Coffee Culture, Production and Markets
ANG6930(Sec.2G80) / ANT4G930(Sec.2G96) / LAS6938(Sec.0188) / LAS4G935 (Sec.018C)
Spring 2017

Course Time & Location:
Tuesdays Period 3: 9:35 – 10:25 am – Turlington 2349
Thursdays Periods 3-4: 9:35-11:30 - Turlington 2349

Professor: Catherine Tucker
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Office Hours: Tuesdays 11 am-12 noon, Thursdays 1:30-2:30 pm & By Appointment
Office Location: Grinter 309
Graduate Student Discussions: To Be Scheduled

Course Description:
Do you start your day with coffee? Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable commodity produced by developing countries (in terms of total trade dollars). This course will consider the diverse expressions and ramifications of “coffee culture,” from the farmers who see it as their life, to the buyers and traders who know it as a living, to the drinkers who can’t imagine life without cups of java. We will explore the historical roots of coffee production and trade, including its roles in nation-building and international power relations, and its current implications for environmental change, economic development and social justice. Alternatives to conventional coffee production and marketing will be considered, such as Fair Trade, shade-grown, and organic coffee. In light of periodic collapses in coffee prices, we will explore the impacts of market volatility on producers, processors, distributors and consumers, and evaluate various policy approaches that have attempted to mitigate the “infamous coffee cycle.” Why do consumers in the United States see little change in coffee prices when international prices experience drastic declines? We will also consider ongoing controversies over coffee consumption and health. The course will be run as a seminar. Students are expected to come to class prepared to discuss the readings, and participate in class activities and discussions. Graduate students will participate in a bimonthly discussion session with the professor to examine graduate readings in depth.

Required Texts:

For Undergraduates and Graduates:

Tucker, C. M. 2011 Coffee Culture: Local Experiences, Global Connections. New York: Routledge (On Reserve in Library West; page proofs available on Canvas/Readings)

For Graduate Students (Optional for Undergraduates):

Additional Readings are posted on Canvas.
Notes:
• Reading assignments are listed for the day that they will be discussed. Come prepared to discuss the readings in class.
• **Optional readings are REQUIRED for graduate students**
• Additional readings may be added as the course develops.

Course Questions:
• Why is coffee so popular? What roles does coffee play in our daily lives, and why?
• How do we think about and perceive coffee? What theoretical approaches help us to examine the social uses, values and meanings associated with coffee and other foods?
• How have controversies over the social, political and medical dimensions of coffee related to societal and historical processes?
• What roles did (and do) coffee production and trade play in the development and evolution of modern nation-states and the global economy?
• How does coffee production impact producers’ livelihoods and the natural environment?
• How may consumers influence coffee’s economic, social and environmental dimensions?
• What are the potential health benefits and risks of coffee consumption?
• What opportunities exist for environmental, social and economic sustainability in the production and consumption of export goods such as coffee?
• How is fair trade different from conventional markets? What are its goals, advantages, and shortcomings?

Course Objectives:
• Explore the diverse meanings and values associated with coffee consumption and its representations through time, with respect to relevant theoretical approaches.
• Analyze how coffee has been used in various ways to symbolize, reinforce and occasionally challenge cultural values, social norms, and political realities.
• Understand the relationships between the history of coffee and the development of the global economic system.
• Gain understanding of health risks and benefits of coffee consumption, with respect to changing scientific, medical and sociocultural perspectives
• Learn about the social, political, economic and ecological realities of coffee production and consumption from perspectives of different stakeholders.
• Explore challenges of sustainable production, marketing and consumption
• Learn about the differences between conventional and alternative markets, their shortcomings and objectives.
• Practice participant observation and consider patterns of coffee consumption
Course Evaluation and Grading:

- Detailed instructions for each written assignment will be discussed in class and posted to Canvas.
- 400 points possible, distributed as follows:

Undergraduates:
1. Participation: In-class written commentaries, discussion questions, class activities, possibly quizzes (50 pts)
2. Midterm Project: Participant observation in coffee shops, field notes, and report (50 pts)
3. In-class team debate and position statement: Alternative trade vs. conventional coffee (25 pts)
4. Abstract and detailed outline of the final research project (paper or presentation)(25 pts)
5. Final Paper (9-12 pages) or a 20 minute Presentation to class with annotated powerpoint or prezi slides & summary report (3-5 pages). Topics must be approved in advance by Dr. Tucker (50 pts)

Graduates:
1. In-class written commentaries, discussion questions, class activities, possibly quizzes, including participation in Graduate Student Discussion Sessions (TBA) (50 pts)
2. Midterm Project: Participant observation in coffee shops, field notes, and report (50 pts)
3. In-class team debate and position statement: Alternative trade vs. conventional coffee (25 pts)
4. Presentation to class on a course theme developed collaboratively with Dr. Tucker (25 pts)

Grading Policy: The course will be graded by standard percentages; the grade will not be curved.

A = 93-100%  A- = 90-92.9%  B+ = 87-89.9%
B = 83-86.9%  B- = 80-82.9%  C+ = 77-79.9%
C = 73-76.9%  C- = 70-72.9%  D+ = 67-69.9%
D= 63-66.9%  D- = 60-62.9%  F = below 60%

Late Submissions: Late submissions of assignments will be discounted 10% per day. This is simply fair to those in the class who meet deadlines, otherwise they would be disadvantaged relative to those who took more time.

Policy on Plagiarism / Cheating: Plagiarism in written assignments (i.e. the copying of material without citation of the source) is unacceptable. It will lead to a zero on the assignment or paper if it is of a minor degree (less than a paragraph), and to a failing grade in the course in cases of extensive copying without citation. If you have doubts about when and how to cite sources, Dr Tucker will be glad to answer your questions.

