PACS 301 Special Topics: Fair Trade
Fall 2009

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Context for PACS 301 Special Topics: Fair Trade
PACS 301 Special Topics in Peace and Conflict Studies are courses offered from time-to-time to examine contemporary issues of peace, conflict and justice. Special Topics courses are not offered every term or every year. Many of the current PACS 311 – 326 Core Courses were once first offered as Special Topics courses and became permanent only because they generated substantial student interest. PACS 301 Fair Trade is offered because PACS believes it 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 by PACS as a Core Course 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 seeks 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.”¹ Fair Trade therefore can be seen as one of the many essential tools of the effective peacemaker.

While many PACS Core 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 in the Marketplace,” 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 incorporated into the proposed Power of Peace Network
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** – 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 ACE 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 ACE is periodically shut down for routine maintenance at times that are posted. Do not log onto ACE if you cannot finish your quiz before ACE will likely shut down as you will be denied the opportunity to re-start the quiz once booted off ACE.

- **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 14, 2009. 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 23, 2009. Options include:

  - **Digital Option 1.** Note – if you select this option, the due date is October 21, 2009, 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 or the Power of Peace Network. 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 are highly encouraged to pursue this option and be included as some of the very first content to be profiled at the Power of Peace Network launch in Bangkok, Thailand, October 2009. 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 4, 2009.**

- **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 on the proposed Power of Peace Network.

- 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 7, 2009. 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 December 2, 2009.** 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 or the Power of Peace Network. 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 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 2 submitted via Turnitin – see deadlines below.**
  Prepare a 15 – 18 page research paper (excluding title page and 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 bibliography.
  - This Option must be submitted via Turnitin twice – no later than November 25 for the first draft and no later than December 2 for the second draft. Students must submit a paper copy of this assignment no later than December 2 that includes all of the following documents:
    - the first draft submitted to Turnitin
    - the feedback received from Turnitin,
    - your second and final draft, and
    - a one page summary of what you learned from using Turnitin.
  - Of the 50% of the course mark given for this assignment, 3% of this course mark will be based on whether the deadline for the first draft submission was met, how complete the first draft submitted to Turnitin was, and the quality of the one page summary of lessons learned. It is expected that that draft submitted by November 25 will be substantially complete and not simply be an incomplete rough working draft.

- **Research Paper Option 3 not submitted via Turnitin – due on December 2, 2009.** 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 both Options 2 and 3:
  - 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:
  2. E-reserves that can be accessed through ACE, under “Resources.”
  3. Internet sources as specified from time-to-time in the syllabus.
  3. Some materials may be posted on the PACS 301 ACE 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.

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

PLAGIARISM DETECTION SOFTWARE (TURNITIN) WILL BE USED TO SCREEN ASSIGNMENTS IN THIS COURSE. THIS IS BEING DONE TO ASSIST STUDENTS LEARN HOW TO PROPERLY ATTRIBUTE SOURCES, BECOME
BETTER WRITERS, AND TO VERIFY THAT USE OF ALL MATERIAL AND SOURCES IN ASSIGNMENTS IS DOCUMENTED. IN THE FIRST LECTURE OF THE TERM, DETAILS WILL BE PROVIDED ABOUT THE ARRANGEMENTS FOR THE USE OF TURNITIN IN THIS COURSE.

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).  

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).

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/infousec/Policies/policy70.htm).

PACS 301 as an elective in other plans
PACS 301 has been listed as an elective in the International Studies Plan. It is additionally possible that you may be able to petition to have PACS 301 included in other Plans as an elective but you will need to consult the undergraduate advisor for those programs to see if this is possible.

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

Reading Assignment – none.

Sept 23  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.

Required Reading Assignment:

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 (7 web pages with basic highlights of the Fair Trade movement and model). Found at 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

Sept 30  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.  Phone guest will be Paul Leatherman, an early leader of SELFHELP Crafts (forerunner to Ten Thousand Villages).

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 ACE Class website under “Lessons,” “Class Readings.”

Recommended Supplementary Reading:
• “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 7 Coffee. Coffee is the single most widely known Fair Trade commodity. Bill Barrett, associated with the Fair Trade organization Planet Bean located in Guelph, Ontario, will be our guest as we explore the relationship between globalization, coffee and the impact of Fair Trade.

