

**Department of Anthropology
Emory University
Fall, 2003**

**Anth 190S: Coffee and Chocolate:
Anthropological Perspectives**
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Office Hours: 1:30-3:00 Mondays and Fridays

Syllabus

This course is an opportunity to learn about two very popular foods—coffee and chocolate. Using the breadth of the anthropological perspective, we will explore the impact and meaning of these two commodities on cultures around the world and on the human body. These “drug foods” have played important roles in the history of industrial nations and the structuring of colonial and post-colonial societies in Africa, Latin America, and Asia. They provide us with a lively lens through which to observe current efforts toward sustainable development and the role of consumption patterns in sustainability. Both the production and consumption of coffee and chocolate must be seen from historical, political, economic, geographical, and gendered perspectives, as we explore the arena of international trade, debates over appropriate agricultural technology, and the construction of national identity and taste.

From the origins of these agricultural products, through their sale, industrial processing, advertising, resale, and consumption, we will trace the changing patterns of food use and their implications for different cultures, elites, corporations, and for international political and economic history. We will also explore the changing patterns of consumption today in America and the meanings that people attach to their use of coffee and chocolate. From the history of the distinctive taste of milk chocolate to the issues of Fair Trade and organic coffee, students will have an opportunity to develop their own interests and research questions. The breadth of approaches used will guide students in choosing future coursework, and the writing-intensive nature of the course will provide sound training in expository writing and in social science research skills.

As a Freshman Seminar, class time will be spent mainly in discussion. We will learn from each other, from our readings, from movies, guest speakers, interviewees, and from our own observations. The class will include a required fieldtrip, to visit a craft chocolatier, a local coffee roaster, and the Atlanta Botanical Gardens where we will see live coffee and chocolate plants.

Readings: Students are requested to buy the following books:
Howard Schultz, *Pour Your Heart Into It: How Starbucks Built a Company One Cup at a Time*
Stephen Braun, *Buzz: The Science and Lore of Alcohol and Caffeine*
Susan J. Terrio, *Crafting the Culture and History of French Chocolate*
Gregory Dicum and Nina Luttinger, *The Coffee Book: Anatomy of an Industry from Crop to the Last Drop.*

There will also be a packet of readings each student is asked to buy in the library copy shop, in the basement behind the center stairwell.

Grading: Your course grade will be based on three, roughly equal parts:

1. Class Participation

As a seminar, a culture of intellectual engagement and support for each other's work and growth is our primary learning environment. Students are expected to attend and participate actively in every class. This part of your grade will include both the quantity and quality of your contributions to class discussion and evidence that you did the readings and reflected on them.

2. Themes

Most Mondays, a **one-page** theme will be due, as indicated in the weekly schedule. Themes should have three parts, of varying lengths. 1) A paragraph summarizing the primary issues and topics of the reading(s), including the author's purpose and note of the kinds of data presented, if appropriate. 2) A more substantial paragraph of your own original thought, building on the reading. Perhaps you will take up a theme, linking this reading to others in the course. Or perhaps you will explore your own comments on how the argument is presented or take up a topic within the reading of particular interest to you. Both these two paragraphs should demonstrate your mastery of the material. 3) One or two discussion questions or queries you'd like the class to take up with regard to the material. Themes normally will not need a bibliography, since they refer to materials assigned in class. Should you wish to introduce a reference to another book or article, please add the citation at the bottom of the theme.

When you have completed a first draft of your theme for the week, ask yourself: *does this theme show what I've learned? Does it accurately capture key points of the authors? Does it also show some creative thinking of my own? Is it well organized and interesting to read? How can I improve the written expression of my thoughts?*

The theme should be **single spaced**, in 12 point type, and is due in class. No late papers are accepted. The first two themes will be evaluated carefully for both content and writing quality, but they will not be graded. Of the roughly six subsequent themes, you have the option of dropping one from the final calculation of the grade. A missed theme can count as an optional "drop." Some weeks, the theme assignment is altered slightly (see below) to focus on a particular exercise.

There will be several other ungraded writing assignments due at various times. We will carry out observations of coffee houses and will also conduct interviews with people about coffee and chocolate.

3. Research Paper

In order to balance the breadth of the course's readings, each student will delve deeply into one research topic. There are many possible types of research papers (see page 7 of syllabus). A strong paper will take up a generalization or perspective relevant to the

course and explore how it is supported or contradicted by evidence learned from library reading or other methods. Students will have an opportunity to contribute their growing expertise on the topic to the discussion as the course progresses.

