

Does Chocolate Have a Dark Side? Science & Culture of Chocolate

Your Chocolate Guide: Dr. Romi L. Burks; @ProfRomi

Chair & Professor of Biology



Semester Class Time: 10-11:15 am Tuesday and Thursdays, Fondren Jones 148

Office: Fondren Jones 141; Office Phone: 512-863-1280

Office Hours: Monday/Tuesday/Thursday 2-4 pm or by appointment

Email: burksr@southwestern.edu Webpage: www.profromi.com

Cell Phone: 512-869-8098 (avoid calls before 8 a.m. or after 9 p.m. unless emergency)

Course description: This course makes connections with chocolate using these 5 Themes:

1. Biological diversity
2. Influences on human health
3. Social justice context
4. Local and global economic impacts
5. Artistic inspiration

In this seminar, 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 advancements in science, consumer marketing and social justice are all key features of our contemporary world. We will consider chocolate from a variety of perspectives that will help us to realize how “chocolate” operates both in the US and globally. Students will delve more deeply into a particular topic of chocolate by highlighting a particular bar in their tasting/paper project. In addition, this seminar will assist first year students in preparing for their college experiences by helping to develop abilities in reading, writing, critical thinking, research, informed discussion and creativity.

Major Course Requirements:

Students will prepare for classes (reading, videos, podcasts, etc...) before the class for which they are due. Chocolate FYS encourages student participation in class activities and discussions and attendance at required out-of-class activities. Beyond credit for quality presentation and in-class work, the workload for this course includes: 1) informal reflections, 2) either an art or marketing project, 3) a tasting presentation that serves as the basis for a short research paper (1000 words), and 4) a final exam. Art and marketing projects will be eligible for presentation at the First Symposium.

The mission of the First-Year Seminar Program is to help the new student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking/redefining the role of reading, writing, and discussion in inquiry and student centered learning.

Examples of how “Does Chocolate Have a Dark Side” fulfills the FYS mission:

Making meaningful connection to one's own experience:

- Thinking about what chocolate means to you
- Creating an original piece of “art” or marketing idea somehow related to chocolate

Forming cogent questions:

- Learning what evolution has to do with chocolate
- Coming to terms with what “chocolate” and “art” mean
- Asking what chocolate ‘can do’ to address social inequalities

Thinking with interdisciplinary and evidence-based perspectives:

- Learning to find & identify relevant primary literature articles and secondary sources
- Identifying industry experts

Recognizing and challenging assumptions:

- Talking with chocolate makers & chocolatiers about business, passion and art
- Discussing the meanings behind the “light” & “dark” in relation to chocolate
- Exploring real dark side of chocolate (environmental justice, economics, history)

Discovering interactions between reading, thinking and writing (and presenting):

- Creating a tasting
- Developing a thesis from influence of a bar of chocolate

Goals that Chocolate FYS seeks to foster:

- Awareness of commodity fetishism (consumer awareness)
- Recognition of social justice issues
- Enhancement of mind-body connection
- Critical analysis skills in texts and media
- Reflective nature of informed personal choice
- Recognition and creation of interdisciplinary connections
- Questioning of prior assumptions
- Application of theoretical knowledge to real-life experience
- Increased knowledge of impact of global marketplace
- Insight into historical and current slavery practices
- Introduction to food politics and corporate social responsibility
- Collaborative hands-on learning with individual comprehension

- Community in the classroom
- Reduction in the fear of science by using the familiar to teach core concepts
- Comparison between scholarly versus non-scholarly sources
- Creativity and out-of-the-box thinking

Student Learning Outcomes - After induction into the “dark side,” students will be able to:

1. Describe the chocolate-making process from “farm/tree/pod/bean to bar” and identify specific flavors or tones from chocolate bars.
2. Differentiate between confectioners, chocolatiers and chocolate makers.
3. Understand the industry distinctions between fine flavor and mass market beans.
4. Articulate clearly multiple connections between chocolate and different disciplines.
5. Explain the inherent difficulty involved in defining the term “species” and how that relates to the varieties of *Theobroma cacao*.
6. Discuss what “socially responsible chocolate” means and give examples.
7. Express their creativity and understanding of the course themes within chocolate class by creating a piece of original art or coming up with a marketing idea.
8. Deconstruct the meanings behind the dark side of chocolate.
9. Experience the world through chocolate.
10. Challenge their assumptions regarding the simplicity of chocolate.

