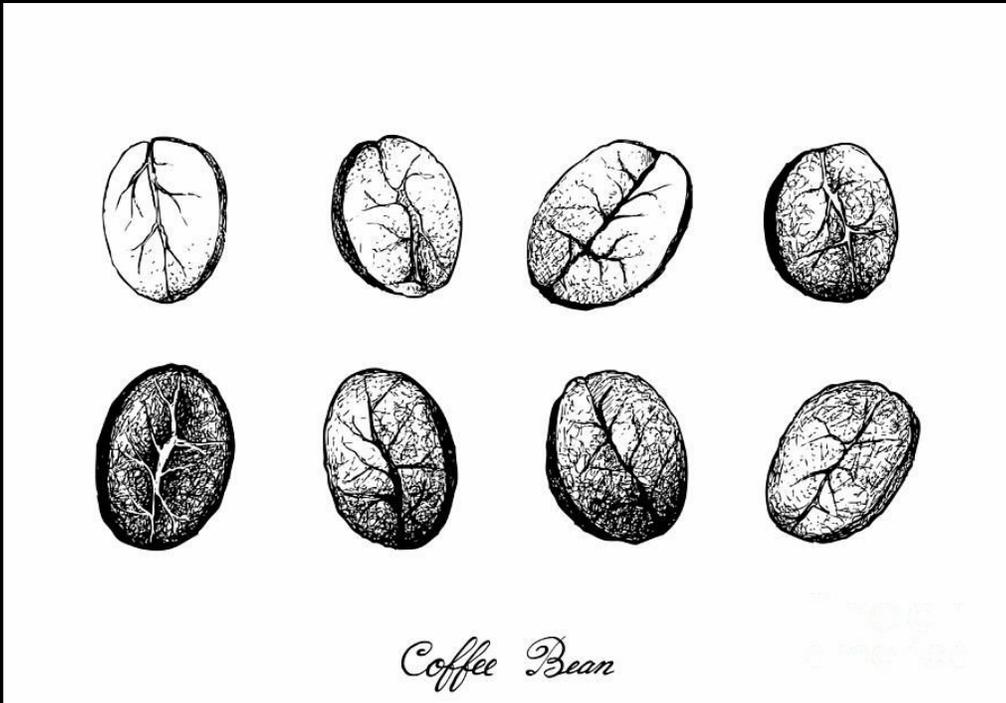
By the end of the semester, students will:

- Demonstrate an understanding of select literature and culture of eighteenth-century Europe in historical and global context;
- Exhibit knowledge of issues in urban and gender studies;
- Demonstrate an understanding of literary forms and genres (comedy, satire, essay, lyric, novel);
- Demonstrate understanding of literature's contribution to local and global cultures;
- Analyze literature and theory closely and critically;
- Communicate their knowledge of eighteenth-century literature and culture verbally and in writing.

Assignment:

Pop-Up Museum on Coffeehouse Culture in 18th-Century London

In lieu of a midterm exam, students will produce a pop-up museum. Students will work in teams to design and execute a display based on the exhibit theme. This will require research, creativity, planning, and teamwork. Detailed guidelines and requirements will be distributed as the due date approaches.
(from the syllabus)



Assignment Guidelines:

You will work individually or in a group to:

- Design, develop, and mount an artifact or display for the exhibit;
- Submit a proposal for your contribution (description, rationale, timeline, research agenda)
- Conduct independent research relevant to your contribution to the pop-up;
- Write, print, and mount a plaque to accompany the artifact/object (must be descriptive and explanatory, and include a relevant quote from one of the texts read in class);
- Be available to give tour(s) and answer questions about the exhibit;
- Take down exhibit and post-mortem reflection.