Emergencies: If you have a medical or family emergency that prevents you from attending class, completing an assignment on time, or results in extended absence, bring it to the attention of professor as soon as possible. Reasonable accommodations can be made with proper documentation. Medical conditions must be documented by a doctor's note. Other emergencies must be documented by an appropriate authority (check with Dr. Tucker).
Jan 5: Introduction
Why is caffeine common in plants? Why do you think caffeine is so popular among human societies?

Recommended:

Jan 10: The Culture of Coffee, Early History and Controversies

Tucker. Ch. 1: Culture, Caffeine, and Coffee Shops. Pp. 3-10

Optional:

Jan 12: Theories of Food and Culture


Tucker. Ch 2 Theories of Food and Social Meanings of Coffee. Pp. 11-17.

Optional:

Jan 17 Food, Power and Social Class
Assignment: In Class Exercise and Discussion


Optional:
Jan 19  Coffee’s Spread Through Europe

Tucker, Ch. 4 Tracing Coffee Connections. Pp 26-34.
Weinberg & Bealer Ch.5: The Caffeine Trade Supplants the Spice Trade: Tea and Coffee Come to the West (Start at “Early Ports of Arrival”). Pp 64-82
Ch.6: The Late Adopters: Germany, Russia and Sweden Join In.
Ch.8: Postscript: Why Did Caffeine Come When It Did? Pp. 125-127.

Optional:

Jan 24: Coffee and the Emergence of the Modern World System

Assignment: Bring two questions (printed in hard copy) inspired by the week’s readings to discuss in class

Williams, R. 1994 Preface; Ch 2: The Coffee Boom and the World Capitalist System.

Optional:
Daviron & Ponte. Ch. 2: What’s in a Cup? Pp. 50-82.

Jan 26: Coffee, Nation-Building and Paths of Power

Video: Coffee, A Sack Full of Power


Jan 31: Coffee Production, Processing and Labor


Optional:

Feb 2: Coffee’s Environmental Impacts and Questions of Sustainability
Assignment: Bring two questions (printed in hard copy) inspired by the readings to discuss in class


Optional:

Feb 7: Is Coffee Good or Bad for You? Medical Controversies of Coffee

Assignment: Find a recent article or news clipping (within the last 2 years) that discusses coffee and health. Bring it to class with a brief summary to hand in and discuss in class (15 pts).


Feb 9: Health Benefits and Uncertainties of Coffee and Caffeine
Class Discussion: Is coffee a health food?
Midterm Assignment & Expectations discussed in class


Feb 14: Price Volatility, Inequity, and Efforts to Regulate Coffee Markets
Why are coffee prices unpredictable and fluctuate dramatically? How have the causes of volatility changed (or not) over time?

Tucker. Ch. 15 Market Volatility and Social Calamity; Ch. 16 Efforts to Mitigate the Coffee Cycle and the Distribution of Power. Pp. 113-126.

Suggestion: Start reading Jaffee!

Feb 16: Coffee Growers, Markets and a Brief History of Fair Trade
Class Discussion: How and why did Fair Trade emerge?

Feb 21: Ethiopia and International Coffee Markets

Class Discussion: Black Gold, and Starbucks vs. the Government of Ethiopia


Feb 23: Black Gold: Film and Discussion

Feb 28: Coffee Culture and Coffeehouses in the USA


Mar 2: Coffee Culture and College Students
Midterm Project Due; Discussion of project findings

SPRING BREAK March 4-12

Mar 14: Value Chains, Conventional Markets and Alternative Trade

Class Discussion: What are value chains?

Jaffee. Ch. 3: One Region, Two Markets, Ch.4: The Difference a Market Makes, Ch.5: A Sustainable Cup? Pp.58-164.
Optional:

Mar 16: Conundrums of Fair Trade from Producers’ Perspectives

Class Discussion: What are the differences between conventional and alternative trade?

Jaffee: Ch.6 Eating and Staying on the Land, Ch. 7 Dancing with the Devil? Pp. 165-231.
**Optional:**
Daviron & Ponte Ch. 6: Value chains or values changed? Pp. 204-244.

**Mar 21: Global Economies, Alternative Trade and Critical Analyses**

**Class Discussion on Readings**

- Jaffee. Ch. 8 “Mejor pero no muy bien que digamos” Pp. 232-246.

**Mar 23: The Business of Coffee: Traders’ Perspectives**

- Video: Cappuccino Trail (50 min) (Questions for discussion will be distributed)
- Paper / Presentation Abstract & Outline Due


**Mar 28: Who Benefits from Fair Trade?**

**Discussion; Preparation for class debate on Fair Trade**


Optional:
Daviron & Ponte Ch. 7: A Way Forward. Pp. 245-272.

**Mar 30: Class Debate and Discussion: Can Alternative Trade Solve the Inequalities of Coffee Markets? Why or why not?**

Teams will prepare arguments and debate contrasting positions on Alternative Trade drawing on class materials and research (50 pts) Each team will submit a written summary position statement at the beginning of class.

**Apr 4: Coffee Satire and Humor**

- Tucker. Ch.9: Hot and Bothered: Coffee and Caffeine Humor.
- The Women’s Petition Against Coffee
- The Men’s Response to the Women’s Petition

**Apr 6: Coffee Tasting: Science and Art**

Coffee Flavor Wheel (color image)
Coffeecuppers.com A Short Primer on Coffee Tasting
http://www.coffeeuppers.com/Tasting-Primer.htm

Apr 11: Special Themes /Project Presentations

Apr 13: Special Themes /Project Presentations

Apr 18: Synthesis and Conclusions: Coffee Past, Present and Future

Further Reading:


