

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



Your Chocolate Guide: Dr. Romi L. Burks; @ProfRomi, Professor of Biology

Semester Class Time: 10:00-11:15 am Tuesday and Thursdays; FJS 151

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Office Hours: Tuesday and Thursday; 11:30 - 12:30 pm and by appointment.

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Course description: This course makes connections with chocolate across 5 themes including biological diversity, chemical and psychological Influences on human health, social justice, local and global economic impacts and 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 reflect 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.. The workload for this course includes informal reflections and journaling, group activities, EITHER an individual art OR a group marketing project, a tasting presentation coupled with a short research paper (1000 words), and a final exam. Art and marketing projects will be eligible for presentation at the First Symposium.

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. Charlie and the Chocolate Factory book,
3. Access to the two films (1971 and 2005; \$3.99 each on Amazon) as well as Chocolat.
4. Additional readings will be posted on Moodle

Student Learning Outcomes - After induction into the "dark side," students can:

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 connections between chocolate and multiple disciplines.
 - Art, history, chemistry, neuroscience, business, marketing, psychology, philosophy, religion, political science, etc...
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.

FYS Mission -

"The mission of the First-Year Seminar 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 the role of reading, writing, and discussion in inquiry and student-centered learning."

Students will demonstrate:

1. An understanding of college-level expectations of critical reading.
2. An understanding of college-level expectations of writing cogently.
3. An understanding of college-level expectations of critical and creative thinking.
4. An understanding of college-level expectations of informed discussion.
5. An understanding of college-level expectations of research.

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

Forming cogent questions:

- Learning what evolution has to do with chocolate
- Coming to terms with what “chocolate” and “art” mean

Forging connections between methods of inquiry:

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

Recognizing and challenging assumptions:

- Discussing the meanings behind the “light” & “dark” in relation to chocolate
- Exploring real dark side of chocolate (env’t justice, economics, history)

Seeking out and listening to multiple perspectives:

- Asking what chocolate ‘can do’ to address social inequalities
- Talking with chocolate makers & chocolatiers about business, passion and art

Rethinking the role of reading, thinking and writing (and presenting):

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

Making meaningful connection to one’s own experience:

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

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.

Course components (500 points total) - 150-250 pts Group; 250-350 Individual

| | |
|---------------------------------------|--|
| 1) Participation (5%) | -25 points individual |
| 2) Thinking about Chocolate (15%) | - 5 x 15 pt. individual efforts |
| 3) Chocolate Covered Projects (30%) | -10 X 15 pt. group efforts |
| 4) Chocolate Creativity Project (20%) | -4 individual/group efforts |
| 5) Chocolate Tasting Project (10%) | -3 individual efforts (50 pts) |
| 6) Research Paper (20%) | -4 individual efforts (100 pts) |

In terms of workload, this course has A LOT of small-credit assignments, a mix of group work and others that rely solely on individual contributions.. The final paper makes up the largest percentage of your final grade (10%). The course design of numerous small assignments represents an intentional choice to get students in the habit of preparing for class each day and thinking through each day's class content. In addition, the spaced-out deadlines encourage students to plan accounting and build up to the bigger assignments. The key for success relies on consistency and communication. If you anticipate not being able to meet particular deadlines, please inform Dr. Burks and a considerable amount of flexibility can occur.

1 - PARTICIPATION (25 pts = 5%):

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 25 points (5%) towards the total course grade for chocolate class. Your grade will be based on

a mixed assessment from yourself, your peers and Dr. Burks. 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 and peer input.

- *22-25 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 with others, attends and/or participates in First Symposium.*
- *17-21 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 16: More than one unexcused absence, often late, infrequent contributions to class (1-2 per course), does not contribute 100% to group, unengaged; seems to lack focus.*

2 - THINKING ABOUT CHOCOLATE (75 pts or 15 pts each = 15%) — You will post five additional reflections (300-word minimum) on the material you are learning in class (your “summer homework” counts as the first one).