Assignment Goals:

After completing this assignment, students will have:

- Designed, developed, and executed a multimodal presentation about coffee and coffeehouse culture in the 17th and 18th centuries
- Effectively presented their ideas orally, visually, and in writing
- Demonstrated and applied knowledge of the course material
- Summarized key concepts and information from the course and their own research
- Developed a research agenda
- Articulated and executed an action plan (project proposal)
- Met deadlines
- Analyzed, discussed, and responded to course readings

Brainstorming and Planning:

To begin thinking about the exhibit, students will:

- walk in groups of 2-3 in different 4-block radiuses from the college, and document the number and kinds of coffee establishments you find;
- report back on findings, incl. the products for sale and clientele on site
- visit a museum (both as a class and on your own) to learn more about the period and to think more deeply about exhibits.
- In-class brainstorming on overall museum format, and on individual displays and research

Coffee-House Unit Readings:

Preparatory readings in the third unit of the syllabus, “Intoxicating Brews: Coffee, Tea, and London Society” included:

Primary

- Pope, *The Rape of the Lock*
- Addison & Steele, articles from the *Spectator* and *Tatler* on coffeehouses
- Haywood, from *The Female Spectator*
- Defoe, select newspaper articles

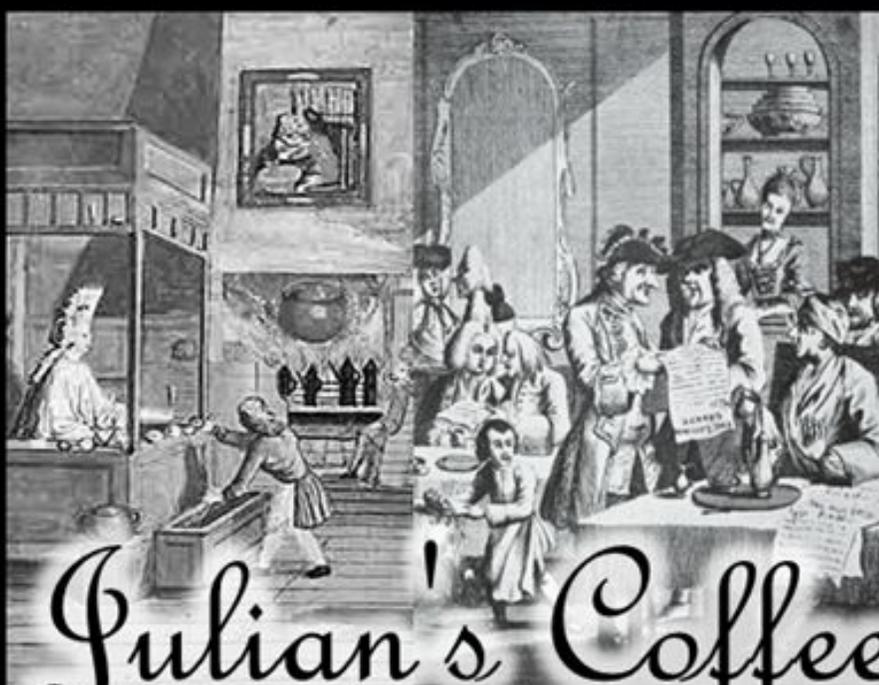
Secondary

- Habermas, excerpt from *The Structural Transformation of the Public Sphere*
- Chapter on “Coffee” from Walvin, *Fruits of Empire: Exotic Produce and British Taste, 1660-1800* (1997)

Syllabus schedule

Part III: Intoxicating Brews: Coffee, Tea, and London Society

- VI. 10/9 Pope, *The Rape of the Lock* (1712/1714)
10/11 Pope, *Rape of the Lock*; *mapping 6*
In-class visit to the Colonial Dames Museum; meet in the lobby
- VII. 10/16 Pope, *Rape of the Lock*; **Essay 2 due**
10/18 Addison, Steele, et al, articles from the *Spectator* and *Tatler* on coffeehouses
Habermas, from *The Structural Transformation of the Public Sphere*; *mapping 7*
10/19 *Optional visit to the Morgan Library: 9:30am rare book tour; 11:30am exhibit tour*
- VIII. 10/23 In-class activity: Designing an Exhibit
10/25 Workshopping of exhibits; **display proposal due**
- IX. 10/30 ADVISEMENT DAY – No classes; **Mount the exhibit**
11/1 Debrief & Reflection



