

# PACS 328 Fair Trade

## Fall 2012

**Co-instructors:**

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**Classroom:**

Room 1300, Conrad Grebel University College

**Class meeting times:**

Wednesday, 7 – 9:45 pm

**Office hours:**

For Lowell Ewert, by appointment is always best, but usually  
Wednesday afternoons, 2 – 3 pm  
For Ryan Jacobs, by appointment, or before class 6:30 – 7:00

## Context for PACS 328 Fair Trade

PACS 328 Fair Trade is offered because this topic focuses on an increasingly important issue of economic justice affecting millions of people around the world. It is anticipated that further analysis and study of this topic will prepare students to continue to advance understanding of how Fair Trade can be utilized more effectively as a tool of peacemaking.

This particular course is offered because it advances the ideal of strengthening structural peace in the marketplace. According to the World Fair Trade Organization

*Fair Trade is a trading partnership, based on dialogue, transparency and respect, that seek greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South. Fair Trade Organizations, backed by consumers, are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade.<sup>1</sup>*

Fair Trade therefore can be seen as one of the many essential tools of the effective peace maker.

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<sup>1</sup> WFTO website accessed March 4, 2012,

[http://www.wfto.com/index.php?option=com\\_content&task=view&id=1082&Itemid=334&limit=1&limitstart=2](http://www.wfto.com/index.php?option=com_content&task=view&id=1082&Itemid=334&limit=1&limitstart=2)

While many PACS Courses focus on an analysis of peace and conflict generally, or more specifically on the role of individuals, civil and political institutions in promoting peace, only two Core Courses are focused primarily on the theme of economic actors and peace. PACS 324 Human Rights, Peace, and Business, chiefly examines how human rights principles have impacted major corporations in their business practices at the macro level. In contrast, this course will almost exclusively focus on an analysis of the history, practice and impact of the Fair Trade movement and how it has affected consumers and small business producers. As such, this special topic can be considered a micro level counterpart to PACS 324.

## **Course description**

This course examines the history, theory and practice of the Fair Trade movement and how it differs from traditional principles of international trade. It will specifically explore the impact that this movement has on small scale producers, consumers and more broadly on the global economic system.

## **Learning outcomes**

By the end of the term, students should be able to:

- Understand the history, theory and practice of Fair Trade
- Define terms, concepts, core values and phrases related to Fair Trade
- Become acquainted with key actors involved in Fair Trade
- Understand the relationship between Fair Trade, peace and justice
- Be able to critique Fair Trade, its strengths, potential opportunities, weaknesses, how it is positioned within the global economic system
- Understand the global impact of individual economic choices
- Contribute to the scholarship on Fair Trade and help to more effectively “ground” the movement
- Know how to advance the Fair Trade movement in meaningful and practical ways

## **Course teaching methodology**

This is a seminar course that will emphasize critical analysis and discussion. It will not assume that there is one “right” answer to questions posed or issues discussed, but rather that there are ways of thinking that will enable students to develop their own personal philosophy. It will be assumed that students learn best and internalize lessons learned most effectively in a process of dialogue with each other, the instructor, and other resource materials utilized in class. Students must therefore personally wrestle with concepts discussed in order to benefit from the course. Teaching methodologies that will be used will include:

- Student questions posed in class
- Small group discussions during class
- Videos and guest lecturers
- Case studies
- Application exercises that challenge students to apply theory to practice
- Discussion of current events relevant to course topics

- Student involvement in research, presentations and reports
- Quizzes on reading assignments
- Student engagement in developing materials that can be used by Fair Trade organizations

## Course assessment

The final course mark will be composed of the following course assignments:

- On-line **quizzes** for each class for weeks two through eleven – 15%
- **Attendance and participation** – 5%
- **In-class** assignments – 5%
- **Application assignment** – 25%
- **Research paper/major project** – 50%

## Assignment details and instructions:

- **Quizzes** – Students will be expected to complete a series of on-line quizzes covering the **required** reading assignments for weeks 2 – 11 of the course. There will be no quiz for the first or last class. Students may complete all ten on-line quizzes but only the marks of the highest eight quizzes will be recorded. No make-up quizzes will be given. **Students will be able to log onto the quiz on UW Learn over a 24 hour period beginning at 5 pm the day before the class/quiz until 5 pm the day of the class/quiz.** Once logged on, students will have 30 minutes to complete the quiz. Quizzes will consist of a series of randomly selected questions based on the Reading Assignments. No quiz questions will be asked about the recommended supplementary reading suggestions. **Please note that UW Learn is periodically shut down for routine maintenance at times that are posted. Do not log onto UW Learn if you cannot finish your quiz before UW Learn will likely shut down as you will be denied the opportunity to re-start the quiz once booted off UW Learn.**
- **Attendance and Participation.** This will be an interactive class in which learning will best take place in the context of vigorous discussion. It is expected that students will periodically be asked to share what they have learned about their selected Application assignment or Research paper topic with the rest of the class. Hence, it is expected that students will attend class and participate meaningfully in small and large group discussions.
- **In-class assignment.** Six times during the term students will be asked to reflect on some aspect of the course, make notes of the discussion or do a brief reflection on an activity after it is completed. The dates of these in-class assignments will not be announced in advance. The marks of the highest five in-class group tasks will be recorded. This assignment will generally be marked on a pass/fail basis. The notes handed in will receive a pass if they indicate a reasonable amount of discussion of the topic. More detail about expectations for this assignment will be given in class prior to the activity. No make up assignments will be given.
- **Application assignment** due no later than 7 pm on October 10, 2012. Students are required to complete an application assignment that is designed to challenge them to apply course theory in a practical way. Students are required to select which option they prefer

by the end of class, September 26. Options include:

- **Digital Option 1.** **Note –if you select this option, the due date is October 17, by 7 pm.** A maximum of 3 students or groups may complete Option 1. No student may select the Digital Option for both the Application assignment and the Research Paper/Major Project assignment. To meet the requirements for Digital Option 1, students should prepare a short (30 second to two minute) digital public service announcement or other electronic message on a theme and topic related to course materials that may be suitable for posting on Youtube. Students are encouraged to negotiate collaborative projects with other students or persons from other regions of the world, ensuring that collaborative work arrangements are acceptable to the course instructor. In addition to the electronic submission, each student should also submit a one – two page written summary that includes the following:
  - Name, title of student and presentation
  - Clearly states the objective of the media message
  - Summarizes why this topic is important
  - Identifies the proposed audience and where you hope to post it or how it could be used
  - Provides a short summary of what you learned as a result of this process
  - If a group project, clearly state what part of the project you were most responsible for
  - Includes references for materials used if not original images
  - Provides other relevant reflections
  
- **Volunteer Option 2.** Volunteer for a minimum of 20 hours for an organization involved in Fair Trade and write an approximate four page summary reflecting on what you learned from this experience, how your perspective changed, and analyze and evaluate the organization with which you worked. You are responsible to arrange your own volunteer placement. **Note – if you select this option, the due date is November 7, 2012.**
  
- **Report Option 3.** Prepare an approximate eight page (unless other guidelines on length are given) report/assignment, (excluding title page and bibliography, double spaced, normal 12 point font with one inch margins) on a topic or theme designed to apply course theory to practice. Students should keep in mind that they are required to include a signed ethics statement on the title page of their submission. This assignment may not be submitted by fax or e-mail. Suggested application exercises include:
  - Develop a Fair Trade survey document (aimed at a particular potential stakeholder group), **and** an instruction manual of least four pages in length that aids the survey user in understanding the methodology of the survey and how to interpret the results. The point of this exercise is to create a document that has the potential to actually be used to

