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10. Quammen, D. 2007. *The Reluctant Mr. Darwin: An Intimate Portrait of Charles Darwin and the Making of His Theory of Evolution*. W. W. Norton Publishing, 304 pages.

COURSE 2: CHOCOLATE COVERED LONDON

Tentative Title: Chocolate Covered London: Exploring the Dark Side of Chocolate Culture

Course Description: London hosts some of the most amazing chocolate experiences in the world. Every October, “Chocolate Week” occurs across the UK, including hundreds of events featuring chocolate companies to product launches. Chocolate Week seeks to promote fine flavor chocolate, the independent artisan chocolatiers and the chocolate companies who work in direct partnership with cocoa farmers, encouraging consumers to pay a fairer price for their chocolate. Green & Black, the first fair trade chocolate company started in the UK. In this course, we will collectively examine what “chocolate” means to different entities, which will point to the fact that no clear agreed upon definition of chocolate actually exists. We will then try to make sense of differences between candy and chocolate, how the overall chocolate industry is culturally constructed and how those cultures differ between the US and the UK. Part of this study will include an in-depth critical analysis of *Charlie and the Chocolate Factory* that examines the book, films and historical insights surfacing about the life of Roald Dahl. In addition, we will see how advancements in science, consumer marketing and social justice all factor into the contemporary chocolate world. Connections made from my own professional chocolate hobby will be invited to visit the class. Besides a modern look at the industry, students will see the European colonial history of chocolate and its implications for social justice firsthand using the resources of the British Museum. Students will delve more deeply into a particular topic of chocolate by highlighting a particular bar in their tasting/paper project.

Pre-requisites: None

Student Learning Outcomes:

1. Students will successfully describe the chocolate-making process from “farm/tree/pod/bean to bar” and identify specific flavors or tones from chocolate bars.
2. Students will differentiate between confectioners, chocolatiers, and chocolate makers across marketing trends, economic requirements, and production methods.
3. Students will understand the industry and economic distinctions between fine flavor and mass market beans.
4. Students will brainstorm several connections between chocolate and their disciplinary interests.
5. Students will successfully explain the inherent difficulty involved in defining the term “species” and how that relates to the varieties of *Theobroma cacao*.
6. Students will conscientiously discuss what “socially responsible chocolate” means, be able to give examples, and evaluate their own buying habits.
7. Students will deconstruct the meanings behind the dark side of chocolate.

8. Students will challenge their assumptions regarding the simplicity of chocolate.
9. Students will experience the world of chocolate in the context of London.
10. Students will engage their creativity by choosing their own project to develop.

Course Structure:

I plan to organize chocolate thematically per each class meeting. All classes will include some tasting components and several will incorporate guest speakers. I would hope to incorporate several field trips into class time. Depending on enrollments, this course may have two levels – Chocolate Foundations & Advanced Chocolate – depending on whether or not students previously took my FYS/AES or Natural Science course on chocolate. This course will likely not need to have a Natural Science tag as both of Dr. Alexander’s courses will satisfy this need for students. To minimize redundancy, this course carries a Social Justice Tag and then could contribute to upper level credit in Environmental Studies and Economics/Business.

Weekly outline: 12 weeks given to allow some flexibility in design

1. **Chocolate 101 & Tasting** – Define chocolate – **Group Activity** developed in class
2. **Elizabethan History, Colonialism and Chocolate** – Chocolate Houses and Salons – **Field Trip** - British Museum and Hotel Chocolat
3. **Historical Marker Timeline** – **Group Activity** developed in class
4. **Culinary Day** – Chemistry of Chocolate – **Field Trip** to London South Bank University meet with Chocolatier Barry Johnson; Chocolatier Albert Chau
5. **“Dark” Chocolate and Health** - **Group Activity** developed in class
6. **Botany/Biology** – **Field Trip** to Kew Gardens to visit greenhouses with *Theobroma cacao*
7. **Genetics Concept Map** – **Group Activity** developed in class
8. **London Chocolate** – **Field Trip** – Neighborhood walking tour – Jennifer Earle
9. **Global to Local Economics** – Transparency from Bean to Bar – **Group Activity** developed in class
10. **Making Chocolate** – **Field Trip** – Potential local maker
11. **Literary Analysis:** Charlie and The Chocolate Factory
12. **Final Tastings/Future of Chocolate:** **Individual Presentations**

Utilization of the UK Environment: Similar to Darwin – easily incorporated; too many options

- **British Museum (day trip/class time):** Free
 - The British Museum houses a number of historical artifacts from the Aztec/Mayan times to the Enlightenment through the Industrial Revolution that relate to chocolate.
- **Kew – Royal Botanical Garden – £12.50**
 - *Theobroma cacao* typically grows within equatorial zones, but the Kew does have a few trees in a greenhouse. Plenty of videos exist, but seeing live cacao trees is a real treat.
- **London South Bank University – maybe fee associated w special class?**
 - Easily accessible off the Tube (Elephant & Castle), LSBU includes the National Bakery School. Chocolatier Barry Johnson is a UK Chocolate Master.

- **Chocolate Ecstasy Neighborhood Tour - £44** (but possibly negotiable for class – friend)
 - Chocolate expert Jennifer Earle runs neighborhood walking tours that focus on chocolate. The Mayfield Tour (Tube Oxford Circus) includes a stop at Roald Dahl’s home.

Potential/Example Course Components:

1. **Student Engagement – 10%** of total grade as assessed by self/peer/Burks
 - a. Inclusive discussion and preparation for class
 - b. Professional representation on field trips
2. **Tasting Profile – 10-minute Presentation** with tasting and marketing analysis
 - a. **15%** of total grade
 - b. Presented last day
3. **Chocolate Covered London – ~250 - 300 word reflections** where students provide reactions to field trips and also to their own chocolate experiences in London.
 - a. **20%** total of grade - 10 Reflections; 2% each.
 - b. Full credit or half credit grades only and due every 3-4 weeks.
4. **Group Activities – 20-30 minute creative interactive inquiry-based activities** that will have group outcomes.
 - a. **10%** of total grade
 - b. Each activity will end up in a final “outcome” (timeline, concept map, translating scientific abstracts, affirming or debunking health claims, etc...)
5. **Take Home Big Quizzes – mix of objective and subjective sections**
 - a. **Midterm (10%)**
 - b. **Final (10%)**
6. **Personal Chocolate Project – 8-10 page paper (DS)** as appropriate
 - a. **25%** total
 - b. **Possibilities: Market Analysis, Thesis-inspired from Bar, Exhibit or PL Translation**
 - c. Will include components of proposal, draft and peer review`
 - d. Includes both primary and secondary source material

RESOURCES FOR CHOCOLATE: Extensive as well as experience; examples available upon request.

Easy to imagine connections --- “chocolate” box and Natural Selection.