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Changing gender dynamics of coffeehouses

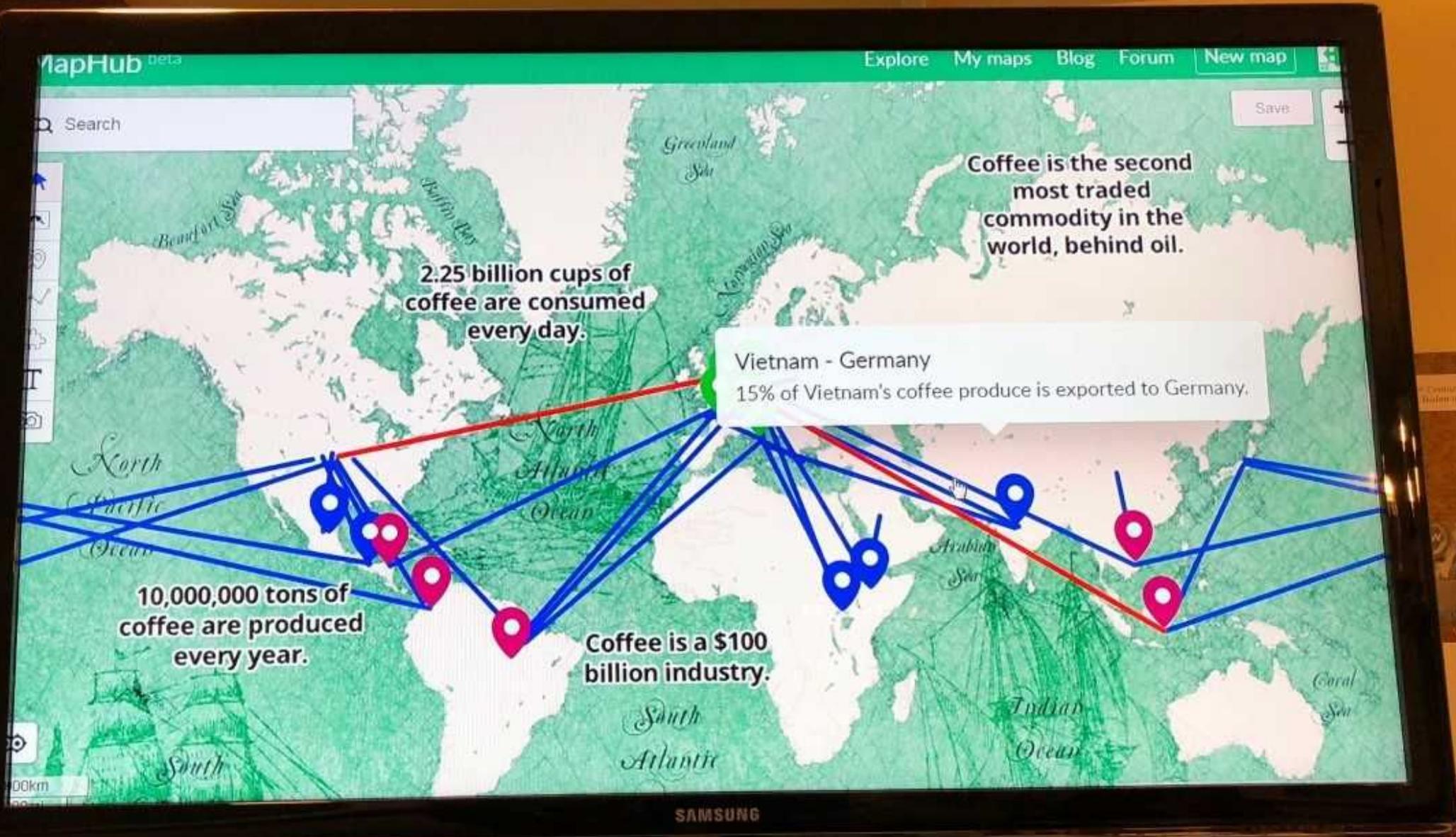
Coffeehouse crime and the 18th century fear of this new "drug"