The research paper should be no less than 15 pages (double-spaced, 12 point type) and should include a substantial bibliography (see the class webpage for bibliographic and footnote style). All students will have an opportunity to rewrite the first version of the paper, to experience the substantial satisfactions of seeing how much work can improve with suggestions from readers. Several exercises throughout the semester will help students choose a topic and find appropriate materials. The writing of the paper will be due in several stages:

Oct. 3: one short paragraph statement of research topic and research questions; the statement should include the relationship of the topic to the themes of the course and the rough direction of the research.

Oct. 10: revised one paragraph statement of topic and questions, with annotated bibliography of at least five items. Annotated bibliographies note in a sentence or two how the reading will contribute to the work or notes what it covers or what methods it uses.

Oct. 31: simple outline of the paper's sections and ten pages of text (with indications of further sections to be added).

Nov. 10: finished research paper turned in for response

Nov. 24-26: revised version of research paper due

Portfolio of Written Work

On the last day of class (Dec. 8), students will turn in a portfolio of written materials for the course, together with a letter of transmittal, reflecting on the learning process over the semester. (More details about the letter of transmittal will come later.) All graded and ungraded written materials must be presented, in order by date. These portfolios will be used in assessing the final course grade and will be returned to students during the final exam period. (There will be no exams for this course).

Budget

Please set aside roughly \$20 for possible expenses related to this course, to support some in-class tastings (yum!), to allow you to make purchases when observing coffee house behavior, and to pay for admission to the Botannical Gardens.

Assignments and Class Schedule

Fri, 8/29 Introduction to the seminar; handouts; coffeehouse observation.

Mon, 9/1 NO CLASS—Labor Day Holiday

Wed, 9/3 From Consumption to Production: The Complexity of Commodities

- Ryan and Durning, *Stuff: The Secret Life of Everyday Things*, p. 4-12 (handout)
 Schultz, *Pour Your Heart Out*, p. 1-79
 Theme due
- Fri, 9/5 Discussion of Starbucks, cont.; Coffeehouse observations discussed.
 Schultz, p. 80-140.
- Mon, 9/8 Library Exercise 1(Logon, Euclid, Book Searches); ***meet in electronic classroom, 314 Woodruff Library***
 Schultz, Ch. 13, 17, and 18
 Theme due (extra credit: a one-page mission statement for your Emory career)
- Wed, 9/10 Oldenburg's Third Places; 10 terms and topics
 Dicum and Luttinger, Ch. 1
 Library exercise 1 due
- Fri, 9/12 Final discussion of Schultz; our coffeehouse observations.
 Schultz, Ch. 21, 23, and 24
- Mon, 9/15 Library Exercise 2 (Databases); ***Meet in electronic classroom, 312 Woodruff Library.***
 Dicum and Luttinger, Ch. 2
 Theme due
- Wed, 9/17 Coffee Production, cont. and Producers' Lifeways; slides
 Sick article in packet "Coping with Crisis."
 Library exercise 2 due.
- Fri, 9/19 Library Exercise 3 (Lexis, Nexis);***Meet in electronic classroom, 312 Woodruff Library***
 Dicum and Luttinger, Ch. 3
- Mon, 9/22 Coffee as Commodity: international trade, Vietnam, and coping with glut.
 Guest discussant: Prof. Richard Doner, Political Science.
 Library exercise 3 due, as part of theme.
- Wed, 9/24 Trade discussion, cont.; costs and benefits to countries and populations
 Rigoberta Menchu excerpts, in packet. Conference times for research topics.
- Fri, 9/26 Political structures and consequences; Costa Rica and Guatemala
 Williams excerpts, in packet (Pp. 41-69 and 105-123; pay attention to the four types of land tenure and the contrast in organization of labor. You do not need to learn place names, presidents, or Spanish terms.)
- Mon, 9/29 Causes and consequences; politics and coffee.

Williams excerpts, in packet. (Pp. 147-174 and 229-33; note patterns of use of capital and in government).

Theme due, synthesizing the contrasts in Williams

Wed, Oct. 1 Coffee consumption and development: Fair Trade at Emory
Guest discussants: Ecoseac leaders of the Fair Trade Campaign
Dicum and Luttinger, Ch. 5 and 1 page NACLA handout.

Fri, 10/3 Comparative experiences with Fair Trade
Guest discussant: Ms. Sarah Lyon, anthropology graduate student
“One Cup at a Time” pamphlet
Research topic paragraph due (see assignment above)

Mon, 10/6 Cacao Mysteries; slides (plan coffee tasting).
Young, *The Chocolate Tree*, Ch. 2 “The Cultivation of Cacao” and Ch. 5 “Nature in the Cacao: Mysteries of Pollination.”
Theme due

Wed, 10/8 Coffee, wars, patriotism, and the transition to industry
Dicum and Luttinger, Ch. 4 and Pendergrast in packet, Ch. 9 and 12.

