Anth 223
The Anthropology of Chocolate, Tues. Thurs. 12noon-1:20p.m. 240C McKenzie Hall, Spring 2016
Lynn Stephen (Department of Anthropology, CAS)
Office: 316 Condon Hall
Office Hours: Tuesdays, Thursdays 1:30 – 2:30 p.m. or by appointment
Email: stephenl@uoregon.edu
GTF: Tobin Hansen, thansen2@uoregon.edu, Office 366 Condon
Office Hours: Tuesdays, 9am-11am

Meets requirements for social science group and international cultures multicultural-satisfying credit.

COURSE DESCRIPTION:

This class explores the impact and meaning that chocolate has had on cultures around the world and on the human body. Cacao and its various products have played important roles in indigenous societies, colonial and post-colonial societies in Africa, Latin America, Asia, and Europe, and in modern industrial nations. We will use the production and consumption of cacao and chocolate through time and across cultures as a way to understand political economy and exchange, racial and ethnic difference, ritual, child and gendered labor issues, industrialization, the construction of taste and its reflection in popular culture and globalization, the role that indigenous and subsequent knowledge of the medicinal use of cacao have had on its consumption as medicine, and the meaning of socially responsible and sustainable consumption. While centered on concepts that are central to cultural anthropology, this course also draws on linguistic anthropology, archaeology, ethnohistory, biological anthropology and concepts drawn from the broadly defined social sciences and humanities.

Learning Objectives: by the end of this class, students will be able to:

a. Explain the political-economy of exchange, colonialism, racial and ethnic difference, the social construction of taste and advertising culture
b. Identify and explain the chains of social, political, cultural, and economic relations behind commodity production and consumption.
c. Evaluate the labor issues found today and historically in cacao production.
d. Outline how industrialization changed labor relations and habits of consumption.
e. Articulate consumption habits in a larger historical and global context.
f. Designate criteria for evaluating fair trade products.
g. Articulate and discuss consumer responsibility and sustainability standards.
ASSIGNMENTS AND GRADING
Students are expected to read all required readings, actively participate in class discussions and workshops, and complete the following assignments:

Attendance in discussion sections and class (5 percent)
4 quizzes (5 percent each, 20 percent)
Midterm exam (25 percent)
Group project in section on history, production, consumption of a particular chocolate company, local, national, international connection (20 percent)
Final Exam: Short Essays (30 percent)

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

If the class is taken P/NP, a C- or higher is required to pass the course

Expected levels of performance:
A: students demonstrate a detailed knowledge of the course material, including analytical procedures, and theoretical concepts; a demonstrated ability to integrate this material within an analytical framework.

B: students demonstrate substantive knowledge of the course material, including analytical procedures, and theoretical concepts; an ability to integrate this material within an analytical framework.

C: students demonstrate reasonable knowledge of the course material, including analytical procedures, and theoretical concepts; an adequate ability to integrate this material within an analytical framework.

D: students demonstrate basic knowledge of the course material, including analytical procedures, and theoretical concepts; a basic ability to integrate this material within an analytical framework.

F: students demonstrate minimal knowledge of the course material; make little or no effort to integrate this material within an analytical framework; poor written communication skills; an inadequate ability to integrate this material within an analytical framework.
PLAGIARISM IS NOT PERMITTED IN THIS CLASS. Plagiarism consists of turning in a paper or exam or exam question written by someone else, taking something written in a book by someone else and including it in a paper without quotation marks, and paraphrasing parts of books as if they were your own. This includes anything that is on the Internet in electronic form, power point slides used in class lectures, as well as in printed form. If you are quoting more than four words, put quotation marks around it and footnote it. Even if you note something in your bibliography and fail to put quotation marks around it in the text, it is still plagiarism. Any plagiarized papers will receive an F. No negotiations.

Incomplete Policy. No incompletes will be given in this class except in relation to extreme circumstances such as a documented critical illness (mental or physical). If you have a serious issue that comes up and causes delays in your assignment or interrupts your attendance please see us immediately and tell us what is going on as soon as you can. Please do not wait until the term is over or nearly over. If you register for the class and do not complete the assignments and do not communicate and attain my agreement for the specific terms for granting you an incomplete, you will be given credit for the work you turned in and receive an F for work not turned in. This will be calculated as part of your final grade.
In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at http://registrar.uoregon.edu/incomplete_policy

**Open Learning Environment**
The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. While discussing these topics, students shall not discriminate on the basis of “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as, outlined in the handbook on the Office of Affirmative Action and Equal Opportunity. http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf

**Accessible Education**
The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Accommodations will be made for all students needing them in consultation with that student and any other support team members.