Student Learning Outcomes Desired by the Overall FYS Program at Southwestern:

1. Students will demonstrate an understanding of college-level expectations of critical reading.
2. Students will demonstrate an understanding of college-level expectations of writing cogently
3. Students will demonstrate an understanding of college-level expectations of critical/creative thinking
4. Students will demonstrate an understanding of college-level expectations of informed discussion
5. Students will demonstrate an understanding of college-level expectations of research.

Critical Reading and Listening Guidelines:

The extent to which you will enjoy and learn a great deal from this class is almost entirely up to you and your commitment to reading and/or listening to the course materials and engaging in classroom discussion. Thoughtful listening and reading should be both active and responsive. As a general rule, thoughtful engagement either: (a) uses readings, podcasts and/or videos as the basis for formulating interesting discussion questions; (b) uses readings, podcasts and/or videos as a basis to develop an interesting positive argument of your own; and/or (c) treats an author/work as an opponent worth refuting. You will want to engage the works we encounter in an active dialogue and to be prepared to share your impressions with the class community. To this end, you will find it useful to keep careful notes, reactions, outline arguments, etc... to use in your journal responses.

Required Texts:

1. Ramsey, Dom. 2016. *Chocolate*. ISBN 978-1-4654-5406-5; Amazon link: <https://www.amazon.com/Chocolate-Dom-Ramsey/dp/1465454063>
2. Megan Giller. 2017. *Bean to Bar Chocolate: America’s Craft Chocolate Revolution: The Origins, the Makers, and the Mind-Blowing Flavors*; ISBN-10: 0969192126; ISBN-13: 978-0969192121. Amazon link: <https://www.amazon.com/Bean-Bar-Chocolate-Revolution-Mind-Blowing/dp/1612128211>

3. Orla Ryan. 2012. *Chocolate Nations: Living and Dying for Cocoa in West Africa*. ISBN-10: 1780323093; ISBN-13: 978-1780323091; Amazon link: https://www.amazon.com/Chocolate-Nations-Living-African-Arguments/dp/1780323093/ref=sr_1_1?ie=UTF8&qid=1492448012&sr=8-1&keywords=orla+ryan+chocolate

Course components:

1. Participation (10%)
2. Reflections (15%)
3. Art or Marketing Project (25%)
4. Tasting Project and Research Paper (30%)
5. Chocolate Exam (20%)

1. Participation (50 pts = 10%):

College courses vary in their assessment and inclusion of required participation as part of your course grade. In general, professors at Southwestern expect you to prepare for, attend and participate in class as the default. To foster quality participation and provide early incentives for students to contribute thoughtfully in class, participate in activities and work effectively in groups, you can earn 50 points (10%) towards the total course grade for chocolate class. You will provide a reflective self-evaluation for this part of the course to which Dr. Burks will adjust if necessary based on classroom observations. The following serves as a guideline:

40 - 50 points: No unexcused absences, nearly always on time, impromptu valuable contributions made to class routinely, prepared for and engaged for class activities, exhibits enthusiasm for learning, works well w others, attends and/or participates in First Symposium.

30 - 40 points: No more than 1 unexcused absence, usually on time, sometimes makes valuable contributions impromptu to class (~once every 2 weeks), positive attitude, average contribution to group and shows effort in class.

Below 30: More than one unexcused absences, often late, infrequent contributions to class (1-2 per course), does not contribute 100% to group, unengaged; seems to lack focus.

2. Reflections (75 pts = 15%) — You will post four additional different 300-word minimum reflections on the material you are learning in class (your “summer homework” counted as the first one).