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12 students created eight exhibits in total:

- (1) Global Economics of Coffee: Then & Now (interactive digital exhibit)
- (2) Coffeehouses, Periodical Literature & the Public Sphere
- (3) Coffee as Medicinal and Recreational Drug in 18th-Century London
(collaboration between a pre-med and Theatre arts student)
- (4) 18th-Century Coffee Preparation (with free samples!)
- (5) Coffeehouse “personalities”: Diversity of sites, clients, purposes
- (6) Changing Gender Dynamics of Coffeehouses
- (7) “Clue”-style Boardgame based on Coffeehouse Crimes & Legal Cases
- (8) Coffeehouse Rules, Etiquette, Iconography & Advertising

Global Economics of Coffee, Then & Now



Coffeeshouses, Periodical Literature & the Public Sphere

COFFEEHOUSES & NEWSPAPERS

The coffee houses were frequented until the 1680s, and then the news was spread by the street vendors.

The news periodical arrived in England in 1662 from Amsterdam. London publishers quickly learned their lesson and were rewarded with handsome profits. Still, it was not until the late 17th century that newspapers began to flourish. The first newspaper to be published in London was the *London Gazette*, which was established in 1665. It was a weekly newspaper that provided news and information to the public. The *Gazette* was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

The London coffee houses, these early newspapers, contributed a great deal to Britain's broader cultural and commercial history during the 17th century. Not only did they provide news and current events, they offered a place where people could meet and discuss the news. They offered a place where people could meet and discuss the news. They offered a place where people could meet and discuss the news.

In his articles in the *Review*, Defoe has an overview of some of the most popular and influential papers, as well as the different forms of news periodicals, including news, political, and literary.

The First Newspapers: Mercurius Publicus, The London Gazette, The Daily Courant

The first news paper printed in England in 1662 from Amsterdam. London publishers quickly learned their lesson and were rewarded with handsome profits. Still, it was not until the late 17th century that newspapers began to flourish. The first newspaper to be published in London was the *London Gazette*, which was established in 1665. It was a weekly newspaper that provided news and information to the public. The *Gazette* was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

In 1662, the first daily newspaper in London, *The Daily Courant*, appeared. It was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

That same year, well, news which left them with the question: what should come next? The answer, it turned out, was the *London Gazette*, which was established in 1665. It was a weekly newspaper that provided news and information to the public. The *Gazette* was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

The growth of the press and the spread of news in public - was the theme of the *Review*. It was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

Richard, British, *Mercurius Publicus*, *The London Gazette*, and *The Daily Courant*.

Addison and Steele, The Tatler (1709-1711) and The Spectator (1711-1712)

It is the *Tatler* especially from which we derive our notion of the *Review*. It was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

The most successful periodicals of the century were *The Tatler* and *The Spectator*, both of which were published in London. *The Tatler* was published by Joseph Addison and Richard Steele, and *The Spectator* was published by Addison and Steele. Both newspapers were published in London, and they were the most successful periodicals of the century.

Addison and Steele first launched a new, and even more influential paper, *The Spectator*, which ran from 1711 to 1712. It was a weekly newspaper that provided news and information to the public. The *Spectator* was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

