

Coffee Culture, Production and Markets Fall 2023

ANT4930 (Sec.4G50) / LAS4935 (Sec.CT00)

ANG6930 (Sec.4G49) / LAS6938 (Sec.CT01)

Tuesday Period 7 [1:55 – 2:45 pm] in **Matherly 004**
& **Thursday** Periods 7-8 [1:55 – 3:50pm] in **Flint 0113**

Professor: Catherine Tucker

Email: tuckerc@ufl.edu

Phone: 352-392-0690

Office Hours: Tuesdays 3:00-4:00 pm; Thursdays 11:00 am-12:00 pm & By Appointment

Office Location: Grinter 309

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). We will explore the historical roots of coffee production and trade, including its roles in nation-building and international power relations, and its implications for environmental and socioeconomic sustainability, social justice, and economic development and its gendered dimensions. Alternatives to conventional coffee production and marketing will be considered, including Fair Trade, direct trade, and certifications (Rainforest Alliance, organic). Given periodic collapses in coffee prices, we will address the impacts of market volatility on producers and other actors. Why do consumers in the United States see little change in coffee prices when international prices fall? We will examine the roles and meanings of coffee in society, media depictions, medical controversies, and coffee-related humor. 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, including a coffee tasting. Evaluation will be based on a fieldwork mini-project, class participation, short writing assignments, and a final project.

REQUIRED AND RECOMMENDED COURSE MATERIALS

Required and recommended readings and resources or their links will be posted on Canvas or available through ARES. ARES Password: CofCult2023F

Texts (Available through ARES)

- Jaffee, D. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press Routledge. (Free online through UF Smathers Library)
- Tucker, C. M. 2017 *Coffee Culture: Local Experiences, Global Connections. Second Edition*. New York: Routledge (Free to online through UF Smathers Library)

IMPORTANT: Readings and other resources are listed for the week that they will be discussed. Come prepared to discuss the assigned readings during class.

QUESTIONS TO EXPLORE

- Why is coffee such a popular beverage? What roles does coffee play in our daily lives, and why?
- 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 have coffee production and trade played in the development and evolution of modern nation-states and the global economy?
- How do international coffee markets and production/consumption systems shape opportunities for social and environmental justice, gender equity, and indigenous rights? How do perspectives of different actors (farmers, traders, exporters, consumers, etc.) in coffee value chains vary?
- What opportunities and challenges exist for environmental, social and economic sustainability in the production, trade, and consumption of commodities such as coffee?
- How is alternative trade different from conventional production and markets? What are its goals, advantages, and shortcomings?
- How may consumers influence coffee's economic, social and environmental dimensions?
- What are the potential health benefits and risks of coffee consumption?

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.
- Learn about the social, political, economic and ecological dimensions of coffee production, markets and consumption from perspectives of different stakeholders.
- Explore possibilities and challenges of fostering sustainability, gender and racial equity, and socioeconomic and environmental justice in the contexts of coffee production, value chains, and consumption.
- Learn about the differences between conventional and alternative markets, their advantages, shortcomings and objectives.
- Practice participant observation and consider patterns of consumption
- Gain understanding of health risks and benefits of coffee consumption, and critically assess competing and changing scientific, medical and sociocultural perspectives on food and health.

EXPECTATIONS AND GRADING

Detailed instructions for each assignment will be discussed in class and posted on Canvas.

Evaluative Components: Detailed instructions will be on Canvas and explained in class

1. Participation (20%): In-class activities, short discussion posts (~200 words)
2. In-class activity leadership (15%): (To be scheduled throughout the semester with sign up during the 2nd week of class)
 - Undergraduate: Team activity leadership on one class theme
 - Graduate: Individual activity leadership or short presentation on an aspect of one course theme
3. Midterm Project (20%): Participant observation in coffee shops on an individual research question, observation field notes, and summary.
4. Proposal and plan for final project (5%): Approval of plan by Dr Tucker is required as a prerequisite for the final project
5. In-class team debate and brief position statement: (20%)
6. Final Project and Presentation (20%)
 - Undergraduate (Individual or Team) Final Project and Presentation (Video, Vision Board, or a Paper presenting project findings)
 - Graduate Final Research Project Presentation and Final Paper on findings

Grading Policy:

The course will be graded as follows:

A	100% to	93%
A-	<93% to	90%
B+	<90% to	87%
B	<87% to	83%
B-	<83% to	80%
C+	<80% to	77%
C	<77% to	73%
C-	<73% to	70%
D+	<70% to	67%
D	<67% to	63%
D-	<63% to	60%
F	<60% to	0%

ChatGPT Policy:

The use of ChatGPT is not appropriate for this course. These assignments are meant to foster creative, critical and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion and reflection. ChatGPT is not as capable as you are to grapple with the complex issues to be addressed in this course.

