

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



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

Semester Class Time: 1 - 2:15 pm Tuesday and Thursdays; FJS 100

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Office Hours: Tuesday and Thursday; 2:30 - 3:30 pm and by appointment.

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Course description: This course makes connections with chocolate across multiple 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 work to distinguish between candy and chocolate through a critical analysis of Roald Dahl’s characters of Willy Wonka and Charlie Bucket and examine the cultural construction of the chocolate industry and how advancements in science, consumer marketing and social justice reflect key features of our contemporary world. We will consider chocolate from diverse perspectives that will help us to realize how “chocolate” operates both in the US and globally. Students will gain experience tasting chocolate and share their impressions of a bar with their peers. This seminar also assists 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 5 main components: 1) informal reflections and journaling about tasting; 2), an individual art OR marketing project; 3) a tasting presentation; 4) a group-derived summary infographic and 5) a short compare and contrast analysis paper.

Required Texts:

Charlie and the Chocolate Factory & *The World of Wonka*

Access to films (~\$4 on AppleTV/Amazon Prime/YouTube)

1. *Charlie and the Chocolate Factory* (1971; starring Gene Wilder)
2. *Charlie and the Chocolate Factory* (2005; starring Johnny Depp)
3. *Wonka* (2023; starring Timothée Chalamet)

Resources Available from Burks: Ramsey, Dom. 2016. *Chocolate*. ISBN 978-1-4654-5406-5;

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 course themes by creating a piece of original art or idea for marketing chocolate.
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 First-Year Seminar/Advanced-Entry Seminar Program brings new students into the Southwestern community. Each seminar cultivates a sense of belonging and inclusion among students, and exposes them to SU's expectations for their academic work. Though each faculty member organizes a seminar around a different topic, all of the seminars work towards developing a common set of skills. These include information literacy, reading critically, writing cogently, and participating in informed discussion and debate. In their seminars students engage in a liberal arts mode of learning, which exposes them to a wide array of disciplinary approaches and topics. FYS/AES is the student's first introduction to the Paideia philosophy of making connections. They learn how seemingly disparate ways of thinking can be fully interwoven and how to connect liberal arts learning with the extra- and co-curricular activities and organizations in which they engage."

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 and

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 information fluency/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
 - Synthesizing pertinent information
- **Recognizing and challenging assumptions:**
 - Discussing the meanings behind the “light” & “dark” in relation to chocolate
 - Exploring the real dark side of chocolate (env’t justice, economics, history) For specific expectations and details, see [2024 Art or Marketing Project Handout](#).
- **Seeking out and listening to multiple perspectives:**
 - Asking what chocolate ‘can do’ to address social inequalities
 - Researching chocolate makers & chocolatier practices about business and passion
- **Rethinking the role of reading, thinking and writing (and presenting):**
 - Creating a tasting
 - Comparing and contrasting fiction versus reality of chocolate making ([critical essay expectation](#))
- **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
- 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
- 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 enjoy and learn from this FYS (and SU overall) depends almost entirely on you and your commitment to engaging with course materials, your faculty and your peers in classroom discussion. Successful 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.

FYS DARK SIDE OF CHOCOLATE COURSE COMPONENTS (500 points total):

Component	Solo or Pair/Trio	Parts	Dates	Parts (Points)	Ind%	Total %
Chocolate Google Doc	Solo	4	8/30 9/20 10/11 11/1	Submission A (25) Submission B (25) Submission C (25) Submission D (25)	5 5 5 5	20
Chocolate Bar Tasting Profile	Solo	4	8/27 9/12 1 of 3 10/29	Bar Choice (10) AB/ABT (25) Tasting (40) Notes/Refl (25)	2 5 8 5	20
Art or Marketing Creation	Solo (A) or Pair (M)	3	9/5 9/24 10/10	Proposal (15) Progress (10) Project (75)	3 2 15	20
Chocolate Content Infographic	Trio	3	10/1 10/8 10/31	Sketch (25) Draft (50) Final (25)	5 10 5	20
CCF Fiction vs. Reality Essay	Solo	3	9/3 9/12 10/17	Thoughts 1 (25) Thoughts 2 (25) Final CC Essay (50)	5 5 10	20

In terms of workload, this course has A LOT of scaffolding assignments where the conception or beginning of the project helps build to the final product. **At most, individual assignments count 10-15% of your final grade.** 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 recurring deadlines (basically something every day) as well as the spaced-out deadlines per project 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.

