

IS370
Cocoa and Chocolate from a Global Perspective
Fall Quarter 2015

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Purpose:

Cocoa and chocolate will serve as our entry to our global system. Beginning with a historical overview of cocoa's origin in the Americas, we will approach the topic from the perspective of production, distribution, consumption. The goal is an understanding of the manner in which different parts of the world are connected both through tangible and intangible links. Topics include the pre-colonial, colonial and postcolonial organization of cocoa production and the role of power in the allocation of benefits; the emergence of global commodity regimes and their governance; the neoliberal reforms and the role of markets; the centralization and concentration of the production of chocolate, and the role of chocolate as a cultural sign in different contexts.

Principles:

- Integrity – we will conduct ourselves with authenticity, sincerity and wholeness.
- Failure Leads to Success – failures provide us with opportunities for learning, therefore, there are no failures, only outcomes and feedback.
- Speak with Good Purpose – we will speak in a positive sense, be responsible for honest and direct communication and avoid gossip and harmful communications.
- This Is It – we will focus our attention on the present moment and give each task our best effort.
- Commitment – we will follow through on promises and obligations and do whatever it takes to get the job done.
- Ownership – we will take responsibility and be accountable for our actions.
- Flexibility – we will be open to change and try a new approach if it helps us get to the desired outcome.
- Balance – We will keep our mind, body and spirit in alignment.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns such as health and wellbeing, mental health, legal and/or family matters, study skills, time management, harassment, assault, and/or discrimination. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and returned to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact SOU's Confidential Advisor, (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials and other reasonable accommodations, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the

Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Policies:

- I expect you to be in class. If you must miss a class for a valid reason, please inform me beforehand either via email or telephone call.
- Punctuality is important. Class begins at 3:30pm sharp. Please make every effort to be there on time.
- All written assignments will be submitted electronically.
- Please observe intellectual honesty rules. Plagiarism is a serious academic offense!

Requirements:

An active classroom is the pre-requisite for a successful class. All readings are due for the class session for which they are listed. Come prepared and be ready to contribute to class.

You will write two exams. You will write a 1,500 word paper on a topic to be decided in consultation with me.

The weight of each of the requirements is as follows: one paper - 35%, exams 50%, class conduct, active participation 15%.

Readings:

Books:

- Coe, Sophie and Michael Coe. *The True History of Chocolate*. New York: Thames and Hudson, 2013.
- Mintz, Sidney. *Tasting Food, Tasting Freedom*. Boston: Beacon Press, 1996.

Online Readings:

- Alence, Rod. "Colonial Government, Social Conflict and State Involvement in Africa's Open Economies: The Origins of the Ghana Cocoa Marketing Board, 1939-46." *The Journal of African History*, Vol. 42, No. 3. (2001)
- Austin, Gareth. "Mode of Production or Mode of Cultivation: Explaining the Failure of European Cocoa Planters in Competition with African Farmers in Colonial Ghana." In: *Cocoa Pioneer Fronts Since 1800: The Role of Smallholders, Planters and Merchants*, William Gervase Clarence-Smith (ed.). New York: St. Martin's Press, 1996.
- Becchetti, Leonardo & Furio Camillo Rosati, "Globalization and the Death of Distance in