- measure consumer consciousness of Fair Trade.
- Analyze the philosophical foundations and practical programs of a Fair Trade organization and draft a summary of your findings.
  - Develop a strategy to advance Fair Trade in some significant way (ie., draft a Fair Trade policy for the University of Waterloo, develop a proposal for UW to become a “Fair Trade University,” develop a “Fair Trade Town” policy for Waterloo or a strategy for convincing Waterloo to adopt a policy, etc.).
  - Draft a persuasive case statement addressed to the UW Bookstore urging them to adopt a Fair Trade policy pertaining to all reasonable purchases.
  - Prepare a proposal for a Fair Trade video outlining proposed goals and objectives for the video, proposed contents, length, and possible contributors.
  - Draft a persuasive proposal to Chapters Bookstore making the case why they should sponsor a “Fair Trade” emphasis week selling books or hosting artisans, producers or authors who have written about Fair Trade.
  - Draft a four page story (about people, organizations, issues) about an aspect of Fair Trade that would be suitable for publication.
  - Draft an “Op Ed” opinion article on an aspect of Fair Trade of at least 1,000 words that is of publishable quality that may be submitted to local or university newspapers.
  - Develop a suggested course outline and instruction guide for your high school or elementary school to aid teachers to teach Fair Trade issues in their classrooms.
  - Develop indicators and an instruction guide to measure the social, environmental, economic or political impact of Fair Trade.
  - Develop a strategy for the creation of a local Fair Trade network of interested people, organizations and businesses.
  - Research a story of an artisan involved in fair trade, to be considered for inclusion in a children's book manuscript focusing on food issues.
  - Develop a plan for Grebel’s annual “Grade 11 Peace Day” that has periodically had a Fair Trade focus.
  - Draft a plan for an educational event – movie screening, lecture, discussion group, or kiosk at a public event to help community members learn more about Fair Trade and begin thinking critically about the issues.
  - Develop a strategy paper outlining a conference on Fair Trade for students, the community, etc., and attempt to identify potential funding sources for it (SSHRC, CIDA, etc.).
  - Develop a plan for turning the research papers resulting from this class into an edited book.
  - Develop a persuasive proposal addressed to a major retailer currently not selling Fair Trade products regarding why they should include Fair Trade products on their stores.

- The sky is the limit in terms of other options. Be creative. Focus on your unique interest in Fair Trade and how these could be advanced.
  
- **Research Paper/Major project** - Students are required to complete a research paper or major project on a topic related to course materials. Students are required to select which option they prefer by the end of class on October 10, 2012. Due dates for this assignment vary somewhat depending on which option is selected. All assignments are due by 7 pm on the date given. Options include:
  - **Digital Option 1 – due November 26, 2012.** A maximum of three students or groups may select Digital Option 1. No student may select both this Digital Option and the Digital Option for the Application Exercise. To meet the requirements for Digital Option 1, prepare a 5 – 8 minute electronic report suitable for posting on Youtube. Students are encouraged to negotiate collaborative projects with other students or persons from other regions of the world, ensuring that collaborative work arrangements are acceptable to the course instructor. Students will be expected to share their digital project in the last class on November 28, 2012. In addition to the electronic submission, each student should also submit a 2 – 3 page written summary that includes the following:
    - Your name and ID
    - Clearly states the objective of the media message
    - Summarizes why this topic is important
    - Identifies the proposed audience and where you hope to post it or how it could be used
    - Provides a short summary of what you learned as a result of this process
    - If a group project, clearly state what part of the project you were most responsible for
    - Includes references for materials used if not original images
    - Provides other relevant reflections
  
  - **Research Paper Option due on November 28, 2012.** Prepare a 15 – 18 page research paper (excluding title page and annotated bibliography), double spaced, normal 12 point font, 1 inch margins, on a topic that is directly related to this course. Students are encouraged to write a paper of the quality that can be submitted to a publication or conference. Footnotes (not endnotes) are required as is a complete **ANNOTATED** bibliography.
  
  - Paper format for research paper option:
    - Title page, giving paper title, student’s name, ID, course number, title and ethics statement
    - Executive summary of no more than one page in length that summarizes the paper thesis, arguments and conclusions
    - Table of contents that essentially provides an outline for the paper
    - Problem statement that clearly, succinctly, and comprehensively explains the nature of the “problem” you are addressing