GRADING SCHEME: 500 POINTS:

- In general: 90s = As, 80s = Bs, 70s = Cs, etc...
- A % range (X2.5 - X7.4) warrants the full letter grade (92.5 - 97.5 = A; 82.5 - 87.4 = B).
- A % range (X9.5 - X2.4) warrants the (-) consideration.
- A % range (X7.5 - X9.4) warrants assignment of a (+) grade (example 77.5 = C+)

Chocolate Google Doc	Solo	4	8/30 9/20 10/11 11/1	Submission A (25) Submission B (25) Submission C (25) Submission D (25)	5 5 5 5	20
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You will set up a [personalized Chocolate Google Doc](#) (see Template) as a platform for showing your engagement in the world of chocolate. Submission will undergo review four times during the FYS course (see dates above). Each time, there will be the following expectations:

- Short reflection (minimum 250 words)
- List of chocolate vocabulary with definitions (minimum 10 per Google Doc submission)
- Your notes/preparation for class
- A minimum of 2 "nuggets" about the chocolate world (links to articles, etc....)
- Self-evaluation
- Tasting Notes [FYI - this is evaluated under the [Tasting Project](#) category]

Reflection Prompts:

- How do you think of chocolate differently than you did before FYS?
- How do you describe what you learn in this course to others?
- What art or marketing projects made an impression on you and why?
- What does the dark side of chocolate mean to you now?

For a quality reflection, you must choose at least one concept and one additional concept about which to write. The "Dark Side of Chocolate" reflections 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) for full credit.

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 20 points (5 of 25 x 4 = 20/500 = 4%) towards the total course grade for chocolate class. Your grade will be based on a mixed assessment from yourself, your peers and Dr. Burks that gets recorded for each Google Doc submission.

- 5 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.
- 4 points: No more than 1 unexcused absence, usually on time, makes some valuable contributions impromptu to class (~once every 2 weeks), positive attitude, average group contribution, shows effort.
- 3 points: 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.

Tasting	Solo	4	8/27 9/12 1 of 3 10/29	Bar Choice (10) AB/ABT (25) Tasting (40) Notes/Refl (25)	2 5 8 5	20
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We will spend a good portion of the class learning to “taste” chocolate. Many variables influence one’s tasting experience: 1) exposure; 2) risk-tasking; 3) physiology; 4) prior foods; etc... Everyone does not have to “like” every bar, but an expectation for trying bars does exist. During three classes near the end of the course (**October 8th, 22nd or 24th**), we will have six tasting presentations given by individuals based on a bar of their choosing but with the approval of Dr. Burks. Southwestern University will provide the funding for chocolate purchase. For student presentations, no maker or exact origin will be duplicated (country okay; single estate not). Each student will do some library research about some aspect of chocolate that pertains to their bar (i.e., packaging, inclusion of milk, texture, beans/agriculture, social justice, etc...) and provide an annotated bibliography (APA Citation, quick summary of paper and ABT [And, But, Therefore] explanation of relevance) of two peer-reviewed primary or secondary sources. The tasting itself will consist of a Google Slide Presentation that provides information about the maker, the origin and the tasting notes. As an additional part of the [Chocolate Google Doc](#), students will take notes about their experiences tasting - both items provided by Dr. Burks as well as from the three tasting events.

For specific expectations and details, see [2024 Tasting Project Handout](#).

Art or Marketing	Solo (A) or Pair (M)	3	9/5 9/24 10/10	Proposal (15) Progress (10) Project (75)	3 2 15	20
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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 Pair: In pairs, students will create a marketing plan (poster) for a new application of chocolate that elaborates on the 4Ps (product, price, place and promotion) and that combines at least two different disciplines. Rainforest Alliance chocolate (<http://www.rainforest-alliance.org/news/2004/cocoa.html>) provides 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. Both students receive the same grade.

Each art or marketing project will be eligible to earn an additional 10 points extra credit if approved for presentation at First Year Seminar Symposium on Tuesday, October 29th.

For specific expectations and details, [see 2024 Art or Marketing Project Handout.](#)

Chocolate Infographic	Trio	3	10/1 10/8 10/31	Sketch (25) Draft (50) Final (25)	5 10 5	20
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Although a lot of good books on chocolate exist, they tend to be a specialty area and contain way more information than one could absorb in a First Year Seminar. To address that gap, trios of students will work together to create a 2-page (8x11 front/back; or 6 paneled pamphlet) infographic focused on an area of course context. This project will also allow students to either explore an area that they know less about or delve into their particular areas of interest depending on the content area chosen (Natural Sciences, Humanities or Social Sciences). Each infographic will contain artistic elements as well as quantitative information.

- a. Natural Science - Biology
- b. Natural Science - Chemistry & Neuroscience
- c. Humanities: History - Pre-Colonization
- d. Humanities: History - Post-Colonization
- e. Social Science: Economics - Bulk cacao
- f. Social Science: Economics - Specialty cacao

Sign up for a Trio on Moodle. For specific expectations and details, see 2024 [Trio Infographic Project Handout.](#)

CCF Essay	Solo	3	9/3 9/12 10/17	Thoughts 1 (25) Thoughts 2 (25) Final CC Essay (50)	5 5 10	20
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Nothing else - or no one else - associated with chocolate exemplifies the idea of nostalgia better than Willy Wonka. The shiny gold wrapper encasing the rich chocolate bar provides even more incentive to get our hands on the chocolate. However, unwrapping some of the context in the books and the films reveals some interesting similarities between the fictional and real worlds of the chocolate industry.