- Summer Work – Questions/ Slow Melt Podcasts – due by Friday, August 20th
- “Worldliness” of Chocolate - due 9/16
- Charlie and the Chocolate Factory – due 10/7
- First Symposium Reflection - due 10/28
- Tasting Reflection – due 11/2

For a quality reflection, you must choose at least one concept and one additional concept about which to write. The “Dark Side of Chocolate” reflection should seek to connect what you have learned in this class with what you are learning in at least one other course. As these reflections include a mix of class and personal content, I will not be directly grading them for how well you write, although they should reflect an acceptable level of grammatical soundness. The reflection should be coherent and not just a stream of consciousness. I will be looking for an acceptable length, details regarding sources, your engagement, and your extension of one concept into another (i.e. intellectual depth). Last minute, late, too short, or unengaged reflections will earn less than the possible 15 points.

3 - GROUP CHOCOLATE-COVERED PROJECTS (150 pts or 15 points each = 30%):

1. Bean to Bar
2. History Timeline
3. Chemistry 101
4. Neuroscience 101
5. Biodiversity 101
6. Genetics
7. Political Profiles

8. Health
9. Charlie & Chocolate Factory
10. Economics: Chocolate and Covid

These will be group efforts that you work on outside of class to present in-class or that we do entirely in-class. Sometimes these efforts will count as simple completion grades while others will be evaluated for quality. Students will be informed of the grading expectations prior to submissions. Group membership will rotate and you should not be in the same group of students more than three times.

4 - ART PIECE OR MARKETING PROJECT (20% = 100 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.**

- | | | |
|------------------------------------|-----------|----------------|
| ● Idea | 10 points | 9/2/21 |
| ● Poster Template or Midway Art | 10 points | 10/5/21 |
| ● Promotion Item or Art Exhibition | 20 points | 10/5 or 10/19 |
| ● Art Project or Marketing Poster | 50 points | 10/19 or 10/21 |
| ● Presentation | 10 points | 10/19 or 10/21 |

Presentation at First Symposium – Each art or marketing project will be eligible for presentation at the First Year Seminar Symposium on Thursday, October 26th.

5 - TASTING (10% = 50 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.

Tasting Parts:

- Bar choice and initial thoughts - 10 points
- Maker Profile - 10 points
- Tasting Presentation - 30 points

6 - ESSAY (20% = 100 points)

Paper:

- Research Question - 10 points
- Primary and Secondary Resources - 15 points
 - APA Style
 - Annotated
- First draft - due one week after presentation - 25 points
- Final draft - due 2-3 weeks after presentation - 50 points

On five other class dates, 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; self-subsidized).
- Based on inspiration (10 points) from the chosen bar (name, origin, maker, labels, ingredients, economics, etc...), students will develop a presentation (30 points) and a question (10 points) on which they can conduct library research (incorporating a minimum of one primary and one secondary source - 15 pts)
 - A rough draft of an accompanying essay (25 points) one week after the presentation day.
 - The final draft of the paper will be due two - three weeks after the tasting.
- Each student will have **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 the 1st tasting (9/16) can review their own tasting notes with Dr. Burks. The other four groups will rely on their own developing expertise.
 - All students will have 2-3 weeks to complete their final paper.

- o Students choosing the last tasting (10/14) tasting have the most depth of knowledge but the final essay will be due during "crunch time" (Oct. 28th).

Course Grading Scale (multiple percentage * 500 for grade range; example 85% = minimum 425 points)

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|----------|----|---------|----|---------|----|--------|---|
| 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, Promoting Academic Success and Reducing Student Distress:

All of us learn in slightly different ways and I try to design my courses where multiple means of accessing class information, multiple ways to take part in class activities, and multiple avenues for being assessed on class work all exist. **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.

Accommodations: Southwestern University policy includes making reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact [Jennifer Smull](#), 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, especially during these pandemic times) 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 should 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. Always check Moodle and your email before class.
- 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 observations 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, the following policy applies 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: One cannot earn points in class without being in class. 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. 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 but I prefer them as Word documents.

