

**Coffee Culture, Production and Markets**  
**ANG 6930 (Sec.35HH) / ANT 4930 (Sec.35H0) / LAS 6938 (Sec.34F3) / LAS 4935 (Sec.34F0)**  
**Spring 2019**

**Course Time:** Wednesdays Periods 3-5: 9:35am – 12:35pm

**Location:** Classroom Bldg (CBD) 0224

**Professor:** Catherine Tucker

**Email:** [tuckerc@ufl.edu](mailto:tuckerc@ufl.edu) (Note: Please doublecheck email address before sending)

**Phone:** 352-392-0690

**Office Hours:** Tuesdays 2-3:30 pm, Thursdays 10:30–12 noon & 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). 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 graduate seminar, and undergraduates are expected to engage fully in this opportunity to experience a graduate level course. To do well in this course, students need to come to class prepared to discuss the readings assigned for that day, and participate in class activities and discussions.

**Required Texts:**

Jaffee, D. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press. (On Reserve in Library West and Available as an E-Book)

Tucker, C. M. 2017 *Coffee Culture: Local Experiences, Global Connections. Second Edition*. New York: Routledge (On Reserve in Library West; page proofs available on Canvas/Readings by chapter number)

### Notes:

- All readings that are not in the required texts are posted on Canvas in alphabetical order by first author and title.
- 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.

### **Questions to Explore:**

- Why is coffee such a popular beverage? 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? What does this indicate more generally about the impacts of commodity crops on people and the 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 and Outcomes:**

- 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, and critically assess competing and changing scientific, medical and sociocultural perspectives on food and health
- 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 in the Global South, with particular attention to coffee.

- Learn about the differences between conventional and alternative markets, their advantages, shortcomings and objectives.
- Practice participant observation and consider patterns of consumption

**Assessments and Grading:**

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

Evaluative Components (200 pts possible):

- Participation: In-class written commentaries, discussion questions, class activities including field trip (25 pts)
- Midterm Project: Participant observation in coffee shops, field notes, and report (50 pts)
- In-class team debate and position statement: (25 pts)
- Presentation and activity leadership on one of the class themes (team or individual) with annotated powerpoint or prezzi slides (25 pts)
- Visit Volta Coffee for coffee tasting on one Saturday morning in February. Write a 1 page summary of your experience (10 pts)
- Abstract and detailed outline of the research project (paper or presentation)(25 pts)
- Final Paper (9-12 pages for undergraduates, 15-20 pages for graduate students) Topics must be approved in advance by Dr. Tucker (50 pts)

**Grading Policy:**

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

|               |    |              |    |              |
|---------------|----|--------------|----|--------------|
| A = 93- 100%  | A- | = 90- 92.99% | B+ | = 87-89.99%. |
| B = 83-86.99% | B- | = 80-82.99%  | C+ | = 77-79.99%  |
| C = 73-76.99% | C- | = 70-72.99%  | D+ | = 67-69.99%  |
| D= 63-66.99%  | D- | = 60-62.99%  | 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.

**University Honesty Policy**

Plagiarism and cheating in any form are subject to university policy as outlined by the Dean of Students (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>). 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 (<http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code> ) specifies

a number of behaviors that are in violation of this code and the possible sanctions. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with your instructor.

## SCHEDULE

### Week 1 – January 9: **Introduction to Coffee Culture, Major Themes and Early History**

Optional:

Hattox, R. 1985. Ch. 2 The Coming of Coffee to the Near East. Ch. 3 Coffee, Coffeeshouses, and the Opposition. In *Coffee and Coffeeshouses: The Origins of a Social Beverage in the Medieval Near East*. Pp. 11-45. Seattle: University of Washington Press.

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

Tucker, 2017. Ch. 4 Tracing Coffee Connections. Pp 26-34.

Weinberg, B. A. & B. K. Bealer. 2002. Ch. 14 Caffeine and the Plant Kingdom. Pp. 235-246. In *The World of Caffeine*. New York: Routledge.

Women's Petition Against Coffee

Men's Response to the Women's Petition

### Week 2 – January 16 **Theories of Food, Culture and Social Class**

Assignment: In Class Exercise and Discussion

Appadurai, A. 1988 How to Make a National Cuisine. *Comparative Studies in Society and History* 30:3-24.

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

Mintz, S. 1996 Food and Its Relationship to Concepts of Power. In *Tasting Food, Tasting Freedom*. Boston: Beacon Press. Pp. 17-32.

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

Weinberg & Bealer. 2002. Introduction to Part 3. Pp. 130-132.

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.

Roseberry, W. 1996 Rise of Yuppie Coffees and the Reimagination of Class in the United States. *American Anthropologist* 98(4):762-775.

### Week 3 – January 23 **Coffee, Power and the Emergence of the Modern World System**

Assignment: In Class Exercise and Discussion

Video: Coffee, A Sack Full of Power

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

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

Williams, R. 1994. Preface. Introduction, and 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. xix-xxix 1-40.

#### Week 4 – January 30 **Coffee Production, Labor and Inequality**

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.

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.

Tucker Ch. 11: Planting and Caring for Coffee, Ch. 12: Harvesting, Processing and Inequality. Pp.83-95.

#### Optional:

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 – February 6 **Coffee, Environmental Sustainability and Vulnerability to Climate Change** Introduction of the Midterm Project

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.

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.

Tucker. 2017. Ch.13: Environmental Sustainability of Coffee Production, Ch.14: Environmental Conundrums of Coffee Processing. Pp. 96-110.

