Course Time: Tuesdays 10:40-11:30 am (synchronous online)  
Thursdays 10:40am -12:35pm (synchronous online, possibly in-person TBA)  
Location: Online Meetings by Zoom  
Professor: Catherine Tucker  
Email: tuckerc@ufl.edu  
Phone: 352-392-0690  
Online Office Hours: Tuesdays 2:30 – 4:00 pm and By Arrangement  
Please make an appointment to avoid waiting in the Zoom waiting room  
In-person appointments can be requested and arranged in advance  
Office Location: Grinter 309 (A mask must be worn for indoors, in-person meetings)  

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:  

Notes:
- Additional readings are posted on Canvas in alphabetical order by first author (last name, first initial).
- Reading assignments are listed for the day that they will be discussed. Come prepared to discuss the readings during class.
- **Recommended readings are REQUIRED for graduate students**

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 has systemic racism and social inequity shaped coffee production and markets?
- 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 does consumer behavior influence coffee’s economic, social and environmental impacts?
- 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, including the impacts of systemic racism and social inequity.
- Gain understanding of health risks and benefits of coffee consumption, and critically assess competing and changing scientific and medical perspectives on coffee.
- 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.
Assessment and Grading:
Detailed instructions for each assignment will be discussed in class and posted on Canvas.

Evaluated Components
1. Participation: Everyone: In-class virtual activities and discussions (20%)
   Graduate Students: Five (5) group discussions (TBA, in person if possible)
   * Reflections on readings +/- or questions for discussion are assigned most weeks by 5 pm on Wednesday, see Course Plan
2. Midterm Project: video or multimedia format investigating and illustrating a dimension of coffee (20%).
3. Abstract and detailed outline of the final project, which may be as a paper, video, or multimedia. Team projects are permitted with advance approval. [Dr. Tucker must approve topic in advance.] (5%)
4. Team debate and team position statement: (10%)
5. Activity leadership on one of the class themes or an additional, relevant theme with annotated powerpoint or Prezi slides (20%). Date to be planned during second week of class.
6. Brief Presentation of final project (5%) ~10 minutes, will be scheduled during last 2 weeks of the semester, using powerpoint, Prezi, or video
7. Final Project (20%): Choice of format: video, multimedia, or research paper:
   ➢ Video: 5 minute (minimum) video with brief written explanation
   ➢ Research Paper: Undergraduates: 8-12 double-spaced pages
     Graduates: 12-20 double-spaced pages
   ➢ Multimedia: Expectations will be decided with Dr. Tucker based on the project

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 take more time. If you have an emergency that prevents you from meeting a deadline, inform Dr. Tucker as soon as possible to see whether an extension may be possible.

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.

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. Accommodations can be made with proper documentation. Medical conditions must be documented by a doctor's note.

Student Accommodations
Students requesting 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/

**Technical difficulties for E-learning in CANVAS:** please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2 or http://helpdesk.ufl.edu/

Course Evaluations: **Student feedback is greatly appreciated and taken seriously.**
Evaluations occur online during the last two or three weeks of the semester. You will be notified via email to submit your evaluation.
COURSE PLAN

Week 1 — Sep 1 + 3: Introduction: Coffee Culture, Major Themes and Early History

Readings for Sep 3 Discussion:

Recommended:
Women’s Petition Against Coffee
Men’s Response to the Women’s Petition

Week 2 – Sep 8 + 10: Theories of Food, Culture and Social Class

- Sep 8: Lecture
- Sep 10: Submit Discussion Question + Brief reflection on the readings or motivation for your question (why you ask the question) to Canvas by 12noon on the Wednesday

Tucker. Ch 2 Theories of Food and Social Meanings of Coffee. Pp. 11-17.
Ch 3 Coffee Culture, History and Media in Coca-Cola Land. Pp.18-24

Recommended:

Week 3 – Sep 15 + 17: Coffee, Power and the Emergence of the Modern World System

- Introduction to the Midterm Project
- Class Discussion — Submit Discussion Question + Brief reflection or motivation for your question based on readings to Canvas/Module 3/Discussion by 5 pm on Wednesday
- Video: Coffee, A Sack Full of Power


**Week 4 – Sep 22 + 24: Coffee Production, Racism and Inequality**

- **Sep 24 Class Discussion — Submit Brief reflection on readings to Canvas by 5 pm on Wednesday**


**Recommended:**


**Week 5 – Sep 29, Oct 1: Coffee, Environmental Sustainability & Vulnerability to Climate Change**

- **Class Discussion — Submit Brief reflection on readings to Canvas by 5 pm on Wednesday**


Week 6 – Oct 6 + 8: Price Volatility, Coffee Markets, and the Business of Coffee

• Discussion: Why are coffee prices unpredictable and fluctuate dramatically? How have the causes of volatility changed (or not) over time? How does the industry reflect social and political contexts? How do you think that pandemic has impacted coffee businesses? Reflect on the readings (1-3 paragraphs) and submit your reflection to Canvas by 5 pm on Wednesday.


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.

Week 7 – Oct 13 + 15: Emergence and Contexts of Alternative Trade, MidTerm Project Sharing

• Oct 13: Discussion: How and why did alternative trade (including Fair Trade) emerge?
• Oct 15: Midterm Project Due: Sharing and discussion of everyone’s projects

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 20 + 22 Conventional versus Alternative Trade

• Watch Cappuccino Trail (50 min) before class on Oct 22. (Questions for discussion will be distributed)
• Oct 22: Class Discussion: Based on the film and the readings: What are the differences between conventional and alternative trade?

Jaffee. Ch. 5: A Sustainable Cup?;
Ch. 6 Eating and Staying on the Land;
Ch. 7 Dancing with the Devil?

Recommended:
Week 9: Oct 27 + 29: Fair Trade: Promises and Conundrums

- Oct 27: Final Project Format, Abstract and Plan Due
- Oct 29: Class Discussion: Who Benefits from Fair Trade? Do certification schemes fulfill their potential? Reflect on the readings briefly (1-2 paragraphs) and submit your reflection and one of your own questions for discussion by 5 pm on Wednesday

Jaffee. Ch.8 “Mejor pero no muy bien que digamos”
Ch. 9: Strengthening Fair Trade
Conclusion.
Tucker. 2017. Ch. 18 “Conundrums of Fair Trade Coffee: Building Equity or Reinventing Subjugation?”

Recommended:

Week 10: Nov 3 + 5: Coffee Consumption and Waste: Environmental and Social Dimensions

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

Week 11: Nov 10 + 12 Is Coffee Good or Bad for You? Medical Controversies of Coffee

- Nov 10: Discussion of readings
- Nov 12: Class Debate: Teams should seek additional resources to support their argument. The team position paper (2-3 pages) is due at the beginning of class.

Loomis, D. et al. 2016. Carcinogenicity of drinking coffee, tea, mate and very hot
Tucker. Ch. 10: Is Coffee Good or Bad for You?

**Week 12: Nov 17 + 19  Coffee Quality and Tasting**

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

Recommended:

Recommended:

**Week 13: Nov 24:  Coffee Humor**


**Nov. 26: Thanksgiving – No Class**

**Week 14: Dec 1 + 3: Project Presentations**

**Week 15: Dec 8:  Project Presentations**

**Final Projects Due on Monday, Dec 14 by 5 pm (Submit to Canvas)**