Group Work: All students are expected to contribute equally to group projects and will receive the same grade for group projects. If a group member does not contribute with integrity to the group and does not respond to their peers, please follow-up with Dr. Burks.,

Late Papers: Given the challenges associated with the first semester of college and the on-going additional stress of the pandemic, **I'm prepared to set up most guidelines as "fluid"** (this excludes tasting presentations). If you feel that you need more time to produce quality work, then extensions or revised deadlines can be implemented. However, I encourage you to meet deadlines so that work does not pile up. Late work submitted without notice will receive a reduction of 20%.

Food/Beverage in class: You should bring water to every class for chocolate tasting. No other food will be allowed. We will have chocolate pretty much every day. You will only touch your own chocolate and will use tongs, gloves and small

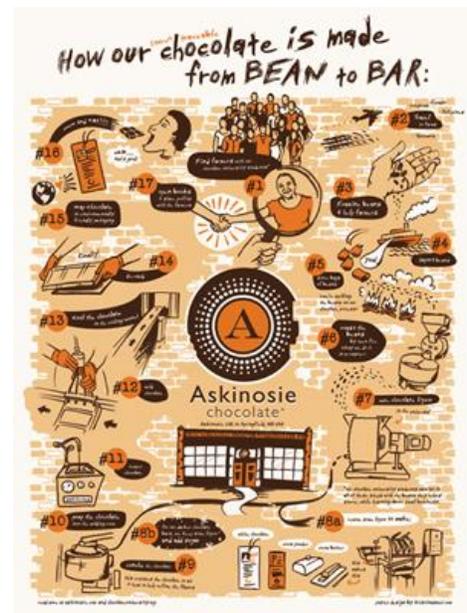
containers to distribute chocolate to other students.

Tasting Expectations: Students should be willing to try all of the chocolate whether or not it suits their tastes. It's perfectly fine to spit out chocolate that students find unpalatable but students should try to keep chocolate on their palate for 30 seconds. Each tasting only requires a small amount of chocolate (i.e. ~the size of a dime). The tastings provided should ideally allow for at least two possibilities for tasting.

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

Extra Credit - University Academic Events: Ideally Southwestern students attend academic events out of class because they make an effort to make the most of their educational opportunities. In reality, limited time sometimes makes it difficult to prioritize. Thus, to incentivize good habits, students can earn a small bit of extra credit by attending academic events across campus.

- 1 point per event
- Feel free to go outside your comfort zone
- Up to 5 points (1% course grade)
- Relies on Honor Code
- Fill out [Google Doc Form here](#)



COVID ADDENDUM:

FOOD/BEVERAGE: Due to covid restrictions, no food or drink (except for water and chocolate) can be consumed in the classroom.

MASKING: On August 11, 2021, the University reinstated its indoor mask mandate. Should the University policy change, Southwestern faculty have been granted permission to establish masking policies for their courses at their discretion. **In this course, masking will be required until further notice.** All students and any visitors - regardless of vaccination status - are required to wear a properly worn face mask (over the nose, over the mouth, and under the chin) at all times. Should you forget your face mask, the building administrative assistant can provide you with one. Thank you for your compliance.

IN PERSON ETIQUETTE AND PARTICIPATION WHILE MASKED:

- Be a good citizen and follow the rules.
- If unvaccinated, always maintain social distance.
- Clean your desk area before class.
- If vaccinated, mask as advised and maintain 3 ft. social distance.
- Keep the desk arrangements as you find them.
- **Practice talking while masked. Note the volume required.**
- Do not hesitate to ask someone to repeat themselves (me included).
- Be patient.

SELF-CARE: College life is great, but also stressful and demanding, especially now.. College life under the umbrella of covid is a new frontier. Keep in mind that **nothing is as important as you and your support system.** Take care of yourself 1st and then help others.

