

**ANTH 223, Spring 2018**  
**The Anthropology of Chocolate**

*Lecture: Mondays and Wednesdays, 10:00-11:20, 123 Pacific Hall*

*Discussion: Fridays, see class schedule for details*

**Professors**

Dr. Daphne Gallagher (Instructor of Record)  
Office: Condon 253  
Office Hours: Tuesday 2:30-4:30; Thursday 8:30-10  
Email: daphne@uoregon.edu

Dr. Lynn Stephen (Participating Professor)  
Office: 316 Condon Hall  
Office Hours: Thursday 1:30 – 3:00 p.m.  
Email: stephenl@uoregon.edu

**GEs**

Emily Masucci, Office Hours: Thursdays 1-3, Condon 365/66, emasucci@uoregon.edu

Sofia Vicente-Vidal, Office Hours: Wednesdays 12-2, Condon 365/66, svicente@uoregon.edu

**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.

This course meets requirements for social science group and international cultures multicultural–satisfying credit.

**Learning Objectives**

By the end of this class, students will be able to:

- Explain the political economy of exchange, colonialism, racial and ethnic difference, the social construction of taste and advertising culture
- Identify and explain the chains of social, political, cultural, and economic relations behind commodity production and consumption.
- Evaluate the labor issues found today and historically in cacao production.
- Outline how industrialization changed labor relations and habits of consumption.
- Articulate consumption habits in a larger historical and global context.
- Designate criteria for evaluating fair trade products.
- Articulate and discuss consumer responsibility and sustainability standards.

**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. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu).

### **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>

### **Class Etiquette and Computer Use**

In a class of this size, it is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, playing games on handheld devices, etc.) affect the learning experience of everyone in the room. Please be prepared to turn your cell phone and other electronic gadgets off and sit through the entire lecture if requested to do so. You may use your laptop at all times for the purpose of taking notes in the front row or upper section of the classroom. For some in-class learning activities, all students will be encouraged to use laptops/networked devices. If the professor or GE feels that you are disruptive to your fellow students’ learning experience by violating classroom etiquette or computer use policies as stated on particular days in class or other behavior, you may be asked to leave the room.

### **Office Hours and Email Inquiries**

Anthropology of Chocolate is a large class taught by a team that includes two graduate students (GEs) and two professors, Dr. Daphne Gallagher and Dr. Lynn Stephen. Dr. Gallagher is the instructor of record, and will give the majority of lectures and coordinate assessment (quizzes, exams) and grading and will thus be your primary point of contact. Dr. Stephen has been closely involved in the development of class, and will give multiple lectures throughout the term. She is available to talk with you during her office hours, but will not be involved in grading for the class. Your GEs will teach your discussion session and grade assignments. All of the instructional team for this course will be available in office hours and over email. To get the most efficient and timely answers to your questions, please keep the following in mind:

#### *For questions regarding course content*

Your GE is your first point of contact for this course. If you have questions about material covered in class or in your discussion section, how to best prepare for quizzes or exams, or about preparing your group project, please get in touch with your GE. If you have questions your GE can’t answer, would like to go beyond the course content, explore Anthropology as a major or minor, or learn about conducting research in Africa or Latin America, Dr. Gallagher and Dr. Stephen are always delighted to talk with students during their office hours.

#### *For questions regarding course requirements and grading*

Again, your GE should be your first point of contact regarding any questions about the course requirements or grading. If your question cannot be resolved with your GE, please contact Dr. Gallagher to follow up. Dr. Stephen will not be involved with grading and will not answer questions related to these topics.

## Readings

Two required texts are available at the Duck Store. *The True History of Chocolate* is also on reserve at the Knight Library and *Chocolate Nations* is available as a free ebook through the Knight Library.

- Orla Ryan. *Chocolate Nations: Living and Dying for Cocoa in West Africa*. London: Zed Books, 2012.
- Sophie D. Coe and Michael Coe. *The True History of Chocolate*. London: Thames and Hudson, 2013. Third Edition.

Additional required readings are posted on the class website on Canvas. The class website is organized into weekly modules where you will be able to find the reading assignments and PDFs, lecture powerpoints, and other supporting materials.

## Assignments

Students are expected to read all required readings, actively participate in class discussions and workshops, and complete the following assignments:

*Quizzes (3 x 6%, 18% total; four will be given in lecture and we will drop your lowest score)*

Quizzes will be given in class and will have a short essay format. The questions will focus on major concepts and processes covered in lecture, section, and the readings. Possible quiz questions will be distributed in advance to help students prepare. Quiz dates are specified in the syllabus.

Missed Quiz Policy: If you miss a quiz, that quiz will be dropped. Once you have missed one quiz, you may make up subsequent missed quizzes by completing a take home assignment through which you can earn up to 50% of the quiz grade.

*Midterm Exam (24%, in lecture May 7)*

The midterm exam will include short answer questions and two longer essays. The questions will focus on major concepts and processes covered in lecture, section, and the readings. Possible exam questions will be distributed in advance to help students prepare.

