



A Social History of Coffee

History nugget

Native to Ethiopia, coffee was first cultivated as a food in Arabia more than 2000 years ago. The drink we know today may have emerged in Sufi monasteries in Yemen during the 15th century. It wasn't always widely accepted. For example, some within the Catholic Church first associated coffee with the Islamic infidels because it came to Venice via traders from the Middle East. Pope Clement VIII later decreed it a Christian drink after trying it and discovering it was "so delicious that it would be a pity to let the infidels have exclusive use of it." In the Islamic world, it was banned by a religious court in Mecca in 1511 and, a century later, the Ottoman Sultan, Murad IV, attempted to prohibit alcohol, tobacco and coffee as dangerous intoxicants. The prohibitions of coffee were always quickly overturned.

By the middle of the 17th century, a leisured class of Renaissance men had brought the Turkish social practice of coffee drinking to Western Europe. The first coffee houses opened in Oxford and London in 1652. Soon after, London coffeehouses (called "penny universities" because that was the price of a cup of coffee) had become the "in" places for men from all walks of life to gather, engage in polite conversation and sober debate on matters of politics, science, literature, commerce and religion. In fact, the London Stock Exchange had its beginnings in Jonathan's Coffee House in 1698 and one of the world's largest insurance companies was born in Lloyd's Coffee House. Coffee houses fell out of favour in the late 18th century because tea had replaced coffee as the drug of choice (another complex story). They were reborn by hippies in the 1960s and later commercialized by companies like Starbucks.

Coffee (along with other plant-based drugs like tea and tobacco) was taxed and sometimes officially promoted by colonial powers going back to the Ottomans. But only later (in French territories) did coffee production, plantations and slavery become linked. Coffee, like tea and tobacco, is a mild stimulant that fit well with colonial labour practices. Even in modern industrial production, "coffee breaks" and "smoke breaks" are tolerated as they help workers stay alert and work more efficiently.

Instructional strategies

1. Have students read the [handout](#) and use the questions below to facilitate a class discussion (or distribute the questions and organize the class for small group discussions).
 - a. Where do we get our attitudes about drugs? Consider your own views about coffee, alcohol, tobacco and heroin.
 - b. Often our attitudes about drugs change over time. Why do they change? How are changing ideas and patterns of drug use related to social changes? Economic factors? Other factors?
 - c. What are the possible consequences of having a different attitude about a drug than the official or dominant attitude in the community? Consider both historical contexts and the present.
2. Have students reflect on something they have changed their mind about and the factors that influenced the change. Give them time to share their thoughts and experiences with others, or have them creatively demonstrate both the change and contributing factors (e.g., a before-and-after poster or videoblog).



Drug literacy

Big ideas

- People have been using drugs for thousands of years and in almost every human culture
- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other

Competencies

- Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- Recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use
- Recognize how official responses to drugs may have less to do with the drug than with other factors
- Develop social and communication skills in addressing discourse and behaviour related to drugs

For a complete look at the drug literacy competencies, as defined by the Centre for Addictions Research of BC, see: www.uvic.ca/research/centres/cisur/assets/docs/iminds/hs-pp-drug-curriculum.pdf

Links to Curriculum

First Peoples' principles of learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history, and story

Social Studies 8

Big ideas

- Contacts and conflicts between peoples stimulated significant cultural, social, political change
- Human and environmental factors shape changes in population and living standards
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions

Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events and developments at particular times and places
- Determine what factors led to particular decisions, actions and events, and assess their short- and long-term consequences

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