1. Summer Work – Questions and Slow Melt Podcasts – due at start of class
2. Charlie and the Chocolate Factory – due Tuesday, September 11th
3. Reflection on Art & Marketing Projects – due Tuesday, October 2nd
4. Topic of Your Choice – due Thursday, October 18th
5. Paideia Reflection – due Tuesday, October 30th

For a quality reflection, you must choose at least one concept and one additional concept about which to write. Ideally, you will connect your thinking about work in this class with your life/school experiences. Your fifth reflection, due before the last class meeting is a “Paideia”

reflection, where you connect what you have learned in this class with what you are learning in at least one other course. As these reflect include a mix of class and personal content, I will not be grading them for how well you write. Yet, the reflection should be coherent and not just a stream of consciousness. I will be looking for an acceptable length, your engagement, your incorporation of at least one concept and one other point or concept. When these elements occur, reflections will automatically earn a 13.5/15 (90%). Last minute, late, too short, or unengaged reflections will earn less. I will occasionally give a higher grade to especially excellent reflections.

3. Art Piece or Marketing Project (25% = 125 pts):

Option A = Art as Individual: You can choose to create an original art piece that provides your representation of an aspect of chocolate. Parts of the project will include a short proposal for your idea, a mid-point check-in, the piece itself and information about the project. You will provide a detailed exhibition card that addresses the intent of your art pieces, outlines the process that you went through and then connects your piece with class material.

Option B = Marketing as Trio: In teams of 3, students will create a marketing plan (poster) for a new application of chocolate that combines at least two different disciplines. Rainforest Alliance chocolate (<http://www.rainforest-alliance.org/news/2004/cocoa.html>) is a good example that combines economics, anthropology and ecology. Food for Thought (<http://www.gleegum.com/make-chocolate-kit.htm>) also combines developmental psychology and chemistry in their “Make Your Own Chocolate” kits. Project will include a short proposal for your idea, a mid-point check-in and a poster that markets your group’s idea. All students receive the same grade. **See handout for more details & evaluation rubric.**

Presentation at First Symposium – Each art or marketing project will be eligible for presentation at the First Year Seminar Symposium on Thursday, October 11th. I will invite projects that I think would benefit from sharing with the Southwestern community.

4. Tasting & Research Essay (25% = 125 pts):

The best part of chocolate comes with actually tasting it. For the first few tastings, I will supply the chocolate and guide the tastings on relevant themes. On September 20th, October 4th and 25th, we will have tasting days administered by the students.

- Each student will pick a bar to highlight from a collection of bars that I have OR another bar of their choosing (subject to approval).
- Based on inspiration from the chosen bar (name, origin, maker, labels, ingredients, economics, etc...), students will develop a presentation (30 points) and a question (20 points) on which they can conduct library research (incorporating a minimum of one primary and one secondary source) and develop into a final research essay (50 points).
- A rough draft of an accompanying essay (25 points) will be due at the end of the presentation day.

- Each student will have 8-10 minutes in which to present a bar including questions. Students will guide the tasting and provide some basic research about the bar.
- There will be a sign-up for times on Moodle. First come, first serve.
 - Students choosing 1st tasting (9/20) date get benefit a pre-review by Dr. Burks.
 - For 1st & 2nd tastings (10/4), students will have 2 weeks to complete final paper.
 - Students choosing 3rd/last (10/25) tasting have 1 week to complete final paper.

4. Chocolate Exam (20% = 100 pts):

There will be a Take Home Exam in the course. You will have 3 hours to complete it. Sections will include multiple choice (30 points), vocabulary (20 points), short answer (35 points) and an essay (15 points). Short answer and essay questions will include options. You should feel encouraged to submit potential questions.

Course Grading Scale

100-99 =	A+	83-86 =	B	70-72 =	C-	59-0 =	F
93-98 =	A	80-82 =	B-	67-69 =	D+		
90-92 =	A-	77-79 =	C+	63-66 =	D		
87-89 =	B+	73-76 =	C	60-62 =	D-		

GENERAL POLICIES:

Accessibility, Academic Success, Student Distress:

All of us learn in slightly different ways and I try to design my courses so that that there are multiple means of accessing class information, multiple ways to take part in class activities, and multiple avenues for being assessed on class work. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have documented disabilities, please see paragraph below.