Communications and Netiquette:

- Remember that all in-person and online communications -- discussion, posts, chats, email -- should be respectful and polite.
- Intellectual debate and contestation is an important part of learning and intellectual exchange.
- It is expected that students will have different perspectives and opinions, and everyone is welcome (and expected) to share their perspectives and understanding of information and concepts relevant to the course content. In all cases, the language and tone of the words is expected to remain respectful.

CLASS SCHEDULE

Adjustments may be made depending on the development and interests of the class

Week 1 – Aug. 24 Introduction to Coffee Culture, Major Themes and Early History

Selected References used by Tucker (available on Canvas):

- Hattox, R. 1985. Ch. 2 The Coming of Coffee to the Near East. Ch. 3 Coffee, Coffeehouses, and the Opposition. In *Coffee and Coffeehouses: The Origins of a Social Beverage in the Medieval Near East*. Pp. 11-45. Seattle: University of Washington Press.
- Women's Petition Against Coffee
- Men's Response to the Women's Petition

Week 2 – Aug. 29 & 31 Coffee, Power and the Modern World System

Aug 29: (Tucker Away at NSF Research Project Meeting)

View Film: "Black Gold: Wake up and smell the coffee" (76 min). (Course Reserves at Library West or streaming). Submit a brief commentary (~200 words) on Canvas as a discussion post before Thursday's class. Consider: According to the film, what are major challenges of global coffee markets for farmers and coops? Why do you think the problems exist? What was the most interesting or unexpected aspect of this documentary for you? (Full instructions on Canvas)

Aug. 30: Discussion of Black Gold and assigned readings. Come to class prepared to discuss the film Black Gold with respect to the readings, and the questions posed at the end of Tucker's chapters 4 & 5.

Required Readings

Pendergrast, M. 1999. Prologue: Oriflama Harvest. In *Uncommon Grounds. The History of Coffee and How It Transformed the World*. New York: Basic Books.

Tucker. 2017. Ch. 1: Culture, Caffeine, and Coffee Shops. Pp. 3-10

Ch. 4 Tracing Coffee Connections. Pp 26-34.

Ch. 5 Coffee and the Rise of the World System. Pp. 35-42.

Williams, R. 1994. Preface. In *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Pp. xix-xxix.

Recommended Readings (Required for Graduate Students)

Williams, R. 1994. Ch 1 Introduction Pp. 1-14

Ch. 2 The Coffee Boom and the World Capitalist System. In *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Pp. 15-40.

Week 3 – Sep. 5 & 7 Theories of Food, Culture and Social Class

Thursday Activity: Coffee Meanings and Group Discussion – Class will break into groups to discuss and analyze required readings (Graduate students will form their own group)

Required Readings:

Clark, D. 2004 The Raw and the Rotten: Punk Cuisine. *Ethnology* 43(1):19-31

Tucker. 2017 Ch 2 Theories of Food and Social Meanings of Coffee.
Ch 3 Coffee Culture, History and Media in Coca-Cola Land. Pp. 11-26.
Weinberg & Bealer. 2002. Introduction to Part 3. Pp. 130-132.

Recommended Readings (Required for Graduate Students)

Appadurai, A. 1988 How to Make a National Cuisine. *Comparative Studies in Society and History* 30:3-24.
Mintz, S. 1996 Food and Its Relationship to Concepts of Power. In *Tasting Food, Tasting Freedom*. Boston: Beacon Press. Pp. 17-32.
Roseberry, W. 1996 Rise of Yuppie Coffees and the Reimagination of Class in the United States. *American Anthropologist* 98(4):762-775.

Optional:

Leach, E. 1974 Ch. 2: Claude Lévi-Strauss - Oysters, Smoked Salmon and Stilton Cheese.
Reprinted from *Claude Lévi-Strauss*. Chicago: Univ. of Chicago Press.