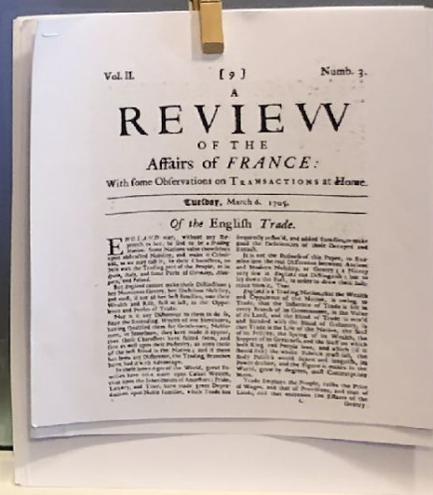
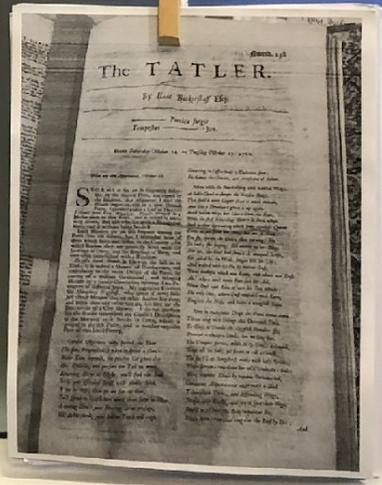
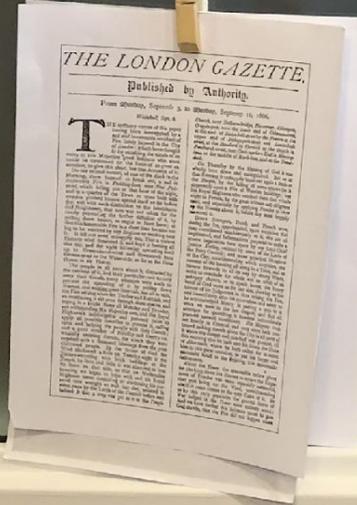
The *Tatler* and *The Spectator* remained in circulation in both form throughout the century, and inspired a host of imitations, including *The French Tatler* and *The Parisian Spectator*.

Daniel Defoe, A Review of the State of the British Nation (1704-1713)

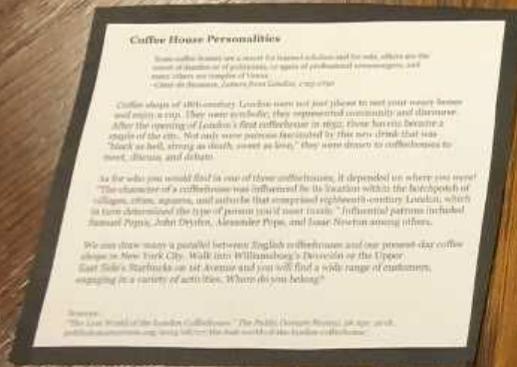
Today Daniel Defoe is best known for writing the first English novel, *Robinson Crusoe*. But he was also a prolific journalist with over 300 works attributed to him. He was the first to write a regular column in a newspaper, and he was the first to write a regular column in a newspaper. He was the first to write a regular column in a newspaper, and he was the first to write a regular column in a newspaper.

In 1704, Defoe published his first newspaper, *The Review*, which was a weekly newspaper that provided news and information to the public. The *Review* was the first newspaper to be published in London, and it was the first newspaper to be published in England. It was the first newspaper to be published in London, and it was the first newspaper to be published in England.

Defoe's other favored topic was trade, which he elaborated widely, though he also sought to promote religious piety and morality. In the second sample from the *Review*, Defoe comments on the rise of commodity culture in London using *Review* before, Defoe comments on the rise of commodity culture in London using *Review* before, Defoe comments on the rise of commodity culture in London using *Review* before, Defoe comments on the rise of commodity culture in London using *Review* before.



Coffeehouse "personalities" – BuzzFeed quiz



Coffeehouse (Pop) Culture: A Gendered History

THE WOMENS PETITION AGAINST COFFEE
REPRESENTING THE PUBLIC CONSENT OF THE GREAT REPRESENTATIVE ASSEMBLY TO THEIR U.S. FROM THE FAVORABLE VIEW OF THE GREAT BRITISH NATION
Prepared by the Right Honorable Sir Joseph de la Motte
By a Petitioner
London, Printed 1754

Coffee in the 18th Century v. Coffee in Pop Culture
By: Caroline Bodan and Hannah Herbert-Hunt

When the first glass of coffee was served in London, it was a sight to behold. The coffee house was a place where men and women gathered to read the news, discuss business, and enjoy a cup of coffee. The coffee house was a place where men and women gathered to read the news, discuss business, and enjoy a cup of coffee. The coffee house was a place where men and women gathered to read the news, discuss business, and enjoy a cup of coffee.