It is Southwestern University policy to make reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact the Assistant Director of Academic Success within the Center for Academic Success and Records (CASAR in the Prothro Center room 120; phone 863-1286). Students seeking accommodations should notify the Assistant Director of Academic Success at least two weeks before needed. It is the student's responsibility to discuss any necessary accommodations with the appropriate faculty member. Please take advantage of the CASAR workshops and resources tailored to the first year experience that might help you. In addition, any student who has any life difficulties (it happens) and believes this may affect their performance in the course, is urged to contact any director in the division of Student Life for support.

Honor Code: All work in this course needs to adhere to the Honor Code, which the Student Handbook describes in detail. Please pay special attention to the discussion of plagiarism. I encourage group work and discussion among you all, but do independent work on your own (feel free to discuss the topic with classmates, etc., but when you sit down to write, you should do that on your own). You will also need to be careful with how you use your research sources—summarizing and/or paraphrasing an author’s ideas requires citation. We will go over these points in class. The Honor Pledge, which you will write on exams, quizzes, essays and other work you submit for grades for all of your coursework at Southwestern (unless otherwise indicated by your professor) is: **"I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."** For electronic assignments, students can put it in the header and initial.

Our Classroom as Community:

Treat all class members with professionalism and respect. Be fully present in class (i.e.):

- a. Turn off and put away all cell phones, beepers, and laptops when you enter the classroom. Volumes of research shows that student academic success is greater when they do NOT use laptops, etc. in classes, but use paper and pen/pencil instead to take notes. If disability accommodations include your use of a laptop, please obtain the required approval forms and let me know.
- b. Bring printed out copies of readings when I specify you should do so.
- c. Bring course reading notes and syllabus with you to each class period.
- d. Leave your other work outside our classroom. Do not aim to complete assignments for other classes. Engage in class discussion and activities.

Religious Observances:

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, adhere to this policy to facilitate student absences due to cultural and religious observances.

- *As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.*
- *The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.*

Writing Center:

An invaluable resource is the **Writing Center**; Writing Center staff are available to assist you in conceptualizing papers, in helping you create an outline, in reviewing drafts of your papers for the logic and coherence of your argument, the effectiveness of your evidence, etc... The Writing Center requires students to sign into an on-line system. You can do so here: mywco.com/dewc. Check out [website](#), which includes online writing resources, including some new additions!

Attendance: Class attendance is mandatory. One unexcused absence does not count during the course. Any additional unexcused absences will result in the loss of one percentage point for each absence from your final grade for the course. If you need to miss class or class-related activities/assignments for religious observance reasons, school-sponsored athletic events, or other potentially excusable reasons, you must let me know prior to your absence. Attendance is also required at select out-of-class activities. One of the challenges of college life is adjusting to the new time schedule, and being responsible for yourself: please do not show up late to class! Repeated late arrivals will impact your grade negatively.

Participation: This class as seminar means that we are all participants together; your active engagement with class materials (readings, films) and in class activities (discussions, etc.) are critical to the success of this course. Participation will thus be a portion of your grade.

Moodle:

Southwestern uses an interactive course management system called Moodle. You will use Moodle to submit assignments, keep track of your grades, and download additional readings. Your username and password is your regular SU-electronic ID (same as your email). With any new technological application, sometimes things can go awry. Melanie Hoag (hoagm@southwestern.edu or x1644) can be of assistance with any Moodle difficulty.

Submitting Assignments:

Moodle/Google Drive. I cannot open “.pages” documents on Moodle. Please make sure to always make your documents open-able by MS Word or Adobe PDF on a PC platform. Save them with .doc or .docx extensions, ideally. I may ask you to submit/share some assignments as Google Docs so that I can easily comment on them.

Group Work: All students are expected to contribute equally to group projects.

Late Work: 10% penalty per class day. One “Golden Ticket” extension.

Dogs:

I tend to enjoy the faculty privilege of bringing my dogs, Twinkie and Cupcake, to class. If they bother you, please let me know – anonymous is fine if you like. They can always hang in my office. They are hypoallergenic and shouldn't cause any allergic issues. They bark on occasion but usually are not disruptive. Cupcake unfortunately does have Congestive Heart Failure. This causes her to cough (which is sad and a little disruptive) and requires her to take a number of medications. One of the side effects of the medications is an excessive thirst and the consequence that goes along with it. If she indicates the need to go outside during class, I will request a short break. And, of course, no chocolate for them.

Food/Beverage in class:

You should bring water to every class for chocolate tasting. I do not mind if you consume small “snacks” during class with the limit that your food or beverage must not make noticeable noise

or attract attention (i.e. avoid potato chips, slurping straws, etc...). We will have chocolate pretty much every day. **With the dogs in class, please make all efforts to keep it off the floor.**

Facebook/Social Media Policy:

All official class information goes through Moodle or myself to your SU email. Most students seem to have a Facebook or Instagram account. I'm happy to be "A Friend" with SU students with the knowledge that I am a faculty member at Southwestern first and take that seriously. If I see something that worries me, I will follow up. I believe in better safe than sorry. At the same time, I'm certainly not in the habit of checking up on students but cannot help but read updates when posted. My Profile page is all-inclusive for my friends, family and some students. I do not post anything there that I am not willing to publicly share (this is good advice). So, if you would like to request to be my friend, I will certainly accept but I do not want to compel people. As another social media alternative, you can follow me on Twitter @ProfRomi. I originally started a Twitter account to keep up with the chocolate world and find it an excellent resource. You can also check out my own experiences at www.profromi.com

Moodle Syllabus Statement:

After reading the syllabus, please mark important dates on calendars (exam, drop date, presentation) and COMPLETE THE SYLLABUS CHECK by typing in "I have read the syllabus and understand the expectations." By entering this, I know that you understand:

1. The expectations for success in Chocolate class are abundantly clear.
2. Students can make an appointment with Dr. Burks if times conflict.
3. All your questions about the syllabus have been answered.
4. Students will first consult syllabus and then clarify with Dr. Burks.

About PROFROMI – also see www.profromi.com



- Twitter @ProfRomi
 - Current Biology Department Chair
 - Aquatic molecular ecologist that studies large freshwater snails and patterns of diversity and distribution
 - Teaches about chocolate across many disciplines
 - Co-chairs Environmental Studies at SU
 - Owned by two fuzzy "children" – Bichons Twinkie & Cupcake
 - Excited for year 14 in the Department of Biology
 - Lives in Georgetown, avid reader, loves sushi
- Very much available to answer student questions and help.

Keep in mind:



Schedule of Topics, Readings, and other Assignments (There may be errors and schedule specifics may change, Moodle will reflect the most up to date information)