- Analysis or argument
- Short conclusion
- Bibliography
- Final papers **may not** be submitted by fax or by e-mail
- Research and writing tips:
  - Student's often over utilize adjectives (many, a lot, big, great) at the expense of facts. Focus on facts. Write the first draft using no adjectives. Once you have created a persuasive paper based on the facts, go back and re-insert the adjectives.
  - Utilize a variety of sources, not a few sources repeatedly.
  - Books, peer reviewed journal articles, newspapers, magazines, interviews and internet/web sources are all acceptable sources. Please note that not all internet/web sources are credible so use these carefully and sparingly.
  - Footnotes can be used to “park” information that is relevant to your research topic, which may have deepened your understanding of your topic, but which may not necessarily fit within the scope of your paper. For example, a statement such as “a contrary view that I do not accept is proposed by .... who states that ..... I disagree because the author does not take into consideration....” might better fit in a footnote than the body of the paper.
  - Remember that the course instructor not only reads footnotes, but often checks the sources as well.
  - Pick a topic that is manageable. Don't over commit yourself to a topic that you cannot complete during the term.
  - Before you commit to a research topic, ensure that there are enough research resources available to allow you to successfully complete it.
  - Be cognizant of academic ethics.
- Potential topics. The following list is meant to stimulate student ideas of potential research topics. It is illustrative of possible options, not a limitation of available options.
  - Gender and Fair Trade
    - Why is Fair Trade particularly important for women? What is its impact?
    - How might Fair Trade promote women's social status in their own contexts?
    - Why might finding a market for handicrafts be important?
  - Peace-building and Fair Trade
    - What is the role of trade in preventing/building peace? By building local markets? Decreasing unemployment rates?
    - Fair Trade claims not only to provide a fair wage but to “empower” producers? How does it do this and how, if at all, might this work towards building a culture of peace?
  - Fair Trade and corporate social responsibility in the private sector
    - Is there a correlation between the Fair Trade movement (its backing principles etc.) and the movement of corporate social responsibility in the private sector?
    - Should large private or commercial businesses (such as grocery store chains) be required to sell some Fair Trade labelled products? Does this promote the Fair Trade movement or “water it down”?

- Does having Fair Trade products sold by many different large corporations (Starbucks, Costco, Zehrs, Body Shop, etc.) make the movement lose its legitimacy or is this trend a good thing?
- Comparison between Fair Trade and ethical trade
  - What are the differences between Fair Trade and “ethical trade”? What are the strengths and weaknesses of both approaches? Can these two approaches work together to impact a larger number of producers or is this counterproductive?
- Aid versus trade/changing trade policies
  - How might Fair Trade complement aid to poorer countries? If so, how?
  - How should larger trade policies be changed to create a fairer system in which more producers can be positively impacted?
- Develop impact indicators for Fair Trade
  - How can consumers be sure Fair Trade is making an impact? What are the strategies an organization should use to ensure that it is impacting positively on its producers?
  - How much does Fair Trade help raise the awareness of decision-makers and consumers in rich countries about the inequities of international trade?
  - One of the nine principles of Fair Trade is doing capacity building with producers – what sorts of capacity building work should be done?
  - What are the most important indicators? How can these indicators actually be measured?
- Fair Trade as a social movement
  - Trace the history of the Fair Trade movement (its roots, developments, and current trends)
  - How has the Fair Trade movement developed in Canada specifically? Kitchener/Waterloo? Your home community?
- Fair Trade and child labour
  - What is the impact of Fair Trade on child labour?
  - Can child labour ever be a good thing? By denying children the right to work, are they potentially put more at risk?
- Ethical consumerism as a social movement
  - Trace the rise of global ethical consumerism. What are the motivations of consumers? What has shaped this movement? Where is it most prominent and with what age/demographic?
  - Analyze the local consumer consciousness of Kitchener/Waterloo or some other specific community of interest to you.
- Counter arguments to criticisms of Fair Trade
  - Debate the common criticisms of Fair Trade and give evidence as to why Fair Trade is a powerful economic model
  - What are the weaknesses of Fair Trade and how can it strengthen its system/positive impact?
  - How can Fair Trade improve benefits for producers along the value chain?
- Fair Trade and the environment
  - How does Fair Trade promote environmental consciousness and awareness?



- How might the Fair Trade movement collaborate more closely with the environmental movement?
- Fair Trade institutions
  - Analyze the strengths and weaknesses of the major Fair Trade bodies/institutions – WFTO, FLO etc.

## Assignment deadlines

Deadlines are firm. Quiz deadlines especially are non-negotiable. Late written assignments (Application Assignment and Research Paper) will be assessed an automatic penalty of 5% with an additional 2% penalty assessed per additional day. A valid medical document is required for medical excuses.

## Course materials

Required reading assignments will come from several sources. These are:

1. Required texts available from the University of Waterloo Bookstore,
  - a. Fair Trade: Market Driven Ethical Consumption, by Alex Nicholls and Charlotte Opal, Sage Publications (2005).
  - b. Fair Trade Without the Froth, by Sushil Mohan, Institute of Economic Affairs, 2010. (NOTE – this publication is also available as a free download publication from <http://www.iea.org.uk/sites/default/files/publications/files/upldbok524pdf.pdf>)
2. E-reserves that can be accessed through Learn, under “Resources.”
3. Internet sources as specified from time-to-time in the syllabus.
4. Some materials may be posted on the PACS 328 website.

