

Geographies of Coffee

QUEST I – Fall 2013

Instructor Information:

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*Only one thing is certain about coffee....
Wherever it is grown, sold, brewed, and
consumed, there will be lively controversy,
strong opinions, and good conversation.*

~Mark Pendergrast

Course Description

Coffee is not simply an enjoyable beverage – it dominates the economy, politics, and social structures of entire countries, as well as threads together diverse communities operating at the local, regional, national, and global scales. This course examines coffee in detail, as a way of introducing geography as a discipline for understanding both the physical world and human society.

The purpose of this course is to ask how people engage in and understand community life as it relates to the spatial arrangement of the global coffee industry. This involves an understanding of climatic, soil, and topographic factors that influence the spatial distribution of **coffee production**. Physical geography will be used to understand the distribution of coffee throughout the tropics, the timing of coffee harvest in different places, and the relationships among soils, climate, flavor, and productivity.

The post-colonial geography of trade and commodity chains will be examined in order to understand the ways in which the configuration of the world space-economy serves to perpetuate patterns of **coffee trade** that became established during a period of colonialism. In this way, globalization can be seen as a long-term process with at least five centuries of momentum. The course also examines the recent “Coffee Crisis” and the growth of “Fair Trade” coffee commodity chains.

Finally, we will examine the cultural geography of **coffee consumption** at various spatial scales, including its global diffusion and the place/meaning of coffee shops and coffee rituals in local communities. Throughout the course, we will utilize the geographies of coffee production, trade, and consumption as a lens to develop and improve our understanding of world geography while also applying/acquiring critical thinking, speaking, and writing skills.

Liberal Education, University Studies Program, & You

Liberal Education is an approach to learning and thinking that prepares you to navigate an increasingly complex, diverse, and changing world by teaching you how to learn, think, and engage in meaningful ways. A liberal education includes a general education curriculum (of which this course is a part) that exposes you to multiple disciplines and ways of learning/knowing/engaging, along with more in-depth inquiry into your specific area of interest. This approach to education empowers you with broad knowledge and a sense of social responsibility, as well as strong and transferable intellectual and practical skills. No matter which area of the arts/sciences you pursue further, the broad lessons of a liberal education remain critical to your success and prepare you to engage in a wide range of rewarding professional and personal activities. Ultimately, a well-rounded liberal education provides you with broader perspectives through which to envision solutions to problems, more tools

with which to resolve challenges, and a deeper capacity to build a more humane society. (AAC&U; [http://www.aacu.org/leap/What is liberal education.cfm](http://www.aacu.org/leap/What_is_liberal_education.cfm))

The University Studies Program (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. The Geography of Coffee is a Quest I course, the first in a series of courses you will take to introduce you to the campus, the vibrant Oshkosh community, your own small learning community, and the challenges/opportunities of academic life as you pursue a liberal education. The Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. In these courses, you'll be exposed to three "Signature Questions" that are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

For further information about the unique general education at UW Oshkosh, visit the University Studies Program website.

Civic Knowledge & Engagement Signature Question

This Quest I course tackles the Signature Question addressing how people understand and engage in community life. In order to address this question, we must understand the role and importance of civic knowledge and civic engagement in the process of community (de)(re)construction.

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning.

Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part.

Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Student Learning Outcomes

- To describe the value/expectations of a liberal education, the UW Oshkosh Essential Learning Outcomes, and the University Studies Program
- To engage in your learning community in order to enhance your connections to the course/university/peers, develop familiarity with academic resource, and explore community engagement opportunities at UW Oshkosh
- To recognize and employ geographic perspectives when analyzing how communities function
- To possess a stronger understanding that the self is always embedded in relationships, a social location, a physical location, and a specific historic moment
- To enhance appreciation of the rich resources and accumulated wisdom of diverse communities and cultures engaged in the production and consumption of coffee
- To articulate the interconnectedness between coffee production/consumption at a variety of scales (local, regional, national, and global)
- To describe the coffee commodity chain and how it relates to international development
- To understand how markets and institutions shape the economic opportunities (and limitations) of coffee commodity exchange
- To critically discuss the role, opportunities, and challenges of the Fair Trade movement within the global coffee industry

- To observe and reflect on the sense of place in a local coffeehouse
- To examine multiple strategies for action (service, advocacy, policy change) to accomplish public ends/purposes within the global coffee industry
- To increase your ability to listen eloquently, speak confidently, and engage effectively
- To develop the critical reading, thinking, and writing skills necessary to both understand and articulate the relevance that a geographic understanding of coffee can have on our understanding of the world

Textbook

The required books for this course are:

- *The Devil's cup: A history of the world according to coffee* by Stewart Lee Allen. Ballantine Books, 1999,
- *Uncommon grounds: The history of coffee and how it transformed our world* by Mark Pendergrast. Basic Books, 2010 (revised edition).