	Topic & Activities (Reading Assignments, Writing Assignments & Other Announcements)
Mon Aug 20 (10-12)	<p>INTRODUCTION <i>HOW TO PREP FOR CLASS:</i> Done with summer assignments <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Introductions</i> • <i>Chocolate Definition Exercise</i> • <i>Syllabus Review</i> <p><i>ANNOUNCEMENTS:</i> Make sure you sign up for your advising appointment Monday afternoon! Advising happens on Wednesday. You can find out who your advisor is (and their email address) on WebAdvisor via the Academic Profile/My Profile link and you can find out your advisor's location by looking her/him up in the online directory. Go to your advisor's office and sign up for an appointment on the sign-up sheet on their door.</p> <p><i>READINGS FOR NEXT CLASS AND OTHER ASSIGNMENTS:</i> Giller – Chapter 1</p>
Tue Aug 21 (9-12)	<p>TASTING <i>HOW TO PREP FOR CLASS:</i> Complete any summer work not done (podcasts). Bring water to class. Bring any questions that you have about the first chapter of <i>BeantoBar</i>. <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Comprehensive Tasting</i> • <i>Marketing & Industry Discussion: Candy vs. Chocolate</i> <p><i>READINGS FOR THURSDAY:</i></p> <ul style="list-style-type: none"> • Giller – Chapters 2 & 3 (Ch. 3 only to pg. 86) • https://www.forbes.com/sites/simransethi/2017/10/10/why-an-oversupply-of-cocoa-is-bad-for-chocolate-lovers/#79ed2a0c78f2 • https://www.candyusa.com/nca-news/cst/defining-craft-chocolate/ • https://newfoodeconomy.org/chocolate-farmers-ivory-coast-ghana/
Wed Aug 22 (10-12) Eid al-Adha (beginning sundown Aug 21)	<p>ADVISING <i>HOW TO PREP FOR CLASS:</i> No prep for today but lots for Thursday (see above). <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Advising Q & A Session</i> • <i>Honor Code: 10:30 am – Olin 105</i> • <i>Southwestern Experience Discussion</i> <p><i>READINGS FOR NEXT CLASS:</i> SEE ABOVE</p>
Thu Aug 23 (9-12)	<p>BEAN TO BAR DAY <i>HOW TO PREP FOR CLASS:</i> Complete readings listed above. <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Video: Bean to Bar</i> • <i>Visit: Bob Williamson, SRSLY Chocolate</i> <p><i>READINGS FOR NEXT CLASS</i></p> <ul style="list-style-type: none"> • Ryan: Chapter 3 - Child Labour; • Read Transparency Report - https://www.uncommoncacao.com/
Fri Aug 24 (10-12)	<p>FARMING CACAO <i>HOW TO PREP FOR CLASS:</i> Start thinking about connections between Dahl's CCF, child labour and pressures of small scale production <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Watch Documentary: The Chocolate Farmer (2010)</i> • <i>In class writing and discussion</i> • <i>Tasting Tanzania & Sign-up information for student-led days</i> <p><i>PREP FOR NEXT CLASS:</i> No reading, but watch original <i>Charlie & The Chocolate Factory</i></p>

<p>Tues Aug 28</p> <p>10-11:15</p>	<p>LIBRARY DAY 1 <i>HOW TO PREP FOR CLASS:</i> Show up on time at the Smith Library. <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Introduction to Library • SMITH BINGO <p><i>READINGS FOR NEXT CLASS</i></p> <ul style="list-style-type: none"> • Read/review content of Ramsey: Introduction through Chapter 2 • https://metro.co.uk/2018/05/22/ruby-chocolate-made-7568819/ • https://www.fooddive.com/news/fdas-definition-of-chocolate-excludes-new-ruby-variety/524632/
<p>Thurs Aug 30 10:00- 11:15</p> <p>BINGO DUE – 5 PM</p>	<p>CHEMISTRY - RUBY CHOCOLATE CASE STUDY <i>HOW TO PREP FOR CLASS:</i> Complete readings. Bring any questions to class. Complete BINGO card as interested. <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Content: Chocolate Chemistry 101 <p><i>PREP FOR NEXT CLASS – NONE –</i> but should be thinking about your questions for your research paper and your project ideas for either art or marketing. Watch Johnny Depth Version of <i>Charlie and the Chocolate Factory</i></p>
<p>Tues Sep 4</p> <p>ART & MARKETING IDEAS DUE</p>	<p>WRITING CENTER DAY <i>HOW TO PREP FOR CLASS:</i> Show up on time at the Writing Center. Bring proposal for Art/Marketing. <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Tips for College Writing <p><i>READINGS FOR NEXT CLASS</i></p> <ul style="list-style-type: none"> • Read/review content of Ramsey: Introduction through Chapter 2 • Read Ryan – Chapter 1: Ghana is Cocoa.
<p>Thurs Sep 6</p> <p>TASTING ESSAY RESEARCH QUESTION DUE</p>	<p>BIOLOGY (EVOLUTION) DAY <i>HOW TO PREP FOR CLASS:</i> Show up on time at the Writing Center <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Tasting: Vietnam • Activity: No Monkeys, No Chocolate <p><i>READINGS FOR NEXT CLASS</i></p> <ul style="list-style-type: none"> • Keyser (2017): Candy Boys and Chocolate Factories: Roald Dahl, Racialization, and Global Industry • HTTP://WWW.BBC.COM/CULTURE/STORY/20160912-THE-DARK-SIDE-OF-ROALD-DAHL • https://www.nytimes.com/2017/09/15/books/roald-dahl-charlie-black.html
<p>Sat Sep 8th</p>	<p>DALLAS CHOCOLATE FESTIVAL – TALK TO BURKS IF INTERESTED IN GOING</p>
<p>Tues Sep 11</p> <p>JOURNAL 2 DUE</p>	<p>CHARLIE & THE CHOCOLATE FACTORY DISCUSSION <i>HOW TO PREP FOR CLASS:</i> Complete Journal Entry on Charlie & The Chocolate Factory (5 pm). <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Tasting: Milk Chocolate • Activity: No Monkeys, No Chocolate <p><i>READINGS FOR NEXT CLASS:</i> NONE</p>
<p>Thur Sep 13</p> <p>PRIMARY & SECONDARY SOURCES FOR ESSAY DUE</p>	<p>LIBRARY DAY 2 <i>HOW TO PREP FOR CLASS:</i> Show up on time at the Smith Library. <i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Discuss any concerns about research questions • Find primary and secondary sources for essay <p><i>READINGS FOR NEXT CLASS –</i> One of these is a primary literature article. Write down questions you have.</p> <ul style="list-style-type: none"> • Giller – Chapters 6 & 7 • Lachenaud & Motamayor (2017): The Criollo cacao tree (<i>Theobroma cacao</i> L.): a review