Fri, 10/10 Coffee Tasting; Bach’s Coffee Cantata
Revised research paper topic paragraph and annotated bibliography due (see webpage for guide to bibliography format)

Mon, 10/13 **No Class: Fall Break**

Wed, 10/15 Chocolate, symbols, and meanings; Movie: *Chocolat*, Part I
Terrio, *French Chocolate*, Ch. 1 and 2

Fri, 10/17 Movie: *Chocolat*, Part II and discussion
Terrio, Ch. 3

Mon, 10/20 Taste, memory and French chocolate
Terrio, Ch. 4
Theme due

Wed, 10/22 Household reproduction, heirs, and craft
Terrio, Ch.5 and 6

Fri, 10/24 Trends in Chocolate Consumption: planning for our map(s)
Albright article in packet

FIELDTRIP: SATURDAY, Oct. 25, 1:00-6:00pm: Lexington Chocolatiers, San Francisco Coffee Roasters, Atlanta Botanical Garden. Meet on street side of Geosciences Building.

Mon, 10/27 Professionalization and International Control of Household Production
Terrio Ch. 7 and 8
No theme due; bring questions and discussion issues from readings.

Wed, 10/29 Chocolate Production and the Hershey's Corporate Culture (slides)
Brenner chapter in packet, "Chocolate Town, USA"

Fri, 10/31 Chocolate Tasting, at last!
Ten pages of research paper text due and outline for whole paper

Mon, 11/3 Chocolate as Self, Nation, and Identity
Terrio, Ch. 9 and 10 and Epilogue

Wed, 11/5 The "Drug Drinks" and Biological Anthropology.
Braun, *Buzz*, Ch. 6-8

Fri, 11/7 Addiction and biological issues, cont.
Braun, Ch. 9-Postscript

Mon, 11/10 Psychological research on chocolate consumption
McIntosh, et al. "Chocolate and Loneliness among the Elderly"
Starr and Starr, "Locus of Control and Chocolate Perceptions" both in packet.

****Completed Research Papers Due--see webpage Style Sheet for Papers**

Wed, 11/12 Parallels with coffee: Colonialism, gender, and cacao history; slavery
assignment explained
Berry, "The Concept of Innovation", Eaves, "Problems of the Agricultural
Sector", and Guyer, "Food, Cocoa, and the Division of Labor" all in packet.

Fri, 11/14 The Cocoa Commodity Chain: Contrasts with Coffee
New Internationalist excerpts in packet (p. 7-11, 15-21, 26-29).

[Baker Woods restoration. Sat, 11/14, 10-12]

Mon, 11/17 Contemporary Cacao Labor Debates: Slavery or Not?
Theme incorporating website reports

Wed, 11/19 **No Class:** American Anthropological Association Meetings

Fri, 11/21 **No Class:** American Anthropological Association Meetings

Mon, 11/24 Planning for class research and maps; interview training
Final version of Research Reports due between today and 11/26.

Wed, 11/26	No Class: makeup for fieldtrip
Fri, 11/28	No Class: Thanksgiving Weekend
Mon, 12/1	Oral presentations of research highlights; portfolio assignment handed out.
Wed, 12/3	Discussion of maps, interviews, and class research; highlights, cont.
Fri, 12/6	Research highlights, cont.
Mon, 12/8	Course reflections and final highlights. Writing Portfolios Due

Possible Research Paper Topics

There are three general types of projects appropriate for your research project, though if you have an idea for another type, feel free to propose it.

a) Country focus:

- History and impact of coffee or chocolate on the social life and environmental systems of a particular country (possible dimensions include rural lifeways, national politics, standard of living, transportation, national image, consumption patterns). Perhaps a debate on the diverse costs and benefits to this commodity's production?
- Explore the use and meaning of cacao in Mayan/Guatemalan or Aztec/Mexican empires and how those uses and meanings change into the present

b) Topic focus (some suggestions)

- Emerging coffee consumption in Japan and other Asian countries; meanings and implications.
- How did Victorian chocolate manufacturers seek to construct utopian industrial villages, unlike urban slums? To what extent were they successful? How would you decide? Current controversies in Hershey, PA.
- How did the philosophical and religious mission of the Quaker chocolate manufacturers (Cadbury or Rountree families) affect their business behavior, labor relations, and legacy?
- International control of commodity markets: what led to the creation of international coffee treaties? How did they affect patterns of world trade in coffee? How has the World Trade Organization changed trading patterns? How does international control affect the balance of power and wealth, within countries and between countries?
- Third Places and the changing role of coffeehouses in public life. Perhaps a focused look at specific national traditions, such as the Viennese coffeehouse?
- The Jesuits' chocolate monopoly and its place in the history of the monastic orders and the Spanish empire.