Missed Exam Policy: If you miss the midterm exam, you may complete an alternate take-home exam for a 20% penalty.

*Group Project (24%, in section during second half of term)*

For your group project, you will work with four other students to explore a particular chocolate company in depth. Your presentation will consider history of and current company practices around production, and consumption, and your presentation will consider local, national, international connections. You will be given time in section to work on developing your group project. Your group project grade will be partially based on individual performance and partially on overall group performance. More details on this project including grading criteria will be distributed in section.

*Final Exam (28%, take home exam due June 12)*

The final exam will be composed of short essays. The questions will focus on major concepts and processes covered in lecture, section, and the readings. The exam questions will be available beginning Monday, June 4<sup>th</sup>, and your completed exam will need to be uploaded to Canvas by 12:15 pm Tuesday, June 12<sup>th</sup>, when the scheduled final exam period ends.

Late Exam Policy: Exams uploaded to canvas within two hours of the due date (by 2:15 pm, Tuesday, June 12<sup>th</sup>) will receive a 10% penalty. After that, late exams may be uploaded to canvas for a 25% penalty until Friday, June 15 at 5pm. No exams will be accepted after that time.

*Section Attendance (6%)*

There are ten discussion section meetings this term, and for full credit you must attend and participate in eight of them. Attendance requires arriving on time and staying through the end of the section meeting.

Participation requires engagement in section activities. Due to the group projects, you must attend the section for which you are registered.

## **Grading Scale**

A+ = 97-100%	A = 93-96.9%	A- = 90-92.9%
B+ = 87-89.9%	B = 83-86.9%	B- = 80-82.9%
C+ = 77-79.9%	C = 73-76.9%	C- = 70-72.9%
D+ = 67-69.9%	D = 63-66.9%	D- = 60-62.9%
F = < 59.9%		

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.

### 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](http://registrar.uoregon.edu/incomplete_policy)

### **Note Regarding Safe Ride:**

Safe Ride is an assault prevention shuttle that works to provide free, inclusive, and accessible alternatives to traveling alone at night for UO students, faculty, and staff. They are a schedule-ahead service and riders can (1) call once they open to schedule a ride with a dispatcher or (2) leave a voicemail on the day of their ride request. They do not call riders ahead of time to confirm due to capacity constraints, but riders are always welcome to call to double-check that their ride was scheduled. They are a feminist, 'for-the-students/by-the-students' organization and operate out of the Women's Center in EMU 12F.

Safe Ride can be reached at 541-346-7433 ext 2

Spring Term Operating Hours: Sunday - Thursday | 7p – midnight; Friday + Saturday | 7p - 2a

### Policy and Rules:

1. They are a schedule-ahead service, they do not call ahead, and they can only wait for riders for 5 minutes at their pick-up time and location.
2. They only give rides to groups of 3 or less to prioritize groups that are at higher risk.
3. They are a free service and do not accept tips.

## COURSE TOPICS AND READINGS

### Week One

#### Monday, April 2: Course Introduction

#### Wednesday, April 4: Growing Cacao: Botany, Ecology, Agronomy

- Coe and Coe, *The True History of Chocolate*, Chapter 1 (Tree of the Food of the Gods, pp. 16-32)

### Week Two

#### Monday, April 9: Prehispanic Cacao Use I: History and Origins

- Gabrielle Vail, 2009, Cacao Use in Yucatan Among the Pre-Hispanic Maya, in *Chocolate: History, Culture, and Heritage*, ed. by Louis Evan Grivetti and Howard-Yana Shapiro. Hoboken: John Wiley & Sons, pp. 3-15.
- Coe and Coe, *The True History of Chocolate*, Chapter 2 (Birth of Chocolate: Mesoamerican Genesis, pp. 33-64)

#### Wednesday, April 11 Prehispanic Cacao Use II: Chocolate and Indigenous Ritual

- Keith M. Prufer and W. Jeffrey Hurst, 2007, Chocolate in the Underworld Space of Death: Cacao Seeds from an Early Classic Mortuary Cave. *Ethnohistory* 54 (2): 273-301.
- Meredith L. Dreiss and Sharon Edgar Greenhill, 2008, *Chocolate Pathway to the Gods: The Sacred Realm of Chocolate in Mesoamerica*. Tucson: University of Arizona Press. Chapters 1-2 (Chocolate and the Supernatural Realm: Food of the Gods, pp. 9-45).

### Week Three

#### Monday, April 16: Prehispanic Cacao Use III: Iconography and Material Culture

- Meredith L. Dreiss and Sharon Edgar Greenhill, 2008, *Chocolate Pathway to the Gods: The Sacred Realm of Chocolate in Mesoamerica*. Tucson: University of Arizona Press. Chapter 4 (Serve Up the Chocolate: Drinks, Vessels, and Glyphs, pp. 105-35).

#### Wednesday, April 18: The Atlantic Exchange: Reshaping Global Diets

##### \*\*\* QUIZ 1 IN LECTURE \*\*\*

- Rebecca Earle, 2012, The Columbian Exchange, in *The Oxford Handbook of Food History*, ed. by Jeffrey Pilcher. Oxford: Oxford University Press, pp. 341-357.