Required Reading Assignment:
• Planet Bean website, http://planetbeancoffee.com/invest/index.htm read:
  o “Home”
  o “Fair Trade”
  o “Our Mission”
  o “Investment”
• 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 ACE under “Resources.”
• “Mainstreaming Fair Trade Coffee from Partnership to Traceability,” by Laura Raynolds, available from UW Library e-reserve and can be directly accessed in ACE under “Resources.”

Recommended Supplementary Reading:
• “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
• Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice by Gavin Fridell
Oct 14 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.

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 an be directly accessed in ACE under “Resources.”

Recommended Supplementary Reading:
- FLO website. Found at http://www.fairtrade.net
- Transfair website. Found at http://transfair.ca/en/node

Primary Actors of Fair Trade

Oct 21 Northern partners. Fair Trade could not function without Northern partners who have marketed and promoted the concept. This class will introduce students to some of the key Northern partners. Phone guest will be Paul Myers, President of the World Fair Trade Organization and formerly head of Ten Thousand Village US.

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 28 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 who these producers are, what they produce, how they are organized and how they view Fair Trade. NOTE – it is possible that this class will not meet due to my travel schedule.

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 ACE class website, under “Lessons,” “Class Readings.”

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 4 Consumers. 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.

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 class ACE website under “Lessons,” “Class Readings.”

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

The Critique
Nov 13 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.

Required Reading Assignment:
- “Why an independent investigation of Fairtrade is needed” by Peter Griffiths, available on the ACE website, under “Lessons,” “Class Readings.”

Recommended Supplementary Reading:

Impact of Fair Trade

One of the most difficult issues facing the Fair Trade movement that is often the subject of critique is the difficulty in measuring its economic, social and environmental impact, and what the ripple effect may have been the private sector. This section of the course will explore the challenges in measuring impact and the difficulty in determining “cause and effect.”

Nov 20 Social and environmental impact of Fair Trade.

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:
• Google Tropical Salvage, [http://www.tropicalsalvage.com/?p=about](http://www.tropicalsalvage.com/?p=about) for information about a company that recycles wood in order to make furniture
• Google Forest Stewardship Council and read about their certification work.

Nov 27 **Private sector adoption of Fair Trade.** Businesses such as Starbucks and Costco have started offering a line of Fair Trade products. While some Fair Trade advocates enthusiastically endorse this trend, not everyone agrees that this is a good idea. This class will examine the pros and cons of private sector adoption of Fair Trade.

*Required Readings:*
• Chapter 10, “Fair Trade Futures” (pgs 229-255) in *Fair Trade: Market-Driven Ethical Consumption*
• “With Friends like these: Corporate responses to Fair Trade” by Fridell, Hudson, and Hudson, in *Review of Radical Political Economics*, available from UW Library e-reserve and directed accessed in ACE under “Resources.”

*Recommended Supplementary Reading:*
• “Fair Trade: contemporary challenges and future prospects” by Laura T. Raynolds and Douglas L. Murray in *Fair Trade: The Challenges of Transforming Globalization* (pgs 223-234)

**Future Directions**

Dec 2 **New directions for Fair Trade, and summary of lessons learned.**

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/](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](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):**


**Reports:**


*Trading Away Our Rights: Women Working in Global Supply Chains.* Oxfam


**Academic Dissertations:**


**News Articles:**


**Web Sources:**


*Fair Trade Resource Network*: http://www.fairtraderesource.org/

*Fair Trade Research Group*: Centre for Fair and Alternative Trade Studies:


Fair Trade Labelling Organizations (FLO): http://www.fairtrade.net/

Fair Trade Federation (FTF): http://www.fairtradefederation.org/


European Fair Trade Association: http://www.eftafairtrade.org/

Wuppertal Institute for Climate, Environment, and Energy: http://www.wupperinst.org/en/publications/wuppertal_papers/index.html?&start_at_row=1

People and Planet: http://www.peopleandplanet.net

International Federation for Alternative Trade: http://www.ifat.org