Other required readings will be distributed via D2L (frequently).

Classroom Policies/Expectations

1. Reading assignments should be completed **BEFORE** the class in which they are assigned. Without adequate preparation on your part, many elements of lecture/classroom discussion will be unclear.
2. We will make extensive use of D2L in this course. You will find course announcements, readings, assignments, handouts, maps, quizzes, surveys, study guides, and additional materials on D2L. You are responsible for all materials and announcements posted to D2L and should check the site **DAILY**.
3. Contact me (via email, office hours, skype, and/or by appointment) as your questions/concerns arise. Do not wait until the final weeks of the course to present panicked concerns. When emailing, remember to be polite/respectful and to fully identify yourself (and the course you are inquiring about).

Attendance Policy

You are expected to be present for each scheduled class session. In this course, reading assignments and lectures are intended to complement, not duplicate, one another. Therefore, it is imperative that you maintain a solid attendance record. **Experience strongly indicates that students who miss class do not perform as well as those who maintain strong attendance records.** Given this, I may monitor attendance at some class sessions, as a matter of record keeping and to provide insights into the problems experienced in exams. There are no excused absences unless you present a written statement explaining the circumstances leading up to your absence. In **all** cases, excused or otherwise, you are responsible for completing missed work on time.

Academic Honesty

Cheating of any kind will not be tolerated. Cheating includes, but is not limited to, offering someone else's ideas, work or writing as your own, falsifying information, and copying from another person. I do not give second chances. If you cheat, you get a zero. **If you think it might be cheating, it is.** University policy states that cheating is academic misconduct and can result in dismissal from the university.

Students with Special Needs

Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible so we can discuss the accommodations necessary to ensure full participation in this course and your college experience.

Early Alert Process

UW Oshkosh conducts an Early Alert program for all 14-week undergraduate courses to provide students with performance feedback early in the term (week 5) so that appropriate action can be taken if needed. You will receive an e-mail from Academic Advising with the subject **Early Grade Report** on **October 7th**. Please read the e-mail carefully and see me if your grade is lower than a C and/or you have not attended class regularly.

Grading & Requirements

Grades will be determined according to the following scale:

Active Participation	10%
Co-curricular Activities/Reflection	10%
Reaction Papers	25%
Mid-Term Exam	15%
Country Profile	10%
Community Engagement Paper	15%
Final Exam	15%

Percentage	Final Grade
97%	A+
90%	A
87%	B+
80%	B
77%	C+
70%	C
60%	D
< 60%	F

Deadlines are a part of life and in this class they will be enforced. Late assignments will be accepted only under rare circumstances and with **prior approval** (prior to the class time on the day it is due).

1. Active Participation (10%)

Your participation grade will be based on your active participation in the course as measured by a variety of indicators. Though attendance will be taken (randomly), you should know that active participation is **not** the same as attendance. It is also about active contributions to class discussions and debates (during classtime and on D2L), as well as coming to class prepared for (and ready to discuss) the day's topic/reading.

In order to assist your adjustment to UWO and enhance the sense of community within the classroom, you are required to schedule at least three "Coffee with Professor" meetings (see course outline for dates & details).

2. Co-curricular Activities/Reflection (10%)

As part of Quest I, you will participate in at least two co-curricular activities with your peers. Examples of co-curricular activities include participation in Geography Awareness Week activities, events at Reeve Union, local coffeehouse events, and other activities tied to the theme of civic engagement. The campus/community activities will be announced in advance via D2L.

In addition to participating, you must also submit a reflection paper (1 page). Please note that these reflection papers should **not** simply summarize/describe the activity, but rather reflect on how the activity relates to our signature question on how people make and engage in community life.

