

Geography 295 / 520
Geography of Coffee in
Fogo, Cabo Verde

Version: September 15, 2022

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Professor of Geography & Coffee Maven
May 16-26, 2023

This syllabus is long and detailed. You need to know everything in it.

This is a field course with mandatory meetings before and after the Cabo Verde field experience.

This course can be counted as an elective course within the geography major or minor and counts toward the minor in Cape Verdean Studies. With permission, it can also count toward the minor in Sustainability Studies.



Cabo Verde (Cape Verde, Kabu Verdi)



Description (from the BSU catalog)

Geography of Coffee is a travel course that examines the human, physical, and environmental geography of coffee production and trade. Course readings focus on the economic geography of the coffee trade. Pre-departure lectures provide an overview of the global patterns of coffee production and its agronomy and processing. The two-week travel portion includes carefully chosen activities in coffeelands and elsewhere in a coffee-producing country, providing comprehensive exposure to the landscape and cultural environment from which coffee emerges. Activities include hikes in coffee plantations and related environments; detailed presentations by coffee producers, processors, traders, and labor organizers; and visits to non-governmental and academic institutions in the coffee-growing regions. The tour includes direct involvement with coffee-growing communities, including meals and overnight stays with farm families. Group meetings and student writing are used to integrate the lessons about geography that arise from readings and the travel experience.

The course usually takes place in Nicaragua during the winter break (nearly every year since 2006) and may be repeated for credit when offered in a different country.

NOTE: The January 2020 offering of the course took place in Costa Rica. The May 2022 will be its first offering in Cape Verde, though the professor did lead a non-coffee travel course to the country in 2006.

Purpose: What is the Geography of Coffee, Anyway?

Geography is an integrative discipline that defies the traditional categories of human or physical science. Almost any subject may be studied by geographers, with the unifying theme being an approach that emphasizes the importance of spatial relationships. Whatever the topic, geographers approach it with three questions in mind:

Where is it?

Why is it there?

So what?

The purpose of this course is to ask these questions as they relate to the spatial arrangement of the global coffee industry. This geography involves an understanding of local factors such as climate, soil, and topography as well as global factors such as the configuration of the post-colonial world space-economy.

Students will learn to identify and describe the factors that influence the spatial distribution of coffee growing, processing, transportation, and consumption, and of the environmental and social consequences of these activities. These factors include geology, climate (which is changing rapidly in coffeelands), biography, international monetary and trade regimes, and the persistent importance of colonial-era patterns of resource extraction and wealth accumulation.

The course provides many opportunities to develop reading, writing, speaking, research, and computer-related skills. Finally, because most of this course will be held in another country, students will have an opportunity to develop skills in cross-cultural learning and communication.

How to Communicate with Me

I make myself available to students in a variety of ways, so that you may discuss any questions or concerns you may have about this course, the discipline of geography, or [careers](#) in geography. I encourage you to visit me in Room 215 during my posted office hours or by appointment. Current hours and more contact information are on the [semester schedule](#) on my web page.

Phones: (508) 531-2118 (office) -- (508) 279-0914 (home)

(508) 521-4889 (cell – it is very helpful for me to have student cell-phone numbers during travel)

E-mail: jhayesboh@bridgew.edu

When using e-mail, please include GEOG 295 in the subject line. Please use your **free and easy** Bridgewater e-mail account, so that I can tell who you are.

Web: <http://webhost.bridgew.edu/jhayesboh> or <http://www.doctor.coffee>

Blog: <http://EnvironmentalGeography.net> (explore or search on “coffee”)

Quick alternative: <https://www.facebook.com/jhayesboh>

If you have any special circumstances - such as physical disabilities or dietary restrictions that may affect your ability to travel or participate in course activities – please let me know as soon as you have been accepted into the

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course, so that appropriate accommodations can be made. Both the professor and the Cabo Verde-based tour operator are eager and well prepared to include all participants.

All students are required to read the "essential" documents on my Not-the-13th-Grade web site. These documents address such questions as "How will I be graded?" "How should I study?" "How should papers be formatted?" and "What does this professor expect from students?"

Class Resources

Students are required to read and discuss *Thanks a Thousand* by A.J. Jacobs. The book begins at a coffee shop near the author's home in New York city, and takes him on a journey of gratitude and discovery as he learns many of the steps involved in his morning coffee.

Other readings will be assigned and posted on Blackboard, in order to provide orientation to the country of Cape Verde and the business and science of coffee.