## Missed classes

Students who miss class are responsible to obtain lecture notes/handouts from other students.

## Standard Practices with Respect to Illness

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the ‘University of Waterloo Verification of Illness’ form or it will not be accepted. This form can be obtained from the Health Services or [www.healthservices.uwaterloo.ca/verification.htm](http://www.healthservices.uwaterloo.ca/verification.htm).

## Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

## Academic Ethics

**Neither the “Application Exercise” nor the “Research Paper” will be accepted without the following signed statement on the cover page that states, “I am familiar with the UW Academic Policy on academic ethics and affirm that this paper does not violate any of its provisions.”**

To create and promote a culture of academic integrity, the behaviour of all members of the University of Waterloo is based on honesty, trust, fairness, respect and responsibility.

All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at ([www.adm.uwaterloo.ca/infousec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infousec/Policies/policy71.htm))).

If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to “group work” and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. You may also want to consult the Arts Faculty Web page, “**Avoiding Academic Offences**” ([http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)).

## **UW Grievance Policy**

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, (<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>).

## **PACS 328 as an elective in other plans**

PACS 328 may possibly be considered to be an elective in the International Studies Plan or in other Plans. Consult with the undergraduate advisors for other programs to ensure that this class may be an elective in their Plans.

## **Course schedule**

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class or by announcement e-mailed to students.

## **Organizing Principles upon which Fair Trade Rests**

**Sept 12 Introduction.** Review of course topics, schedule, requirements and student expectations. A baseline of student knowledge and expectations will be established.

Reading Assignment – none.

**Sept 19 Context for Fair Trade and its development.** Overview of the global economic system, its strengths and weaknesses, how Fair Trade is situated within this environment and has grown over time. Lead instructor Lowell Ewert.

**Required Reading Assignment:**

- “Executive summary,” “Introduction,” “Chapter 1: Trade and globalization in the twenty-first century,” and “Chapter 3: Left behind: poor countries and poor people in the international trading system.” Pages 5 – 46 and 64 – 94 in *Rigged Rules and Double Standards*, written by Oxfam International that can be found at <http://policy-practice.oxfam.org.uk/publications/rigged-rules-and-double-standards-trade-globalisation-and-the-fight-against-pov-112391>

**Recommended Supplementary Reading:**

- “Globalization and its antinomies: negotiating a Fair Trade movement” by Douglas L. Murray and Laura T. Reynolds (pgs 3-10) in *Fair Trade: The Challenges of Transforming Globalization*
- “60 Years of Fair Trade” from the WFTO website found at [http://www.wfto.com/index.php?option=com\\_content&task=view&id=10&Itemid=17&limit=1&limitstart=0](http://www.wfto.com/index.php?option=com_content&task=view&id=10&Itemid=17&limit=1&limitstart=0)
- “Policy, not charity: what rich countries can do to help achieve these goals” from Chapter 8 of *UNDP Human Development Report*. Found at [http://hdr.undp.org/en/media/hdr03\\_chapter\\_8.pdf](http://hdr.undp.org/en/media/hdr03_chapter_8.pdf)
- Critique of Rigged Rules and Double standards, <http://hussonet.free.fr/oxfambe.pdf>

**Sept 26 Certification standards.** Various standards guiding the Fair Trade movement will be compared, analyzed and studied in order to understand how these standards attempt to achieve the underlying philosophical objectives. Guest will be Jacqui MacDonald, Fair Trade consultant. MacDonald was the Director of the DFID Resource Centre for the Social Dimensions of Business Practice after serving as General Manager, Fair Trade in the Body Shop. For six years she played a key role in creating The Body Shop International’s cornerstone fair and ethical trade strategies, as well as its Statement of Human Rights and Trading Charter. Lead instructor Ryan Jacobs.