<p>Tues Sep 18</p> <p>ART OR MARKETING MIDWAY DUE</p>	<p>BIOLOGY DAY (GENETICS)</p> <p><i>HOW TO PREP FOR CLASS:</i> Keep working on art or marketing projects. Do the readings. Bring your questions to class.</p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Content: Genetics</i> • <i>Concept Mapping</i> • <i>Discussion: Future of Chocolate & Genetically Modified Foods</i> <p><i>READINGS FOR NEXT CLASS – NONE.</i></p>
<p>Thur Sep 20</p> <p>GROUP 1 – DRAFT ESSAY DUE – 5PM</p>	<p>1ST STUDENT TASTINGS</p> <p><i>HOW TO PREP FOR CLASS:</i> Presenters – Send any slides or links to Dr. Burks by 8 am. Tasters - Come ready to listen to your peers and focus on trying your best to model professional tasting.</p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>6 Bars to Present</i> <p><i>READINGS FOR NEXT CLASS –</i></p> <ul style="list-style-type: none"> • Giller – <i>Chocolate, Bioterrorism and the Birth of Brazilian Funk</i> - https://www.engadget.com/2018/07/27/bioterrorism-in-bahia-witches-broom-chocolate/ • Leissle: https://blog.chocolopolis.com/2018/06/who-wins-when-cocoas-price-rises-part-i/ • https://blog.chocolopolis.com/2018/06/who-wins-when-cocoas-price-rises-part-ii/
<p>Tues Sep 25</p>	<p>POLITICS & GLOBAL ECONOMICS</p> <p><i>HOW TO PREP FOR CLASS:</i> Read the blog entries given above.</p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Activity: How much should you pay for a chocolate bar?</i> <p><i>PREP FOR NEXT CLASS – NO READING. FINISH UP YOUR WORK ON ART OR MARKETING PROJECTS (POSTERS WE WILL SHOW ELECTRONICALLY – ONLY PRINT FOR SYMPOSIUM).</i></p>
<p>Thur Sep 27</p> <p>ART PIECES AND EXHIBITION CARDS; POSTERS FOR MARKETING</p>	<p>ART & MARKETING PRESENTATIONS</p> <p><i>HOW TO PREP FOR CLASS:</i> Have practiced your presentation (3 minutes for Art; 6 minutes for Poster).</p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Presentations</i> • <i>Assign people to Maker’s Series Podcasts</i> <p><i>PREP FOR NEXT CLASS –</i></p> <ul style="list-style-type: none"> • Podcast: http://www.greendreamer.com/podcast/tim-mccollum-madacasse-fair-trade-bean-to-bar-chocolate • Podcast: Maker’s Series (assigned)
<p>Tues Oct 2</p> <p>REFLECTION 3 DUE 5 PM</p>	<p>SOCIALLY RESPONSIBLE BUSINESS</p> <p><i>HOW TO PREP FOR CLASS:</i> Listen to two podcasts.</p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>Discussion: What does it take to be socially responsible?</i> <p><i>READINGS FOR NEXT CLASS – NONE.</i></p>
<p>Thur Oct 4</p> <p>GROUP 2 – DRAFT ESSAY DUE – 5PM</p> <p>GROUP 1 – FINAL ESSAY DUE – 5PM</p>	<p>2ND STUDENT TASTINGS</p> <p><i>HOW TO PREP FOR CLASS:</i> Presenters – Send any slides or links to Dr. Burks by 8 am. Tasters - Come ready to listen to your peers and focus on trying your best to model professional tasting.</p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • <i>6 Bars to Present</i> <p><i>PREP FOR NEXT CLASS – NONE; ENJOY FALL BREAK</i></p>
<p>Fri Oct 5</p>	<p>Print posters and/or finalize Exhibit Cards for First Symposium</p>
<p>Tues Oct 9</p>	<p>Fall Break – No Class</p>