Coffeehouse "Clue" Boardgame: Based on Crimes & Legal Cases



- ### How to Play
1. Each player selects their character, and places game piece in that character's assigned spot on board.
 2. Separate the cards by weapon, location, and suspect, shuffle. Without looking, place in a pile face down, then pull the top card from each pile and place aside. Shuffle the remaining cards together and distribute them to the players.
 3. Roll the die to determine the number of squares. When a player enters a coffeehouse, they may make a suggestion to solve the crime.

18th-Century Coffee Preparation

18th Century Coffee

1.1
Geolocation of the Bean
The geolocation of the bean is a very important factor that makes the final coffee. The origin of the coffee bean is crucial. In the 18th century, coffee beans were mostly from the region of Sumatra and Java in the East Indies (Fig. 1.1). The beans were transported to Europe in the 17th century. The coffee beans from the East Indies were used in the 18th century. The coffee beans from the East Indies were used in the 18th century.



1.2
ARABICA VS. ROBUSTA
KEY DIFFERENCES TO KNOW

1 TASTE: Arabica is sweeter, lighter, and more aromatic. Robusta is more bitter and has a stronger, more pungent taste.	2 ROBUSTNESS: Arabica beans are more delicate and require more care during processing. Robusta beans are more robust and can withstand more processing.
3 CAFFEINE: Arabica beans contain about 1.2% caffeine, while Robusta beans contain about 2.2% caffeine.	4 ROBUSTNESS: Arabica beans are more delicate and require more care during processing. Robusta beans are more robust and can withstand more processing.

Roast
Beans would be roasted in a firing pan or a roasting pan (Fig. 1.2). The beans would be roasted until they were dark brown. The beans would be roasted until they were dark brown. The beans would be roasted until they were dark brown. The beans would be roasted until they were dark brown.



Preparation
There are two main ways coffee was prepared in the 18th century. The most common was the 'Turkish' method, which involved grinding the coffee beans into a fine powder and then brewing it with water and sugar.

3.1
Grind/Powdering
The coffee beans would be ground into a fine powder. The powder would be used to brew the coffee. The powder would be used to brew the coffee. The powder would be used to brew the coffee.



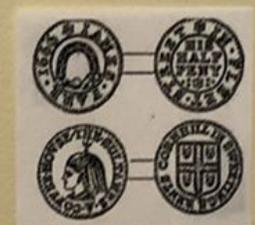
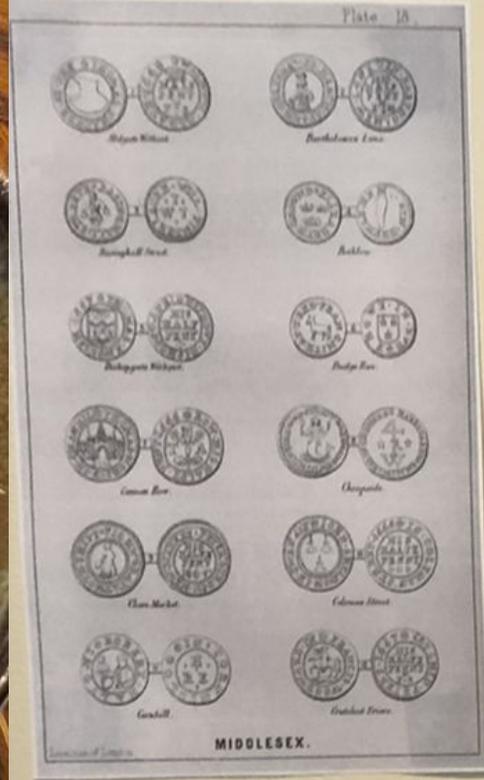
The But Method
This method involved brewing the coffee in a 'but' (a small pot) with water and sugar. The coffee was brewed in a 'but' (a small pot) with water and sugar. The coffee was brewed in a 'but' (a small pot) with water and sugar.



The Strip Method
This method involved brewing the coffee in a 'strip' (a small pot) with water and sugar. The coffee was brewed in a 'strip' (a small pot) with water and sugar. The coffee was brewed in a 'strip' (a small pot) with water and sugar.