**Computer and Other Electronic Devices Policy**
The use of laptops and other portable computer devices (e.g., phones, etc.) is prohibited in class. These are generally disruptive and prevent us from having a favorable learning environment. Please be prepared to put these away and turn them off when class begins. If you require special accommodations relating to the use of laptops, please see me. I recommend that you buy a bound notebook at the UO Duckstore and keep your notes in there.
READINGS:

Required Books:


Additional required readings are posted on the class website on Canvas. Each week will contain a folder with the actual reading material posted as PDFs for download that is required beyond that in the two required books listed above.

I. Where does your chocolate come from? Understanding Labor and Commodity chains.

**Week One**


The Production of Chocolate [http://www.sfu.ca/geog351fall03/groups-webpages/gp8/prod/prod.html](http://www.sfu.ca/geog351fall03/groups-webpages/gp8/prod/prod.html)

The Consumption of Chocolate [http://www.sfu.ca/geog351fall03/groups-webpages/gp8/consum/consum.html](http://www.sfu.ca/geog351fall03/groups-webpages/gp8/consum/consum.html)

The History of Chocolate [http://www.sfu.ca/geog351fall03/groups-webpages/gp8/history/history.html](http://www.sfu.ca/geog351fall03/groups-webpages/gp8/history/history.html)

Th. 3/31/16. Contemporary Child Labor and “Cocoanomics.” Who produces cacao in West Africa and who consumes it? What is the real story? Where are you as a consumer?

FILMS: The Dark Side of Chocolate, documentary. Clips shown in Class [https://www.youtube.com/watch?v=7Vfbv6hNeng](https://www.youtube.com/watch?v=7Vfbv6hNeng)

From Coco Beans to Chocolate Bars, Part I. The Cadbury version. [https://www.youtube.com/watch?v=nfczfI0G_30](https://www.youtube.com/watch?v=nfczfI0G_30)
Read: *Chocolate Nations*, pp 1-63.


II. Origins. Where did the word “cacao” come from and how did Mesoamerican indigenous peoples use chocolate?

**Week Two**
T. 4/5/16 Cacao: Debates on Origins of the Word


Th. 4/7/2016 Pre-Hispanic Cacao Use


**Week Three**

T. 4/12/2016 Chocolate and Indigenous Ritual


Th. 4/14/2016 The Material Culture of Pre-Hispanic Mesoamerican Chocolate


III. The Political Economy of Chocolate: From Pre-Hispanic Trade, Colonialism to Contemporary Industrialization and Consumption
Week Four

T.4/19/2016  Mesoamerican Chocolate Trade and Wealth.


Th. 4/21/16 Chocolate Encounters in the New World
Read: The True History of Chocolate, pp. 105-125.

Week Five


Th. 4/28 The Producers of Chocolate

Week Six

T 5/3/16 In class midterm exam

Th. 5/5/16 Cacao Plantations in the Atlantic World and Chocolate in Royal European Courts: Two Sides of the same coin


Week Seven

T. 5/10/16 Race and Political Economy in the History of Chocolate

Th. 5/12/16 Sugar and Consumption in the Story of Chocolate


Week Eight

T. 5/17/16 Industrialization of Chocolate from Two Optics: Pennsylvania


The True History of Chocolate, Chocolate for the Masses, pp. 235-266.

Guest speakers from Euphoria Chocolate (invited, date may change).

Th. 5/19/16 How Industrialization Changed the Gendered Division of Labor in West Africa.

Week Nine

T. 5/24/16 The popularization of Chocolate in the U.S.

READ: Chocolate in the Trenches: A History of the Military Use of Chocolate

IV. Chocolate Full Circle: Healing and Fair Trade or the Return of the Indigenous Knowledge of Chocolate


Week Ten
Take Home Final Passed out
T. 5/31/16 How Fair is Fair Trade Chocolate?
Read: Chocolate Nations, pp. 98-158

Th. 6/2/16 How Do You Build Sustainability into Your Own Life?

Take Home Final Due Tuesday June 7, 8 a.m.