<p>Thurs Oct 11</p>	<p>FIRST SYMPOSIUM: everyone participates---sign up for your shift!</p> <p><i>HOW TO PREP FOR CLASS: PRACTICES YOUR PRESENTATIONS.</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Go to First Symposium • Sign up for "Myth Busters" Part I and II (Moodle) <p><i>PREP FOR NEXT CLASS – Do your research to be able to contribute to the Myth Busters Discussion</i></p>
<p>Tues Oct 16</p>	<p>CHOCOLATE AND HEALTH – PART I – CARDIOVASCULAR</p> <p><i>HOW TO PREP FOR CLASS: Add information into Google Doc before coming to class...</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Activity: Discuss Google Docs – Summary and Edits. <p><i>PREP FOR NEXT CLASS – Do your research to be able to contribute to the Myth Busters Discussion Part II</i></p>
<p>Thurs Oct 18</p> <p>GROUP 2 – FINAL ESSAY DUE – 5PM REFLECTION 4 DUE 5 PM</p>	<p>CHOCOLATE AND HEALTH – PART II – NEUROSCIENCE, ETC...</p> <p><i>HOW TO PREP FOR CLASS: Add information into Google Doc before coming to class...</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Activity: Discuss Google Docs – Summary and Edits. <p><i>PREP FOR NEXT CLASS – Explore the Chocolate Timeline</i></p>
<p>Tues Oct 23</p>	<p>MOVIE CHOCOLAT – HISTORY</p> <p><i>HOW TO PREP FOR CLASS: Bring the historical information that you wish to highlight and share</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Activity: Watch the movie <p><i>PREP FOR NEXT CLASS – Continue with Chocolate Timeline</i></p>
<p>Thur Oct 25</p> <p>GROUP 3 – DRAFT ESSAY DUE – 5PM</p>	<p>3RD STUDENT TASTINGS</p> <p><i>HOW TO PREP FOR CLASS: Presenters – Send any slides or links to Dr. Burks by 8 am. Tasters - Come ready to listen to your peers and focus on trying your best to model professional tasting.</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • 5 Bars to Present • Finish off History Timeline <p><i>PREP FOR NEXT CLASS – Come with 2 multiple choice, one short answer and one essay question</i></p>
<p>T Oct 30</p> <p>PAIDEIA REFLECTION 5 DUE 5 PM</p>	<p>CATCH UP & EXAM REVIEW DAY</p> <p><i>HOW TO PREP FOR CLASS: Review material. Think of what you would put on an exam.</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Chocolate Jeopardy <p><i>PREP FOR NEXT CLASS – Complete Take Home Exam</i></p>
<p>Thurs Nov 1</p> <p>TAKE HOME EXAM DUE</p>	<p>LAST DAY – CLASS WRAP-UP</p> <p><i>HOW TO PREP FOR CLASS: Complete and Bring Take Home Exam.</i></p> <p><i>CLASS ACTIVITIES/PLAN:</i></p> <ul style="list-style-type: none"> • Revisit 4 Questions • Evaluations