3. Reaction Papers (25%)

Throughout the semester, you will be asked to write short reaction papers to class readings, lectures, films, and/or discussions. Just as with the reflection papers, these papers should NOT simply summarize the reading/lecture/film/discussion – you should react/reflect to content in a way that relates to themes covered in class. **At least two of these reaction papers must be uploaded as ePortfolio artifacts.**

4. Mid-Term Exam (15%)

The mid-term exam will be based on material covered during class in lectures, films, class discussions, and from the required reading. The exam will include short-answer, identification, map-matching, fill-in-the-blank, and essay questions. Further details, as well as a study guide, will be provided prior to the exam. **The mid-term exam is scheduled for October 14th.** Make-up exams will not be given except in the case of extreme circumstances and only when arrangements are made with me **prior** to the scheduled exam date.

5. Country Profile (10%)

The country profile will allow you to gain in-depth knowledge of one coffee producing/exporting country and present that profile (graphically) to your peers. Further details will be provided in class. The profile is due **October 2nd**

6. Community Engagement Paper (15%)

Over the course of the semester you will engage in an individual research project which will ultimately result in the submission of an 8 page (double-spaced) paper. The criteria which I will use to evaluate your paper will be further explained later in the course. The Community Engagement Paper is due **November 25th** and must be uploaded to ePortfolio.

7. Final Exam (15%)

The structure of the final exam will resemble the mid-term. **The final exam is scheduled for December 13th (Friday).**

Student/Academic Resources

The University Studies Program (USP) is committed to your success. Brief descriptions of relevant resources are provided below. Please visit the UWO resource page (<http://www.uwosh.edu/home/resources>) to access information about **all** the campus services available to support your success in the USP, at UWO, and beyond.

Peer Mentor

As a part of this course, we are fortunate to have someone who is specially trained and willing to help you become familiar with academic life at UW Oshkosh. The peer mentor will attend co-curricular activities with your learning community, answer your questions about the campus, help you with your ePortfolio, and refer you to various campus resources. Your mentor has been chosen because of his/her success as a student and as a leader on campus. You should not hesitate to get to know our mentor as (s)he is an important part of the Quest I experience. Our mentor is X and you can reach him/her at studentname@uwosh.edu

MAP-Works

MAP-Works (Making Achievement Possible Works) is a survey that is all about you! To help you have a wonderful first-year of college, we need you to take this survey. You will receive an email from map-works@uwosh.edu inviting you to take the survey. Advisors, hall directors, instructors and many other people on campus will use this information to help you be successful and to provide you with what you need. You will receive a report with suggestions on how achieve your goals; please review it. **In addition, bring your MAP-Works survey report with you during our second Coffee with Professor meeting.**

ePortfolio

As you move through your courses at UW Oshkosh, you will archive your learning in an ePortfolio. The ePortfolio can be found in D2L and will help you keep track of papers, speeches, reports, projects, and other assignments in your Quest and Explore courses. **In this course (and in all your USP courses), three specific assignments have been designated to be uploaded to your ePortfolio (see Grading & Requirements).** More details will follow in class. Your peer mentor can assist you with getting your UW Oshkosh ePortfolio started. You can continue to use this portfolio in your major classes, so that you are ready for your Capstone course or experience as you near graduation. You can even use the ePortfolio after you graduate to show evidence of your learning to employers or graduate schools.

Center for Academic Resources

The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. Check the Content Tutoring page on CAR's website (www.uwosh.edu/car) for a list of tutors. To

schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet. CAR is located in the Student Success Center, Suite 102.

Writing Center

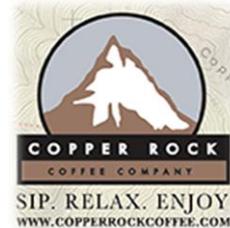
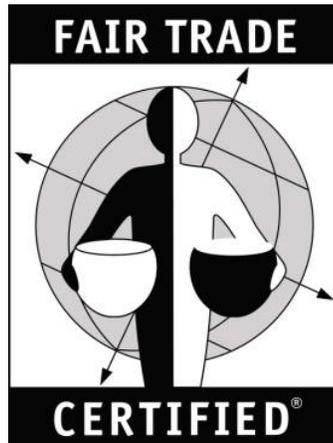
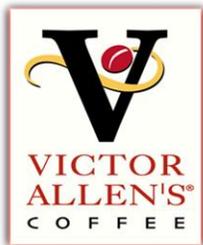
The Writing Center is committed to guiding students through the process of good writing (more than mere grammar checks). Appointments are free, confidential, and at your convenience. For more information, email wcenter@uwosh.edu or view their website (<http://www.uwosh.edu/wcenter/>). The Writing Center is located in the Student Success Center, Suite 102.