- Gender and chocolate: consumption patterns and meanings.
 - History of the manufacture of chocolate candy; globalization, marketing, and concentration in the industry and its impacts on particular countries
 - Comparative addiction and research on biological dependence on either coffee or chocolate.
 - Consumption and meaning: taste, class, and sophistication; the role of advertising.
 - Accusations of slavery in the African cacao industry: anthropological vs. journalistic perspectives.
 - Changing images and meanings over time in either coffee or chocolate advertising (such as Juan Valdez and the marketing of Colombian coffee); impact on consumption in the U.S.
 - Daily life on coffee farms—how are gender and power configured differently in different coffee producing countries? (There’s an interesting bit of research on Brazilian grassroots groups among women coffee workers that might serve as the basis of a paper).
 - Environmental dimensions of coffee or chocolate production; organic chocolate, organic coffee (origins of the movements, connections to environmental concerns and health consequences)
- c) A combination library and original research project
- Explore shade-grown or Fair Trade or organic coffees in Atlanta. What trends are visible in sale and marketing of these alternative coffees? How does this movement represent a response to globalization and how a resistance to it? What do grocery stores and restaurants say about carrying these brands? How are faith groups involved?
 - A history of how Emory moved toward alternative coffee in our food service. What is the cost/benefit calculation of the food service? What were Ecoseac’s strategies? How does Emory’s Fair Trade commitments compare with other universities? Activities could include a series of educational posters for the DUC dining room or a Wheel article or an action plan for next steps at Emory.
 - Decision making research: What issues are important for Emory students, faculty, and staff when buying coffee or chocolate? What do people know about pesticide residues, worker health, cost, convenience? Develop a marketing strategy to expand the market share for sustainable production, using what you learn.

Coffee and Chocolate: Anthropological Perspectives: Articles Assigned in Packet

Ryan, John C. and Alan Thein Durning

1997 “Coffee” (Ch. 1, p. 4-12) In, *Stuff: The Secret Lives of Everyday Things*. Northwest Environment Watch Report No. 4. Seattle: Northwest Environment Watch.

Sick, Deborah, 1997. “Coping with Crisis: Costa Rican Households and the International Coffee Market.” *Ethnology* 36(3):255-75.

Menchu, Rigoberta, 1984. *I, Rigoberta Menchu*. London: Verso. (Introduction to p. xv; p. 21-7; p. 33-42.)

Williams, Robert G. 1994. *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Chapel Hill: University of North Carolina Press. (Ch 3-6).

Murray, Douglas, Laura T. Reynolds, and Peter Leigh Taylor, 2003. "One Cup at a Time: Poverty Alleviation and Fair Trade Coffee in Latin America." Colorado State University. March.

Young, Allen M.

1994 "The Cultivation of Cacao Past and Present." (Ch. 2, p. 14-47) and "Nature in the Cacao: Mysteries of Pollination" (Ch. 5, p. 107-154) In: *The Chocolate Tree: A Natural History of Cacao*. Washington, DC: Smithsonian Institution. [ISBN: 1-56098-357-4]

Pendergrast, Mark. 1999. *Uncommon Grounds: The History of Coffee and How it Transformed Our World*. NY: Basic Books (Ch. 9 and 12).

Albright, Barbara, 1997. "Trends in Chocolate" In, *Chocolate: Food of the Gods*. Alex Szogyi, ed. Pp. 137-144. Westport, CT: Greenwood. (Ch. 14).

Joel Glenn Brenner, 1999. "Chocolate Town, U.S.A." Pp. 103-129 (Ch. 9) in: *The Emperors of Chocolate: Inside the Secret World of Hershey and Mars*. NY: Random House.

McIntosh, William Alex, Karen S. Kubena, and Wendell A. Landmann, 1997. "Chocolate and Loneliness among the Elderly" In, *Chocolate: Food of the Gods*. Alex Szogyi, ed. Pp. 3-10. Westport, CT: Greenwood. (Ch. 1).

Starr, Larry M. and Elana Rose Starr, 1997. "Locus of Control and Chocolate Perceptions" In, *Chocolate: Food of the Gods*. Alex Szogyi, ed. Pp. 11-17. Westport, CT: Greenwood. (Ch. 2)

Berry, Sara S.

1974 "The Concept of Innovation and the History of Cocoa Farming in Western Nigeria" *Journal of African History* XV (1):83-95.

Eades, J.S.

1980 "Problems of the Agricultural Sector" (excerpt, p. 78-80) In, *The Yoruba Today*. NY: Cambridge

Guyer, Jane I.

1980 "Food, Cocoa, and the Division of Labour by Sex in Two West African Societies" *Comparative Studies in Society and History* 22:355-73.

Swift, Richard, 1998. "The Cocoa Chain" *New Internationalist*, August. Pp. 7-11, 15-21, 26-29.