Pedro Pires Institute for Cape Verdean Studies is a BSU office that is well connected to the people, places, and institutions of Cape Verde. It is named for Pedro Pires (pronounced PEESH), the former president and prime minister of Cape Verde and a hero of its revolution who has visited BSU many times and has received many BSU visitors in Praia. The Institute has provided much of the intellectual and logistical support needed for this course.

Maxguide. The Maxwell Library has an extensive collection of coffee-related material in print and online. It may be accessed through <https://library.bridgew.edu/guides/coffee>

Videos. Videos about the distinctive coffees and coffee culture of Cape Verde are available at <https://www.environmentalgeography.net/2019/12/cv-coffee-movies.html>

Pre-departure meetings are required, as is one post-tour meeting. One will be organized by the Office of Study Abroad, and the rest by the instructor. Participation in these meetings is the basis for the "Participation – in the U.S." portion of the grading structure described below.

Class Requirements

Travel to Cape Verde. An intensive, ten-day tour of carefully selected areas in the country of Cabo Verde (formerly known as Cape Verde) early in the summer is the core experience of this course. The tour will include coffee farms, schools, geologic sites related to volcanism, and cultural and historic sites.

This is an opportunity to learn about a particular part of a country that has great importance in the cultural geography of southeastern Massachusetts. Because of migration patterns dating back to the whaling industry, many people from Cape Verde settled in Nantucket, Martha's Vineyard, New Bedford, and Fall River, and in later years Onset, Brockton, Taunton, and other places in the region surrounding Bridgewater.

Students must meet all of the conditions for travel abroad that are required by the **Office of Study Abroad**. Every participant is expected to travel with an open mind, curiosity, and flexibility. Extensive orientation will be provided, and reasonable efforts will be made to accommodate individual wants and needs during travel. Participants are expected, however, to *adjust cheerfully* to a variety of circumstances that might arise from group travel that may include cultural differences, linguistic challenges, unfamiliar plumbing, or intermittent electricity.

The itinerary of travel is presented at the end of this syllabus.

Physical activity. The itinerary includes visits to locations that require significant walking or hiking. Persons of all abilities are welcome; accommodations can be made more effectively if any limitations or concerns are disclosed prior to departure.

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Language. Instruction will be in English, with a translator present for all formal presentations given during the field visit to Cape Verde. Students will benefit, however, from any ability to speak and read the languages of Cape Verde, which are Portuguese and Kriolu (Cape Verdean Creole). The two languages are related to each other and also to Spanish. Facility in any of these languages is an asset for travel in Cabo Verde.

This course will provide opportunities to improve the fluency of those who are trying to learn either of these languages at any level. Whatever their linguistic background, students will learn the art of communicating in another culture, both with and without translators present.

Journal. Students will write daily about the field portion of the class, including both personal and academic observations. In order to encourage frank journal-writing, students will not be required to submit their journals, but daily writing is an excellent habit for geographers in the field, and it will contribute greatly to a successful final paper (see below).

Final paper. The final paper will be at a post-trip meeting to be held in June. It will be a substantial (4 to 6 pages) paper drawing on the field experience and outside readings as necessary, to explain what the trip revealed about the nature of the coffee trade.

Students are expected to follow the style and formatting guidelines found on my [writing](#) web page.

Class participation is integral to this course. My [standards](#) page includes criteria for assessing participation. In a field course such as this, class participation is even more important, and is even more broadly defined. It includes manifest **curiosity**, **flexibility**, **maturity**, and **cheerfulness** in a wide variety of circumstances.

Graduate credit: Students taking this course for graduate credit will have an additional meeting with the professor soon after the first group meeting, to establish additional outcomes and work product related to their areas of interest and study. This could include research papers, lesson plans, or other projects. **Grading**

IMPORTANT: Grading policies and expectations are fully described on the [standards](#) and [assumptions](#) pages available on my web site. Failure to complete all course requirements may result in a grade of "F," regardless of the percentage grade calculation. **Note: the lower cutoff for a passing grade in this course is 65, not 60.** Other expectations are detailed on my ["Not the 13th Grade"](#) web site.

A course grade is determined on the basis of the course requirements, using an accumulation of points as detailed below. This allows students to estimate their current standing at any point in the semester by using Moodle to compare total points earned with total points possible.