Coffeehouse Rules, Etiquette, Iconography & Advertising



Coffeehouse Tokens
The price of a cup of coffee was often paid for by a penny token. These tokens were made of copper, brass, or pewter, and were often decorated with the name of the coffeehouse and the name of the proprietor. Several tokens were made with the name of the coffeehouse and the name of the proprietor.

Student's Favorite Research Findings

- 3x more coffeehouses in 17th c. London than Starbucks[®] in Manhattan today
- women were barred from entering coffeehouses (unless she was the proprietress)
- the king and women activists tried to ban coffee – unsuccessfully
- popular “molly houses” (homosexual clubs) opened under the mask of coffeehouses
- mustard was a popular addition to coffee in the 18c
- coffee was sold at apothecaries not shops

Student Experience Findings

Students appreciated:

- creativity/fun/collaboration/bonding
- deep dive into a single topic
- ability to choose their own focus within the topic
- opportunity to apply prior learning to new topic
- making material personal
- public aspect; being the expert
- excitement of discovery and sharing of research (felt there needs to be a real museum of coffee!)

Students did not appreciate:

- time crunch
- academic rather than personal connection to material
- short display time
- amount of additional labor and time

Faculty Experience Findings

Benefits:

- flexibility of pop-up format (customizable by topic, assignment, length of unit)
- reversed traditional student-teacher dynamic (students became teachers)
- engaged/valorized all voices in the class
- promoted personal and professional connections to the material
- developed purpose-driven research, and student ownership of learning
- made 18th-century material relevant to life today
- interdisciplinary: drew on students' majors, interests, and prior learning
- potential for cross-departmental collaboration (colleagues in Communication Arts and Business proposed joining courses on a future pop-up)
- raised the department's profile on campus
- created a community of researchers (student sharing of sources and ideas)

Challenges:

- a lot of work—for the students and the instructor
- funding (zero)
- uneven quality of displays
- time and space constraints
- perception by some that it was less “serious” than traditional assignments

Primary Sources:

Hogarth, *The Rake's Progress* and *Marriage à la Mode* from *Longman Anthology of British Literature* (vol. 1c)

“Perspectives: Reading Papers” section from *Longman Anthology*

News and Comment

from Mercurius Publicus [Anniversary of the Regicide]

from The London Gazette [The Fire of London]

from The Daily Courant No. 1 [Editorial Policy]

Daniel Defoe: *from* A Review of the State of the British Nation, Vol. 4, No. 21

Periodical Personae

Richard Steele: *from* Tatler No. 1 [Introducing Mr. Bickerstaff]

Joseph Addison: *from* Spectator No. 1 [Introducing Mr. Spectator]

from Female Spectator, Vol. 1, No. 1 [The Author's Intent; Erminia]

Richard Steele: *from* Tatler No. 18 [The News Writers in Danger]

Joseph Addison: *from* Tatler No. 155 [The Political Upholsterer]

Joseph Addison: *from* Spectator No. 10 [The *Spectator* and Its Readers]

Getting, Spending, Speculating

Joseph Addison: Spectator No. 69 [Royal Exchange]

Richard Steele: Spectator No. 11 [Inkle and Yarico]

Daniel Defoe: *from* A Review of the State of the British Nation, Vol. 1, No. 43 [Weak Foundations]

Advertisements from the *Spectator*

Pope, Alexander. Rape of the Lock from *Longman Anthology*

Secondary Sources

Goodwin, Mary. *From The Coffee-House of the 17th and 18th Centuries* [The Coffee House Historical Report, Block 17, Building 34]. Colonial Williamsburg Foundation Library Research Report Series – 0050, 1956.

Habermas, Jürgen. *From The Structural Transformation of the Public Sphere*. Trans. Thomas Burger. Cambridge: MIT Press, 1991.

Walvin, James. Chapter 3: Coffee. *From Fruits of Empire: Exotic Produce and British Taste, 1660-1800*. New York: NYU Press, 1997.