**Required Reading Assignment:**

- Chapter 6, “Fair Trade Certification” (pgs 127-150) in *Fair Trade: Market-Driven Ethical Consumption*
- “Impacts of Fair Trade certification on coffee farmers, cooperatives, and laborers in Nicaragua,” by Joni Valkila and Anja Nygren, in *Agriculture and Human Values*, 22 May 2009 available from UW Library e-reserve and can be directly accessed in Learn under course reserves
- The Ten Standards of Fair Trade. Found at [http://www.wfto.com/index.php?option=com\\_content&task=view&id=2&Itemid=14](http://www.wfto.com/index.php?option=com_content&task=view&id=2&Itemid=14)

- Marks and Labels. Found at [http://www.wfto.com/index.php?option=com\\_content&task=view&id=904&Itemid=310](http://www.wfto.com/index.php?option=com_content&task=view&id=904&Itemid=310)
- Monitoring found at [http://www.wfto.com/index.php?option=com\\_content&task=view&id=21&Itemid=302](http://www.wfto.com/index.php?option=com_content&task=view&id=21&Itemid=302)

**Recommended Supplementary Reading:**

- “Fair/Alternative Trade: Historical and Empirical Dimensions” by Laura T Reynolds and Michael A. Long (pgs 15-29) in *Fair Trade: The Challenges of Transforming Globalization*
- WFTO website. Found at <http://www.wfto.com/>
- FLO website. Found at <http://www.fairtrade.net>
- FLO-CERT website. Found at <http://www.flo-cert.net/flo-cert/>
- Transfair website. Found at <http://transfair.ca/en/node>
- Max Havelaar website. Found at <http://www.maxhavelaar.ch/en/maxhavelaar/quality-label/>
- Google Forest Stewardship Council and read about their certification work.

**Oct 3 History of Fair Trade.** The Fair Trade movement did not emerge out of a plan. Rather, it emerged out of a naïve idea, a suitcase and a first sale that netted only \$.50. This class will explore the genesis of the Fair Trade movement and examine the motivation and vision of some of its early leaders. Lead instructor Lowell Ewert

**Required Reading Assignment:**

- “Introduction” (pgs 3-15) and chapter 1 “Fair Trade: The Story so Far” (pgs 16-31) in *Fair Trade: Market-Driven Ethical Consumption*
- SELFHELP Crafts self study written by Paul Leatherman 1977 - available on the Learn Class website under “Lessons,” “Class Readings.”

**Recommended Supplementary Reading:**

- “Self-Help Philosophy and Organizational Growth: The Origins and Development of SELFHELP Crafts, 1946 – 1970” by Steven M. Holt
- “Historical and Theoretical Origins of the Fair Trade Movement” by Gavin Fridell (pgs 52-100) in *Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice*
- “The History of Fair Trade” by Anna Hutchens (pgs 55-77) in *Changing Big Business: The Globalization of the Fair Trade Movement*
- “A Movement or a Market?” by Daniel Jaffee (pgs 11-35) in *Brewing Justice: Fair Trade Coffee, Sustainability and Survival*

## Case Study

**Oct 10 Coffee.** Coffee is the single most widely known Fair Trade commodity. We will explore the relationship between globalization, coffee and the impact of Fair

Trade. Guest will be Bill Barrett, one of the founders of Planet Bean. Lead instructor Lowell Ewert.

**Required Reading Assignment:**

- Planet Bean website, <http://planetbeancoffee.com/invest/index.htm> read:
  - “About/Values”
  - “Products/Sales”
  - “co-op/invest”
- “Planet Bean stays true to its roots,” <http://www.guelphmercury.com/news/local/article/775718--planet-bean-stays-true-to-its-roots>
- Chapter 2, “The Economics of Fair Trade” (pgs 32-54) in *Fair Trade: Market-Driven Ethical Consumption*
- “Globalizing Justice Within the Coffee Supply Chain?” by Kate MacDonald, available from UW Library e-reserve and can be directly accessed in Learn under course reserves
- “Mainstreaming Fair Trade Coffee from Partnership to Traceability,” by Laura Reynolds, available from UW Library e-reserve and can be directly accessed in Learn under course reserves

**Recommended Supplementary Reading:**

- “Fair Trade Coffee in the United States: Why Companies Join the Movement” by Ann Grodnik and Miahcel E. Conroy (pgs 83-102) in *Fair Trade: The Challenges of Transforming Globalization*
- “Fair Trade Coffee in Mexico: At the Center of the Debates” by Marie-Christine Renard and Victor Pérez-Grovas (pgs 138-156) in *Fair Trade: The Challenges of Transforming Globalization*
- *Mugged: Poverty in Your Coffee Cup*. Oxfam International. Found at <http://www.oxfam.org.nz/report/mugged-poverty-in-your-coffee-cup>
- *Ethiopia: Starbucks Campaign (Anatomy of a Win)*, <http://www.oxfam.org/en/development/ethiopia-starbucks-campaign-anatomy-win>
- *Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice*, by Gavin Fridell.
- *Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice* by Gavin Fridell
- *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival* by Daniel Jaffee
- *Javatrekker: Dispatches from the World of Fair Trade Coffee* by Dean Cycon
- *Confronting the Coffee Crisis: Fair Trade, Sustainable Livelihoods and Ecosystems in Mexico and Central America* edited by Bacon, Mendez, Gliessman, Goodman and Fox