## Week Four

### Monday, April 23: Chocolate Encounters: Trade, Wealth, and Early Spanish Colonialism

- Meredith L. Dreiss and Sharon Edgar Greenhill, 2008, *Chocolate Pathway to the Gods: The Sacred Realm of Chocolate in Mesoamerica*. Tucson: University of Arizona Press. Chapter 3 (Power, Wealth and Greed: The Seduction of Cacao, pp. 77-103).
- Coe and Coe, *The True History of Chocolate*, Chapter 4 (Encounter and Transformation, pp. 106-124)

### Wednesday, April 25: Chocolate Conquers Europe

- Coe and Coe, *The True History of Chocolate*, Chapter 5 (Chocolate Conquers Europe, pp. 125-171)
- *Recommended Reading*: Marcy Norton, 2006, Tasting empire: chocolate and the European internalization of Mesoamerican aesthetics. *The American Historical Review* 111 (3): 660-691.

## Week Five

### Monday, April 30: Sugar, Chocolate and the Atlantic World

\*\*\*QUIZ 2 IN LECTURE\*\*\*

- Russell Lohse, 2010, Cacao and Slavery in Matina, Costa Rica, 1650-1750, in *Blacks and Blackness in Central America: Between Race and Place*, ed. by Lowell Gudmundson and Justin Wolfe, Durham: Duke University Press, pp. 57-91.
- Kristy Mucci, 2017, The Illustrated History of How Sugar Conquered the World. *Saveur* (January 8, 2017), <https://www.saveur.com/sugar-history-of-the-world>
- Coe and Coe, *The True History of Chocolate*, Chapter 6 (The Source, pp. 179-202)

### Wednesday, May 2: Plantation Culture in the Atlantic World; The Cadbury Scandal

- Timothy Walker, 2009, Establishing Cacao Plantation Culture in the Atlantic world: Portuguese Cacao Cultivation in Brazil and West Africa, Circa 1580-1912, in *Chocolate: History, Culture, and Heritage*, ed. by Louis Evan Grivetti and Howard-Yana Shapiro, pp. 543-561.

## Week Six

### Monday, May 7: MIDTERM EXAM IN CLASS

### Wednesday, May 9: Industrialization of Chocolate

- Joel Glen Brenner, 2000, *The Emperors of Chocolate: Inside the Secret World of Hershey and Mars*. NY: Random House. Chapter 9 (Chocolatetown USA, pp. 103-129).
- Coe and Coe, *The True History of Chocolate*, Chapter 8 (Chocolate for the Masses, pp. 232-261)

## Week Seven

### Monday, May 14: Popularizing Chocolate in the US: Chocolate Bars and their Offspring

- Chocolate in the Trenches: A History of the Military Use of Chocolate  
<https://storify.com/AAAS119x960/chocolate-in-the-trenches-a-history-of-themilitar>
- Kaete O'Connell, 2017, "Uncle Wiggly Wings": Children, chocolates, and the Berlin Airlift. *Food and Foodways* 25(2): 142-159.

### Wednesday, May 16: Contemporary Chocolate Production

- Maricel Presilla, 2009, *The New Taste of Chocolate: A Cultural and Natural History of Cacao with Recipes*. NY: Random House. Chapter 3 (From Cacao to Chocolate, pp. 95-133)

## Week Eight

### Monday, May 21: Chocolate and Gender in the USA

\*\*\*QUIZ 3 IN LECTURE\*\*\*

- K.B. Nutter, 2008. From Romance to PMS: Images of Women and Chocolate in Twentieth Century America, in *Edible Ideologies: Representing Food and Meaning*, ed. by Kathleen LeBesco and Peter Naccarato. New York: SUNY Press, pp. 199-222.

### Wednesday, May 23: Chocolate and the Gendered Division of Labor in Africa

- Stephanie Barrientos and Adwoa Owusuaa Bobie, 2016, Promoting Gender Equality in the Cocoa-Chocolate Value Chain: Opportunities and Challenges in Ghana. GDI Working Paper 2016-006. Manchester: The University of Manchester.

## Week Nine

### Monday, May 28: NO CLASS- MEMORIAL DAY

### Wednesday, May 30: Cocoanomics and Chocolate in Global Political Context

- Ryan, *Chocolate Nations*, Chapters 1-5 (pp. 1-97)

## Week Ten

### Monday, June 4: Solutions: Is Fair Trade Chocolate Fair?

\*\*\* QUIZ 4 IN LECTURE \*\*\*

- Ryan, *Chocolate Nations*, Chapters 6-8 (pp. 98-158)

### Wednesday, June 6: Sustainability and Chocolate Consumption

- Alan Thein Durning and John C. Ryan, 1998, Stuff: The secret lives of everyday things. *The Futurist* 32(2), March 1998.

**FINAL EXAM DUE BY 12:15 TUESDAY JUNE 12**