#### Week 6 – February 13: **Price Volatility, Corporate Power 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?

Chari, V. and R. Jagannathan. 1990. The Simple Analytics of Commodity Futures Markets. The Federal Reserve Bank of Minneapolis.  
Coffee Research Newsletter. 2001. New York Coffee Exchange 101. *Coffee Research Newsletter* 1(4): 1-2.  
Jaffee. Preface. Pp. xi-xv.  
Tucker. Ch. 15 Market Volatility and Social Calamity; Ch. 16 Efforts to Mitigate the Coffee Cycle and the Distribution of Power. Pp. 113-126.

Week 7 – February 20: **Coffee Growers, Markets and a Brief History of Fair Trade**

Class Discussion: How and why did Fair Trade emerge?

Jaffee. Ch.1: A Movement or a Market? Pp. 1-35.  
Ch. 2: Coffee, Commodities, Crisis Pp. 36-57.  
Ch. 3: One Region, Two Markets, Pp.58-92.  
Ch.4: The Difference a Market Makes, Pp 93-  
Tucker. 2017 Ch 17: A Brief History of Fair Trade. Pp 127-136

Week 8 – February 27 **Coffee Shops, Coffee Tasting & Coffee Culture in the USA**

Midterm Project Due; Discussion of project findings

Coffee Flavor Wheel (color image)  
Coffeecuppers.com A Short Primer on Coffee Tasting  
<http://www.coffeecuppers.com/Tasting-Primer.htm>  
Coffee Research Newsletter 2001. Super (Coffee) Tasters: Implications in Cupping. *Coffee Research Newsletter* 1(1):3  
Pendergrast, M. 1999. Appendix: How to Brew the Perfect Cup. In *Uncommon Grounds: The History of Coffee and How It Transformed the World*. Pp. 427-430.  
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.

Optional:

Daviron & Ponte. 2005. Ch. 4: Is this any good? Material and symbolic production of coffee quality. Pp. 127-163.  
Jimenez, M. E. 1995. From Plantation to Cup: Coffee and Capitalism in the United States, 1830-1930. In *Coffee, Society and Power in Latin America*. W. Roseberry, L. Gudmundson and M. Samper Kutschbach, eds. Pp. 38-64. Baltimore: Johns Hopkins University Press.  
Tucker, 2017. Ch. 3: Coffee Culture, History and Media in Coca-cola Land Pp. 18-25.

SPRING BREAK (March 2-10)

Week 9: March 13 **Fair Trade: Promises and Conundrums**

Class Discussion: Who Benefits from Fair Trade?

Jaffee. Ch.5: A Sustainable Cup?; Ch.6 Eating and Staying on the Land; Ch. 7 Dancing with the Devil?; Ch.8 “Mejor pero no muy bien que digamos” Pp. 165-246.

Optional:

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

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. (Excerpts)

Week 10: March 20 **Conventional versus Fair Trade**

Video: Cappuccino Trail (50 min) (Questions for discussion will be distributed)

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

Research Paper Abstract & Outline Due

Jaffee. Ch. 9: “Strengthening Fair Trade”, and Conclusion. Pp. 247-266.

Tucker. 2017. Ch. 18 “Conundrums of Fair Trade Coffee: Building Equity or Reinventing Subjugation?” (On Canvas)

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 11: March 27 **Class Debate and Discussion: Is Coffee Good or Bad for You? Medical Controversies of Coffee**

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, C. Forthcoming. Ch. 10: Is Coffee Good or Bad for You? In *Coffee Culture, Second Edition*. New York: Routledge.

Teams will prepare arguments and debate contrasting positions on questions related to alternative trade, which the class will help choose. The discussion will draw on class materials and research. Each team will submit a written 1-2 pg. position statement at the beginning of class.

Week 12: April 3 **Environmental and Social Dimensions of Coffee Consumption & Waste**

Tucker, C. 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>

Smyth, D., A.L. Fredeen, and A.L. Booth. 2010. Reducing Solid Waste in Higher Education. *Resources, Conservation and Recycling*, 54:1007–1016.

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.

Quantis, with J.-A. Chayer and K. Kicak. 2015. Life Cycle Assessment of Coffee Consumption . Prepared for Packaging Consortium. Montreal: Quantis. Online: [www.pac.ca/assets/pac0680-full-lca.pdf](http://www.pac.ca/assets/pac0680-full-lca.pdf)

Week 13: April 10 **Field Trip to Opus Coffee Roasters, Gainesville**

Week 14: April 17 **Special Themes /Project Presentations**

Week 15: April 24 **Special Themes /Project Presentations**

**Final Research Paper is DUE on Monday, April 29**

### **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.

### **Student Accommodations**

Students requesting classroom accommodations must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>), who will then provide the necessary documentation for the course instructor. Please do this no later than one week after the first day of class.

### **Helpful Campus Resources**

**Personal Issues:** If you are experiencing personal problems that are interfering with your studies, you are encouraged to take advantage of the available university resources:

- UF Counseling and Wellness Center: 3190 Radio Road, (352) 392-1575



- Student Mental Health: Student Health Care Center, (352) 392-1171
- Sexual Assault Recovery Services: Student Health Care Center, (352) 392-1161

***Challenges in Academic Writing, Grammar and Style:*** The University of Florida Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. *We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!* [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

***Technical difficulties for E-learning in CANVAS:*** please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <http://helpdesk.ufl.edu/>

## **Course Evaluations**

Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. You will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.