For this course component, students will write a 2-3 page essay (600-750 words) that provides insights into what occurs in reality compared to fiction. We will scaffold this writing assignment with two separate brainstorming exercises and students will be required to draw on at least one [video from Craft Chocolate TV](#).

For specific expectations and details, see [2024 Fiction versus Reality Critical Essay Handout](#).

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 [Lou Djurdjevic](#), Associate Director of Academic Success (CASAR in the Prothro Center room 120; phone 863-1536). Students seeking accommodations should notify the Associate 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 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 electronic distractions 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 the 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 as described in the Chocolate Google Doc.

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. Eat lunch before class. We will have chocolate pretty much every day. You will only touch your own chocolate and will use tongs 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/nickel). 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 an Instagram account (@ProfRomi). I'm happy to be "A Friend" or follow 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. You can also check out my own experiences at www.profromi.com

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.

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>

ATTENDANCE: A lot of effort has been made to conduct business as usual 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.**

***MASKING:** Covid rates have risen in the last few weeks and you have an option to mask if you choose. Just make sure that you speak up so everyone can hear you.

- 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 keep me up to date or designate a peer to communicate 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_gpvl9lkrHYVExxPpYjIM-/view

WWW.ANDREWTEIGONS.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." 1. Expectations for success in FYS are very clear.
2. Make an appointment w Dr. Burks if times conflict.
3. All your questions about the syllabus have been answered.
4. Consult the syllabus and then clarify ?s with Dr. Burks

Tentative Schedule - subject to flexibility as needed

W	Day	Date	Topic and/or Activity	CC Videos	Work Due	Running % grade
1	MON	8/19	10-12 - What is Chocolate?			
	TUES	8/20	9-12 - Tasting 101	6, 11, 28, 56, 75, 83	Syllabus chk Google Doc	
	WED	8/21	No class meeting			
	THURS	8/22	9-12 Field Trip to Central Market, Austin	15, 19-20, 27, 36, 53		
	FRI	8/23	10-11 - Review projects 11 - 11:30 - HC Module - 11:30 - 12: Library Escape		Have 1971 film watched Olin 105	
2	TUES	8/27	Library Module 1	B2B: 2-5, 10, 12, 21, 33, 91	Bar Choice	2 of 20 2 total
	THURS	8/29	Learning Commons Module (1 - 1:45 pm) Introduce CCF	Review: Episode #57	Friday Journal 1 Have 2005 film watched	5 of 20 7 total
3	TUES	9/3	Chocolate Biology 101	9, 14, 23, 35, 38, 98	CCF Thoughts 1	5 of 20 12 total
	THURS	9/5	HIE Module (1-1:45 pm) Chocolate Geography/Origins 101	44, 48	Art Proposal	3 of 20 15 total
Note: There is a large event - Dallas Chocolate Festival -over this weekend 9/6-9/8						
4	TUES	9/10	Chocolate Chemistry 101	49, 52, 62, 89	Have 2023 film watched	
	THURS	9/12	Library Module 2 - Finding peer reviewed primary & secondary sources		CCF Thoughts 2	5 of 20 20 total
5	TUES	9/17	DIBE Module (1-1:30 pm) Dark Side of Chocolate		AB Tasting	5 of 20 25 total
	THURS	9/19	Chocolate History		Friday Journal 2	5 of 20 30 total
6	TUES	9/24	Chocolate Economics 101	37, 77, 100	Art Midway	2 of 20 32 total
	THURS	9/26	Economics continued _ ½ Infographic Working Day			

W	Day	Date	Topic and/or Activity	CC Videos	Work Due	Running % grade
7	TUES	10/1	Dark Side Part 1		Group Infographic Sketch	5 of 20 37 total
	THURS	10/3	Watch <i>The Chocolate War</i> (Burks goes to NWChoc)			
8	TUES	10/8	Student Tasting 1 of 3		Group Infographic Draft	8 of 20 10 of 20 55 total
	THURS	10/10	Art Project Presentations		Friday Journal 3	15 of 20 70 total 5 of 20 75 total
9	TUES	10/15	No class - Fall Break			
	THURS	10/17	Buffer Day		CCF Final	10 of 20 85 total
10	TUES	10/22	Student Tasting 2 of 3			
	THURS	10/24	Student Tasting 3 of 3			
11	TUES	10/29	First Symposium SU Unity Day		All Tasting Notes	5 of 20 90 total
	THURS	10/31	Future of Chocolate Last Day of FYS		Journal 4 Group Infographic Revision	5 of 20 95 total 5 of 20 100 total