Reading Study Center

The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu or view their website (<http://www.uwosh.edu/readingstudycenter>). The Reading Study Center is located in Nursing Ed, Room 201.

Polk Library

Mr. Ted Mulvey is an Information Literacy Librarian who is available to assist you as you access, evaluate, and use information in University Studies Program classes. To contact Ted, email mulveyt@uwosh.edu or call 920.424.7329



Fall 2013 Course Outline

The following is a general overview of topics by week, including the required readings from the textbook. Additional readings will be assigned via D2L so you should be checking the course site daily. Note that important events are marked in boldface type. I generally try to stay as close to this schedule as possible and will inform you of any changes in advance.

Week 1 – Introductions D2L readings on liberal education	4 & 6 SEPT
Week 2 – Origins of Coffee Readings: Pendergast (Ch 1) & Allen (Ch 1 – 4) Assignment: Coffee with Professor #1, RP 1 (9 Sept), RP 2 (13 Sept)	9, 11, & 13 SEPT
Week 3 – Geographies of Production (Historical) Readings: Pendergast (Ch 2 & 4) & Allen (Ch 5 – 10) Assignment: RP 3 (20 Sept)	16, 18, & 20 SEPT
Week 4 – Geographies of Production (Contemporary) Readings: D2L readings Assignment: RP 4 (27 Sept)	23, 25, & 27 SEPT
Week 5 – Geographies of Consumption Readings: Pendergast (Ch 3 & 6) & D2L readings Assignment: Country Profile (2 Oct); RP 5 (4 Oct)	30 SEPT, 2, & 4 OCT
Week 6 – From Bean to Cup: Coffee Commodity Chain Readings: Pendergast (Ch 7, 8, & 10) & D2L readings Assignment: Coffee with Professor #2 (Bring your MAP-Works survey report); RP 6 (11 Oct) <i style="text-align: right;">EARLY ALERT NOTIFICATION EMAIL (7 OCT) (See me if you receive an alert)</i>	7, 9, & 11 OCT
Week 7 – MIDTERM EXAM Film (Black Gold)/Tour of Victor Allen (Little Chute, WI – tentative) Readings: Pendergast (Ch 15) & Allen (Ch 11 – 16) Assignment: Midterm (14 Oct) <i style="text-align: right;">LAST DAY TO DROP COURSE (OCT 18th)</i>	14, 16, & 18 OCT
Week 8 – Commodity vs. Specialty Coffee Readings: Pendergast (Ch 17) & D2L readings Assignment: RP 7 (25 Oct)	21, 23, & 25 OCT
Week 9 – Cultural Geographies of Coffee Readings: Pendergast (Ch 9 & 12) & D2L readings Assignment: RP 8 (1 Nov)	28 & 30 OCT, 1 NOV
Week 10 – Case Study: Starbucks	4, 6, & 8 NOV

Readings: Pendergast (Ch 18) & D2L readings Assignment: RP 9 (8 Nov)	
Week 11 – Fair Trade Readings: Pendergast (Ch 19) & D2L readings Assignment: Coffee with Professor #3	11, 13, & 15 NOV
Week 12 – Fair Trade Readings: Pendergast (Ch 19) & D2L readings Assignment: RP 10 (22 Nov)	18, 20, & 22 NOV
Week 13 – Coffee Tasting Assignment: Community Engagement Paper Thanksgiving Break (NO CLASS NOV 27 & 29)	25, 27, & 29 NOV
Week 14 – Alternative Globalizations – Community Agroecology Network Readings: D2L readings Assignment: RP 11 (6 Dec)	2, 4, & 6 DEC
Week 15 – Conclusions/ FINAL EXAM FINAL EXAM ON FRIDAY 13 DEC	8, 11, & 13 DEC

*O Coffee! Thou dost dispel all care, thou are the object of desire
to the scholar. This is the beverage of the friends of God
–Arabic poem (1511)*

*[Why do our men] trifle away their time, scald their Chops, and
spend their Money, all for a little base, black, thick, nasty, bitter,
stinking, nauseous Puddle water?
–Women’s Petition Against Coffee (1674)*

*Coffee is our national misfortune
–Brazilian coffee grower (1934)*

*Coffee is real good – when you drink it, it gives you time to
think. It's a lot more than just a drink; it's something
happening. Not as in hip, but like an event, a place to be, but
not like a location, but like somewhere within yourself. It gives
you time, but not actual hours or minutes, but a chance to be,
like be yourself, and have a second cup.
–Gertrude Stein*