Week 4 – Sep. 12 & 14 Coffee Production, Labor and Inequality

For Thursday: Submit Discussion Question + Brief reflection or motivation for your question based on readings to Canvas/ Module 4/ Discussion

Required Readings:

Tucker 2017 Ch. 11: Planting and Caring for Coffee, Ch. 12: Harvesting, Processing and Inequality. Pp.83-95.
King, D.I., et al. 2012. Community-based agroforestry initiatives in Nicaragua and Costa Rica. In Simonetti, J.A., A.A. Grez & C.F. Estades (Eds). *Biodiversity conservation in agroforestry landscapes: challenges and opportunities*. Santiago, Chile: Editorial Universitaria.
READ ONLY: Pp. 99-101 and 107-112 (pages relevant to coffee)
Kurian, R. 2003 Labor, Race and Gender on the Coffee Plantations in Ceylon (Sri Lanka), 1834-1880. In *The Global Coffee Economy in Africa, Asia, and Latin America, 1500-1989*. Clarence-Smith, W. G., and S. Topik, Eds. Cambridge: Cambridge University Press. Pp. 173-190.

Recommended Reading (Required for Graduate Students)

Roseberry, W. 1996 La Falta de Brazos: Land and Labor in the Coffee Economies of Nineteenth Century Latin America. *Theory and Society* 20(3):351-381

Week 5 – Sep. 19 & 21 Coffee, Sustainability & Climate Change

- Introduction to the Midterm Project
- Thursday Activity: Coffee Meanings and Group Discussion – Class will break into groups to discuss and analyze required readings (Graduate students will form their own group)

Required Readings:

Tucker. 2017. Ch.13: Environmental Sustainability of Coffee Production,
Ch.14: Environmental Conundrums of Coffee Processing. Pp. 96-110.
Davis, A. P., H. Chadburn, J. Moat, R. O'Sullivan, S. Hargreaves, and E. Nic Lughadha. 2019. High extinction risk for wild coffee species and implications for coffee sector sustainability. *Science Advances* 5:eaav3473. DOI:[10.1126/sciadv.aav3473](https://doi.org/10.1126/sciadv.aav3473)

Magrath, Ai. and J. Ghazoul. 2015. "Climate and Pest-Driven Geographic Shifts in Global Coffee Production: Implications for Forest Cover, Biodiversity and Carbon Storage." *PLoS ONE* 10(7):e0133071.

Recommended Reading (Required for Graduate Students)

Baca, M. et al. 2014. "An Integrated Framework for Assessing Vulnerability to Climate Change and Developing Adaptation Strategies for Coffee Growing Families in Mesoamerica." *PLoS ONE* 9(2):e88463.

Bunn, C. et al. 2015. "Multiclass Classification of Agro-Ecological Zones for Arabica Coffee: An Improved Understanding of the Impacts of Climate Change." *PLoS ONE* 10(10):e0140490.

Websites to Explore:

Sustainable Coffee Challenge <https://www.sustaincoffee.org/>

Coop Coffees. <https://coopcoffees.coop/>

Cool Farm Alliance. <https://coolfarm.org/resources/>

Carbon, Climate and Coffee. <https://www.carbonclimateandcoffee.com/learn>

Week 6 - Sep. 26 & 28: Price Volatility and Coffee Markets: Coffee Trading, Value Chains and Efforts to Regulate Coffee Markets

Discussion: How do coffee markets and trading work? Why are coffee prices unpredictable and fluctuate dramatically? How have the causes of volatility changed (or not) over time? Reflect on the readings and submit one of your own questions for discussion to Canvas by 11:59 pm on Wednesday.

Required Readings:

Coffee Research Newsletter. 2001. New York Coffee Exchange 101. *Coffee Research Newsletter* 1(4): 1-2.

Jaffee. Preface. Pp. xi-xv.

Ch.1: A Movement or a Market?

Tucker. Ch. 15 Market Volatility and Social Calamity;

Ch. 16 Efforts to Mitigate the Coffee Cycle and the Distribution of Power.

Recommended Reading (Required for Graduate Students)

Chari, V. and R. Jagannathan. 1990. The Simple Analytics of Commodity Futures Markets. The Federal Reserve Bank of Minneapolis.