## The Critique

**Oct 17 Challenges of Fair Trade.** Fair Trade is not without its detractors. This class will examine some of the arguments of those who argue that Fair Trade is ineffective, inconsistent, misguided or naive. Lead instructor Lowell Ewert.

***Required Reading Assignment:***

- *Fair Trade Without the Froth*, by Sushil Mohan, Institute of Economic Affairs, 2010, available from uWaterloo bookstore or online at <http://www.iea.org.uk/sites/default/files/publications/files/upldbook524pdf.pdf>

***Recommended Supplementary Reading:***

- *UnFair Trade* by Marc Sidwell. Adam Smith Institute. Found at <http://www.adamsmith.org/blog/international/unfair-trade>
- *Half a Cheer for Fair Trade* (web publication) by Philip Booth and Linda Whetstone. Found at <http://www.iea.org.uk/record.jsp?type=book&ID=408>
- *Respectable Trade: The Dangerous Delusions of Corporate Social Responsibility and Business Ethics* by Norman Barry. Adam Smith Institute. Found at <http://www.adamsmith.org/images/uploads/publications/respectable-trade.pdf>
- Debate on free trade by Philip Booth. Found at <http://www.iea.org.uk/record.jsp?type=news&ID=417>
- *Is Trade Justice? Is Fair Trade Fair?* (web publication) Discussion of economics of the trade justice movement from a Christian perspective. Found at <http://www.iea.org.uk/record.jsp?type=book&ID=353>

## **Primary Actors of Fair Trade**

**Oct 24 Issues Facing Northern partners.** Fair Trade could not function without Northern partners who have marketed and promoted the concept. This class will introduce students to the key issues guiding how Northern partners advance Fair Trade – quality, shipping, finance, etc. The class will meet at the Ten Thousand Villages headquarters office for this class session that will include a tour of the Villages warehouse. Due to the out of town location for class, class will begin at 6 pm and end at 8:45 pm to allow students to return home earlier. Lead instructor Ryan Jacobs.

***Required Readings:***

- Chapter 3, “Supply Chain Ethics” (pgs 55-76) in *Fair Trade: Market-Driven Ethical Consumption*
- Chapter 4, “Fair Trade Industry Structures and Business Strategies” (pgs 79-104) in *Fair Trade: Market-Driven Ethical Consumption*

***Recommended Supplementary Reading:***

- “Northern Social Movements and Fair Trade” by Stephanie Barrientos, Michael E. Conroy, and Elaine Jones (pgs 51-61) in *Fair Trade: The Challenges of Transforming Globalization*

**Oct 31 Artisans and producers.** The Fair Trade movement is based on using principles of global consumer economics to benefit small scale producers. This class will examine the concerns of many artisans and producers and what happens when they may come into conflict with Northern partners. Lead instructor Ryan Jacobs.

***Required Readings:***

- Chapter 5, “Financing Fair Trade” (pgs 105-126) in *Fair Trade: Market-Driven Ethical Consumption*
- “Ten Thousand Villages and Fair Trade: Transforming Global Trade at a Micro and Macro level?” by Ewert and Wiebe, available on Learn class website.

***Recommended Supplementary Reading:***

- “Fair Trade in the Agriculture and Food Sector: Analytical Dimensions” by Stephanie Barrientos, Michael Conroy, & Elaine Jones (pgs 33-47) of *Fair Trade: The Challenges of Transforming Globalization*
- “Southern Social Movements and Fair Trade” by John Wilkinson and Gilberto Mascarenhas (pgs 125-136) in *Fair Trade: The Challenges of Transforming Globalization*

**Nov 7 Consumer concerns.** Fair Trade can only be successful if consumers support it. This class will examine the growing consumer consciousness about the social, economic and environmental impact of their consumer decisions. Lead instructor Ryan Jacobs.