ATTENDANCE: A lot of effort has been made to conduct in-person classes at Southwestern. In general, I encourage you to attend class **BUT ONLY ATTEND IF AND ONLY IF YOU FEEL GOOD. WHEN IN DOUBT, STAY HOME.**

- If you think you may have had close contact with an infected person, begin quarantine in your own room immediately and call the COVID-19 Care Coordinator at 512-863-1605.
- If you develop any symptoms of COVID-19 (esp. fever, cough), call the SU Health Center at 512-863-1252 to schedule an appointment.
- If you need assistance in getting medical care, contact your Resident Assistant or SUPD at 512-863-1944.
- Do your best to communicate with me.
- Designate a peer to communicate updates if that is easier.
- **Do not worry about missing class if necessary. I promise to work individually with everyone on a case-by-case basis.**

RESOURCE LIST:

https://drive.google.com/file/d/1Hf2GwDPYLNU_gpvl9lkrHYVExxPpYjM-/view

Some Self-Care Basics

- Prioritize but don't skimp on the basics (eat, sleep, move)
- Stick to a routine and check in with friends and other supporters
- Stay connected but limit news consumption
- Be mindful of substance use
- Practice mindfulness and other relaxation techniques
- Cut yourself some slack and watch for signs of trouble in yourself Reference: <https://www.apa.org/monitor/2020/07/self-care>

WWW.ANDERZTOONS.COM



"I'm just saying if we have to subsist solely on one food, why couldn't it be chocolate?"

Moodle Syllabus Statement: After reading the syllabus, filling out your schedule (FYS deadline sheet, 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 the syllabus and then clarify with Dr. Burks.

| Wk | Date | Day | Topics & Group Work | Choc Tasting | Assignment Due |
|-------|------|-----------|---|--------------------------|----------------------------|
| 10-12 | 8/16 | M - 2hrs | Intro to the Dark Side | | |
| 9-12 | 8/17 | Tu - 3hrs | Bean to Bar | Components | |
| 10-12 | 8/18 | W - 2hrs | History | Diego Dark | |
| 9-12 | 8/19 | Th -3hrs | Visit | | |
| 10-12 | 8/20 | F-2hrs | Chemistry 101 <i>Module: Honor Code</i> 11-11:30 | Fu Wan Ferm | Summer R1 |
| 2 | 8/24 | Tu | <i>Module: Library 1</i> | | |
| | 8/26 | Th | Neuroscience 101 | Fresco Roast | |
| 3 | 8/31 | Tu | <i>Module: Writing Center</i> | | |
| | 9/2 | Th | Biodiversity 101 | OB Congo | Art Idea Bar Choice |
| 4 | 9/7 | Tu | <i>Module: In KB Integrated Learning</i> | | RQ |
| | 9/9 | Th | Genetics | Mission 2 Rivers | Maker Profile |
| 5 | 9/14 | Tu | <i>Module: Library 2</i> | | Sources |
| | 9/16 | Th | Tasting 1: 10-10:30 Genetics 2 - Brazil | Student Led Tastings 1-3 | Tasting 1 Global R2 |
| 6 | 9/21 | Tu | Politics | HMC Haiti | Revise Art |
| | 9/23 | Th | Tasting 2: 10-10:30 Health 1 | Student Led Tastings 4-6 | Tasting 2 Draft T1 |
| 7 | 9/28 | Tu | Socially Responsible <i>Module: Difficult Disc</i> | GF Ecuador | |
| | 9/30 | Th | Tasting 3: 10-10:30 Health 2 | Student Led Tastings 7-9 | Tasting 3 Draft T2 |

| Wk | Date | Day | Topics & Group Work | Choc Tasting | Due |
|----|-------|-----|---|--|---|
| 8 | 10/5 | Tu | Charlie & Chocolate Factory | Fruition White | Art Mid |
| | 10/7 | Th | Tasting 4: 10-10:30 Economics 101 | Student Led Tastings 10-12 India | Tasting 4 Draft T3 Final T1 CCF R3 |
| 9 | 10/12 | Tu | Fall Break | | |
| | 10/14 | Th | Tasting 5: 10-10:30 Economics 201 - Choc & Covid | Student Led Tastings 13-15 | Tasting 5 Draft T4 Final T2 |
| 10 | 10/19 | Tu | Art/Marketing Presentations 1 | | Art Card Art Project |
| | 10/21 | Th | Art/Marketing Presentations 2 | | Draft T5 Final T3 |
| 11 | 10/26 | Tu | First Symposium | | |
| | 10/28 | Th | Future of Chocolate Evaluations | | First Symp R4 Final T4 |
| | 11/2 | Tu | All assignments due | | Participation Final T5 Tasting R5 |
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