Week 7 - Oct 3 & 5 Fair Trade Goals and Conundrums

- Consider: Why and how did Fair Trade emerge? How does the structure of international markets and trade structure and constrain Fair Trade and alternative trade?
- Thursday Group Discussion – Class will break into groups to discuss and analyze required readings (Graduate students will form their own group)

Required Readings:

Jaffee. Ch. 2: Coffee, Commodities, Crisis

Ch. 3: One Region, Two Markets

Ch.4: The Difference a Market Makes

Tucker. 2017 Ch 17: A Brief History of Fair Trade.

Week 8 – Oct 10 & 12 Conventional versus Alternative Trade

- Video: Cappuccino Trail (50 min) View Streaming online (Questions for discussion will be distributed)
- Class Discussion: What are the differences between conventional and alternative trade?

Required Readings:

Camp, M., et al. 2005. A Cup of Truth. *Cultural Survival* 29(3):17-25.

Jaffee Ch. 7 Dancing with the Devil?; Ch.8 “Mejor pero no muy bien que digamos”

Recommended Reading (Required for Graduate Students)

Jaffee. Ch.5: A Sustainable Cup?;

Cycon, D. 2005. Confessions of a Fair Trader. *Cultural Survival* 29(3): 26-30.

Sylla, N. S. 2014 *The Fair Trade Scandal: Marketing Poverty to Benefit the Rich*. Athens, OH: Ohio University Press. (Brief Excerpt)

Optional:

Jaffee. Ch.6 Eating and Staying on the Land

Week 9 - Oct. 17 & 19 Assessing Alternative Trade /Discussion of Midterm Project Results

- Oct 17- Class Discussion: Who benefits from Fair Trade? Why do problems exist? Is it improving farmers’ livelihoods? How might it be improved?
- Oct 19: MidTerm Project Due. Class Activity: sharing experiences and results from the MidTerm participation observations.

Required Readings:

Jaffee Ch. 9: Strengthening Fair Trade

(Optional) Conclusion.

Tucker. Ch. 18 “Conundrums of Fair Trade Coffee: Building Equity or Reinventing Subjugation?”

Tucker, C. and M. Pérez Zelaya. In Press. Fostering sustainability through environmentally friendly coffee production and alternative trade: The case of Café Orgánico de Marcala (COMSA), Honduras. *Critique of Anthropology*.

Recommended (Not Required for Graduate Students)

West, P. 2012. *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press (Excerpts)

Week 10 - Oct. 24 & 26 Coffee Consumption & Waste

Final Project Proposal and Plan Due on Oct. 26 (1 pg) (May be submitted for approval at any time up to the deadline)

Group Discussion

Required Readings:

Tucker. Ch. 9: Coffee Waste, Consumer Choices, and Activism on College Campuses.

Oatman. 2014. Your Coffee Pods’ Dirty Little Secret. Mother Jones. Online.

<http://www.motherjones.com/blue-marble/2014/03/coffee-k-cups-green-mountain-polystyrene-plastic>

Kooduvalli, K., U. K. Vaidya, and S. Ozcan. 2020. Life Cycle Assessment of Compostable Coffee

Pods: A US University Based Case Study. *Scientific Reports* 10:9158. URL: <https://www.nature.com/articles/s41598-020-65058-1#citeas>
Smyth, D., A.L. Fredeen, and A.L. Booth. 2010. Reducing Solid Waste in Higher Education. *Resources, Conservation and Recycling*, 54:1007–1016.

Recommended (Required for Graduate Students)

Quantis, with J-A. Chayer and K. Kicak. 2015. Life Cycle Assessment of Coffee Consumption. Prepared for Packaging Consortium. Montreal: Quantis.
Humbert, S., Y. Loerincik, V. Rossi, M. Margni, and O. Jolliet. 2009. Life Cycle Assessment of Spray Dried Soluble Coffee and Comparison with Alternatives (Drip Filter and Capsule Espresso). *Journal of Cleaner Production*, 17:1351–1358.