- Social Preferences and Inequality Aversion: Empirical Evidence from a Pilot Study on Fair Trade Consumers." Conference paper.
- Bøås, Morton and Anne Huser. *Child Labor and Cocoa Production in West Africa*. Fafo Report 522, 2007
 - Blowfield, Mick. "Ethical Supply Chains in Cocoa, Coffee and Tea Industries." *Greener Management International* 43 (Autumn 2003).
 - Bruinsma, Kristen and Douglas Taren. "Chocolate: Food or Drug." *Journal of the American Dietetic Association* 99, 10, 1999.
 - Cooper, Gail. "Love, War, and Chocolate. Gender and the American Candy Industry, 1880-1930. In: *His and Hers. Gender, Consumption, and Technology*, Roger Horowitz and Arwen Mohun (ed.). Charlottesville: University Press of Virginia, 1998.
 - Crook, Richard. "Politics, the Cocoa Crisis, and Administration in Cote d'Ivoire." *The Journal of Modern African Studies*, Vol. 28, No. 4.
 - Dand, Robin. *The International Cocoa Trade*. New York: Wiley, 1996.
 - Gasco, Janine and Barbara Voorhies "The Ultimate Tribute. The Role of Soconusco as an Aztec Tributary."
 - Gilbert, Christopher. "International Commodity Agreements: An Obituary Notice." *World Development* 24, 1, 1996.
 - Jones, Geoffrey. "The Chocolate Multinationals: Cadbury, Fry and Rowntree 1918-1939." In: *British Multinationals: Origin, Management and Performance*, Geoffrey Jones (ed.). Brookfield: Gower, 1986.
 - Lewis, Kathleen Phillips. "The Trinidad Cocoa Industry and the Struggle for Crown Lands during the Nineteenth Century." In: *Cocoa Pioneer Fronts Since 1800: The Role of Smallholders, Planters and Merchants*.
 - Manza, Kathryn. "Making Chocolate Sweeter: How to Encourage Hershey Company to Clean Up its Supply Chain and Eliminate Child Labor." *Boston College International & Comparative Law Review* 37 (389) 2014.
 - McAnany, Patricia and Satoru Murata. "America's First Connoisseurs of Chocolate." *Food and Foodways*, 15 2007
 - Reed-Danahay, Deborah. "Champagne and Chocolate. "Taste" and Inversion in a French Wedding Ritual." *American Anthropologist* 98, 4, 1996.
 - Ruf, François, et al. "Smallholder Cocoa in Indonesia: Why a Cocoa Boom in Sulawesi?" In: *Cocoa Pioneer Fronts Since 1800: The Role of Smallholders, Planters and Merchants*.
 - Smith, Adam. "The Cocoa Game." In: *The Money Game*, New York: Random House, 1968.
 - Terrio, Susan. "Crafting Grand Cru Chocolates in Contemporary France." *American Anthropologist* 98, 1, 1996
 - Walker, Ezekiel Ayodele. "Structural Change, the Oil Boom and Cocoa Economy of Southwestern Nigeria, 1973-1980s." *Journal of Modern African Studies* 38, 1, 2000.
 - Walker, Ezekiel Ayodele. "Happy Days are Here Again": Cocoa Farmers, Middlemen Traders and the Structural Adjustment Program in Southwestern Nigeria, 1986-1990s." *Africa Today*, 47, 2, 2000.
 - Woods, Dwayne. "Predatory Elites, Rents and Cocoa: A Comparative Analysis of Ghana and Ivory Coast." *Commonwealth and Comparative Politics*, 42 (2) 2004.

Course Outline

Sept. 29 - Introduction

History

Oct. 1 - Cocoa in Pre-Conquest Meso America

Readings: Coe, ch. 1-2, McAnany

Oct. 6 - Cocoa in Pre-Conquest Meso America

Readings: Coe, ch. 3, Gasco/Voorhies

Production

Oct. 8 - Colonial and early Modern Cocoa Production

Readings: Coe, ch. 6, Lewis

Oct. 13 - Colonial and early Modern Cocoa Production

Readings: Austin, Alence

Oct. 15 - Modern Cocoa Production

Readings: Walker, Walker

Oct. 20 - Modern Cocoa Production

Readings: Ruf, Woods

Oct. 22 - Child Labor and Cocoa Production

Readings: Boas

Oct. 27 - Child Labor and Cocoa Production

Readings: Manza

Oct. 29 - Exam

Nov. 3 - The Manufacture of Chocolate

Readings: Coe, ch. 8, Brenner

Nov. 5 - The Manufacture of Chocolate

Readings: Brenner, Cooper

Distribution

Nov. 10 - Commodity Regimes and Regulation

Readings: Gilbert

Nov. 12 - The Cocoa Trade

Readings: Smith, Dand

Nov. 17 - Fair Trade

Readings: Becchetti, Blowfield

Nov. 19 - Fair Trade

Readings: Coe, ch. 9, Ronchi, TCGA Profile

Consumption

Nov. 24 - Chocolate and Consumption Behavior

Readings: Coe, ch. 5, Mintz, ch. 2, 5, 8

Dec. 1 - Consumption/Addiction

Readings: Tuomisto, Benford

Dec. 4 - Constructing Tastes

Readings: Reed, Terrio