

**CHAPMAN UNIVERSITY**  
**University Honors Program**  
**One University Drive**  
**Orange, CA 92866**

**COURSE SYLLABUS**

**HON375**

**Fall 2014**

**Grande, Fair-Trade, Organic, Shade-Grown Espresso: Unpacking the Environmental and Social Costs of Coffee**

Catalog Description:

*Prerequisite: acceptance to the University Honors Program, or consent of instructor and Honors Director. Coffee is ubiquitous in our lives. This course will examine the environmental impacts and political economy of coffee. Students will follow coffee as it moves from production into the global market and will explore the implications for its consumption in terms of sustainability and culture. (Offered as needed.) 3 credits.*

Course Learning Outcomes:

- Students will be able to implement a model of analysis for the theoretical perspectives to identify and explain domestic and global production and consumption as it relates to the development of culture.
- Students will understand the environmental impacts that occur from coffee production and distribution.
- Students will be able to analyze and critically evaluate the political, economic and ethical aspects of coffee production and consumption and understand and address the complex challenges shaping the world.
- Students will be able to articulate the process of global trade, and understand issues of economic trade and labor in the global marketplace.

General Education Learning Outcomes:

- Social Inquiry Learning Outcome: Employs theories of how people frame and analyze social and/or historical phenomena.
- Citizenship, Community, Service Learning Outcome: Engages in the theoretical and/or applied aspects of political, civic or social engagement in group affiliations.

### Honors Program Learning Outcomes:

Upon completing a course in the University Honors Program students will have:

- Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
- Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
- Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
- Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

### Instructional strategies:

This course will be conducted through the Socratic method. Active and productive student participation is central to the course. The course is divided into three sections, each section will incorporate issues of the natural and social environments. Students may also be expected to contribute to the *content* of the course in terms of topics, readings and other course materials. A variety of additional instructional strategies will be used including lectures, films, presentations, seminar discussion, fieldtrips and in-class projects.

### Required Texts:

Readings as assigned.

### Methods of Evaluation:

<b>Assessment</b>	<b>Points</b>
In-class Quizzes/Short Writings	25
Attendance/Participation	10
Midterm Paper	15
Group Presentation	20
Final Paper	30
<b>Total</b>	<b>100</b>

- Variable length quizzes, in-class writing assignments and short response papers weighted at 1-5 points each will constitute 25% of the final grade. These assignments are meant to measure progress and determine comprehension of the material at specific points during the semester, are unannounced and begin at the first week.
- 10% of the grade will be based on attendance and participation in class discussions.

- A midterm paper project is worth 15% of the grade.
- 20% of the grade will be determined by structured group presentations on course readings, identifying salient points, critiquing weaknesses or flaws in data collection or argument and by finding ways to generate productive discussion from the class.
- 30% of the final grade will be based on a final paper and short presentation on an individual topic. Final paper topics will be selected independently by students by the 10th week of class. Students will be graded on abstract and topic 2.5% (week 10), journal/annotated bibliography 2.5% (week 12), oral presentation (5 minutes) 5% and final paper (10-12 pages) 20%.

Chapman University Academic Integrity Policy:

The course syllabus should include the following statement:

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university

Students with Disabilities Policy:

The course syllabus should include the following statement:

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Equity and Diversity:

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy: <http://tinyurl.com/CUHarassment-Discrimination>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

**Tentative Course Outline:**

<b>Wk</b>	<b>Day</b>	<b>Date</b>	<b>Class Activity / Assignment</b>
1	M	1 Sept	No Class - Labor Day
1	W	3 Sept	Syllabus and Introductions
2	M	8 Sept	<p><b>Coffee Certifications and Buying Practices</b></p> <p>Assignments:            NPR Coffee for a Cause            Coffee Certification Assignment            Whole Foods Assignment            D’Costa (2011) Culture of Coffee Drinkers. Scientific American blog.  <a href="http://blogs.scientificamerican.com/anthropology-in-practice/2011/08/11/the-culture-of-coffee-drinkers/">http://blogs.scientificamerican.com/anthropology-in-practice/2011/08/11/the-culture-of-coffee-drinkers/</a></p>
2	W	10 Sept	<p><b>Introduction to Ecology</b></p> <p>Assignment:            ENV101 Reading on Course Reserve – Read the Second Chapter in the Course Reader (Interactions: Environments and Organisms)</p>
3	M	15 Sept	<p><b>Ecology and Organic Labeling</b></p> <p>Assignment:            Tully and Lawrence (2011) J. Sustainable Agriculture 35:671-695            Blackman and Naranjo (2012) Ecological Economics 83:58-66</p>
3	W	17 Sept	<p><b>Global/Social/Cultural Ecology</b></p> <p>Assignment:            Ingold (2000)            Warms and Harms (2013)</p>
4	M	22 Sept	<p><b>Shade Grown / Bird Friendly Coffee</b></p> <p>Assignment:            MA Conceptual Framework            Jha et al. (2014) Bioscience</p>
4	W	24 Sept	<b>Group Presentations – Shade Grown/Bird Friendly by Region</b>
5	M	29 Sept	<p><b>Globalization and World System Theory; Market</b></p> <p>Assignment:            Coffee Culture – World System Theory (pp 26-42)</p>

			Stenn (2013) Kearney (1995) The Local and the Global: The Anthropology of Globalization and Transnationalism Annual Review of Anthropology 24 (1995): 547-565
5	W	1 Oct	<b>Introduction to Fair Trade</b>  Assignment: Smith (2007) Culture and Agriculture 29:89-99
6	M	6 Oct	<b>Fair Trade Continued</b>  Assignment: Fisher (2007) Culture and Agriculture 29:78-88
6	W	8 Oct	<b>Revisiting Coffee Certifications and Buying Processes</b>  Assignment: Thurston (2013): 215-233
7	M	13 Oct	<b>History of Coffee</b>  Assignment: Golding and Peattie (2005)
7	W	15 Oct	<b>Coffee Tasting</b>
8	M	20 Oct	<b>International Coffee Culture</b>  Assignment: Thurston 312-315 Guthman (2003)
8	W	22 Oct	<b>United States Coffee House Culture</b>  Assignment: TBD
9	M	27 Oct	<b>Biodiversity</b>  Assignment: TBD
9	W	29 Oct	<b>Biodiversity Continued</b>  Assignment: TBD
10	M	3 Nov	<b>Labor and Social Class</b>  Assignment: Bacon (2005) Topik et al. (2010)
10	W	5 Nov	<b>Group Presentations – Labor and Social Class by Region</b>
11	M	10 Nov	<b>Coffee Marketing</b>  Assignment:

			TBD
11	W	12 Nov	<b>Group Presentations – Marketing</b>
12	M	17 Nov	<b>Climate Change</b> Assignment: TBD
12	W	19 Nov	<b>Group Presentations – Climate by Region</b>
13	M	24 Nov	<b>No Class – Thanksgiving</b>
13	W	26 Nov	<b>No Class – Thanksgiving</b>
14	M	1 Dec	<b>Environmental Life Cycle Analysis</b> Assignment: Chapter 15. Stuff. In MacKay, JC. 2009. Sustainable Energy –without the hot air. <a href="http://www.withouthotair.com">www.withouthotair.com</a>
14	W	3 Dec	<b>Environmental Life Cycle Analysis</b> Assignment: TBD
15	M	8 Dec	<b>Wrap up and Synthesis</b>
15	W	10 Dec	<b>Wrap up and Synthesis</b>
	F	19 Dec	<b>Final Exam – 1:30-4:00 (University Scheduled Time)</b>