Week 11 - Oct 31 & Nov 2. Coffee and Health

Oct 31: In-class team preparation, and team strategy consultation with Dr. Tucker
Nov. 2: Debate Day: Coffee and Health

Initial Resources for the Debate (Teams will need to find additional resources to support their argument)

Carpenter, M. 2014. Ch. 10: The Athletes' Favorite Drug. *Caffeinated: How Our Daily Habit Helps, Hurts and Hooks Us*. Pp.127-146. New York: Plume.
Loomis, D. et al. 2016. Carcinogenicity of drinking coffee, tea, mate and very hot beverages. *The Lancet Oncology* 17(7):877-878.
Tucker. Ch. 10. Is Coffee Good or Bad for You?: Debates over Physical and Mental Effects of Coffee Consumption.

Week 12 - Nov. 7 & 9 Research and Development for Final Project

(Tucker Away for FAO scientific advisory group meeting)

Use this week to make progress on your final project research and development.

Week 13 - Nov. 14 & 16 Assessing Coffee Quality

View Barista (streaming).
Discussion in class
Coffee Tasting in class

Readings:

Coffee Flavor Wheel (color image)
The Little Black Coffee Cup. 2018. The Fundamentals of Coffee Tasting | Featuring Sensory Scientist Ida Steen. URL: <https://www.thelittleblackcoffeecup.com/journal/coffeetasting>
Coffee Research Newsletter 2001. Super (Coffee) Tasters: Implications in Cupping. *Coffee Research Newsletter* 1(1):3.

Recommended (Required for Graduate Students)

Weissman, M. 2008. *God in a Cup: the Obsessive Quest for the Perfect Coffee*, Ch. 2 & Ch 3. Pp. 35-79. Hoboken, NJ: John Wiley & Sons, Inc.

Week 14 - Nov. 21 Coffee Humor & Societal Contexts.

Reading:

Tucker, C. and DeCamp, E. 2011. Hot and Bothered: Coffee and Caffeine Humor. In *Coffee Culture: Local Experiences, Global Connections. First Edition*. New York: Routledge.

THANKSGIVING BREAK November 22-26

Week 15 - Nov. 28 & 30 Final Project Presentations

Week 16 - Dec. 5 Course Wrap Up

FINALS WEEK: Final Projects Due Monday, Dec. 11 by 5 pm

UNIVERSITY POLICIES:

This course is aligned with the UF policies below.

Contact Hours:

"Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.

Workload:

As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

GatorEvals Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Honor Pledge:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the

following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

In addition, students may not publish (including sharing with other students) any recording of a class lecture without the written consent of the lecturer. Students are permitted to record class lectures for their personal educational use. It is not permitted to record student presentations, student assessments, in-class discussions or activities, or private conversations among students or with instructors. See complete details at In-Class Recording FAQ: <https://aa.ufl.edu/policies/in-class-recording/>.

UF RESOURCES and SERVICES

Accommodations for Learning Differences and Disabilities: UF works to offer an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Students with learning differences or who experience learning barriers are welcome to request academic accommodations by connecting with the Disability Resource Center (352-392-8565) (DRCaccessUF@ufsa.ufl.edu). To get started, visit <https://disability.ufl.edu/students/get-started/>.

This class recognizes and supports learning differences. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

University Police: The UF police are together for a safe campus. Phone: 392-111 (911 for emergencies). <http://www.police.ufl.edu>.

Career Connections Center (352-392-1601) CareerCenterMarketing@ufsa.ufl.edu connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation.

Counseling and Wellness Center (352-392-1575) provides counseling and support as well as crisis and wellness services including a variety of workshops throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

Dean of Students Office (352-392-1261) provides a variety of services to students and families, including Field and Fork (UF's food pantry) and New Student and Family programs

Multicultural and Diversity Affairs (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Office of Student Veteran Services (352-294-2948) vacounselor@ufl.edu assists student military veterans with access to benefits.

ONE.UF is the home of all the student self-service applications, including access to:

- Advising
- Bursar (352-392-0181)

- Financial Aid (352-392-1275)
- Registrar (352-392-1374)

Official Sources of Rules and Regulations: The official source of rules and regulations for UF graduate students is the Graduate Catalog.

Other information can be found on ufl.edu /search by entering the key terms provided below:

- Student Handbook
- Student Responsibilities, including academic honesty and student conduct code
- e-Learning Supported Services Policies includes links to relevant policies including Acceptable Use, Privacy, and many more
- Accessibility, including the Electronic Information Technology Accessibility Policy and ADA Compliance
- Student Computing Requirements, including minimum and recommended technology requirements and competencies