***Required Readings:***

- Chapter 8, “The Fair Trade Market” (pgs 181-200) in *Fair Trade: Market-Driven Ethical Consumption*
- “Fair Trade and Ethical Consumption,” by Sarah Jutzi, available on Learn class website.

***Recommended Supplementary Readings:***

- “Northern Social Movements and Fair Trade” by Stephanie Barrientos, Michael E. Conroy, and Elaine Jones (pgs 51-61) in *Fair Trade: The Challenges of Transforming Globalization*

## **Applying Fair Trade Principles**

**Nov 14 Simulation.** This class will give students the opportunity to practice negotiating the purchase of Fair Trade products under a hypothetical condition that simulates buyer and producer choices. Lead instructor Lowell Ewert

***Required Readings:***

- Chapter 7, “The Marketing of Fair Trade” (pgs 151-177) in *Fair Trade: Market-Driven Ethical Consumption*
- Chapter 9, “Measuring Impact” (pgs 201-228) in *Fair Trade: Market-Driven Ethical Consumption*

**Supplementary Reading:**

- *Trading Away our Rights: Women Working in Global Supply Chains* by Oxfam. Found at <http://www.oxfam.org/en/policy/report-042008-labor>

**Nov 21 Advocacy - Fair Trade Towns and Universities.** The Fair Trade Town and University movements were launched as one way to foster greater community awareness and support for Fair Trade. The focus of this class will be on various advocacy strategies that are being used to foster a stronger commitment to Fair Trade in towns and universities. Specific strategies will be debated and discussed. Lead instructor Ryan Jacobs.

**Required Readings:**

- Chapter 10, “Fair Trade Futures” (pgs 229-255) in *Fair Trade: Market-Driven Ethical Consumption*
- “For a Better World: Issues and Challenges in a Fair World,” one or two publications of Fair World Project, to be handed out in class a week or two in advance.
- Read “Fair Trade Fortnight,” “Fair Trade Campus,” and “Fair Trade Towns” links found at <http://fairtrade.ca/en/get-involved/fair-trade-fortnight>
- Read about the Fair Trade Towns concept, [http://www.wfto.com/index.php?option=com\\_content&task=view&id=1791&Itemid=314](http://www.wfto.com/index.php?option=com_content&task=view&id=1791&Itemid=314)

**Recommended Supplementary Reading:**

- “Fair Trade: contemporary challenges and future prospects” by Laura T. Reynolds and Douglas L. Murray in *Fair Trade: The Challenges of Transforming Globalization* (pgs 223-234)
- “With Friends like these: Corporate responses to Fair Trade” by Fridell, Hudson, and Hudson, in *Review of Radical Political Economics*, available through the UW library system

## Summary – tying up loose ends

**Nov 28 Summary of lessons learned, catching up on topics not covered earlier in the term, student reports.**

No Reading Assignment.

## Bibliography

The world's largest online library of Fair Trade publications has been launched by the Fair Trade Institute in Switzerland and Fair Trade Resource Network in the US. It has more than



250 titles about Fair Trade available in three languages. It can be accessed at <http://www.fairtrade-institute.org/>

Upcoming resource. The Victoria Press seeks articles related to Fair Trade studies for its. Focus on Fair Trade peer reviewed academic anthology series. Visit the website at <http://www.thevictoriapress.com> for more information and their most recent call for papers.

**Some of the more common books on Fair Trade include (not a complete list):**

Anja Osterhaus, Gerben Bossenbroek, Elisabeth Piras, Veronica Pérez, Claudia Grözinger Eds. *Business Unusual: Successes and Challenges of Fair Trade*. FLO, IFAT, NEWS!, EFTA. Brussels: October 2006.

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Grimes, Kimberly. "Changing the Rules of Trade with Global Partnerships: The Fair Trade Movement." 11 pg chapter from the book *Social Movements*.

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- Smillie, Ian. *Freedom From Want: The Remarkable Success Story of BRAC, the Global Grassroots Organization That's Winning the Fight Against Poverty*. Kumarian, 2009.
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- Trading Away Our Rights: Women Working in Global Supply Chains*. Oxfam International. (February 2004).  
([http://www.maketradefair.com/en/index.php?file=contents\\_reports.htm&cat=3&subcat=1&select=1](http://www.maketradefair.com/en/index.php?file=contents_reports.htm&cat=3&subcat=1&select=1))
- Mugged: Poverty in Your Coffee Cup*. Oxfam International. (November 2003).  
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