Participation – in U.S.	100 points
Participation – in Cabo Verde	200 points
Final Paper (based on journal)	200 points
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TOTAL	500 points

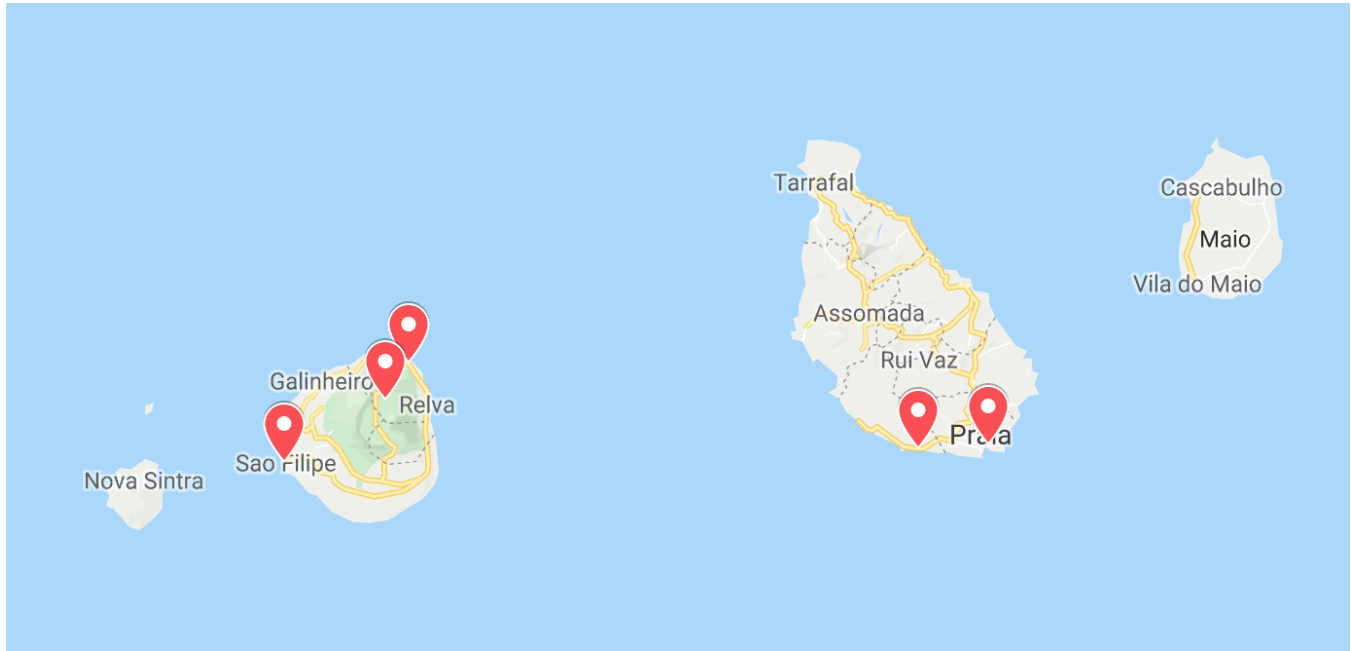
Diversity: A college education in which one's previously-held assumptions are never challenged is not worthwhile. In this course, students are welcome and encouraged to participate regardless of race or ethnic background, age, religion, political persuasion, gender, gender identity, sexual orientation, learning disability or physical handicap. This means that although open and vigorous class discussion is expected, I will insist that all comments are respectful of people of various backgrounds. See the BSU Student Handbook for more information. Please contact me with any concerns or needed accommodation.

Academic Honesty: The expectation of academic honesty extends to all assignments and exams in this course, including on-line work. Infractions are subject to disciplinary action, as described in the Student Handbook. At a

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minimum, a grade of zero may be assigned to any work that is found to be the result of plagiarism or cheating, including copying from online sources without proper attribution.

Itinerary: Geography of Coffee in Cabo Verde
May 2022 Travel Course, James Hayes-Bohanan
with **Angelo Barbosa**
Version of August 17, 2022



Four of the six Sotavento Islands of Cape Verde's southern arc: Brava, Fogo, Santiago, and Maio (east-to-west). Cape Verdeans also use the name Praia to refer to the entire island of Santiago. Praia (literally "Beach") is the capital city and main airport connection.

For latest version of the course map, go to
<https://drive.google.com/open?id=1rlsA8NpFB3etC7UBXlvOMPmucE97DcMI&usp=sharing>

For the latest version of the itinerary, go to
<https://docs.google.com/document/d/1wYp1UtwYn2g6wcUR7TBdLHM0ckYw8SZ6Z6-ohvQh23Q/edit?usp=sharing>

