



Multi-chocolated: The Wonders of Chocolate in the Liberal Arts

2009 First Year Seminar

Your Chocolate Guide: Dr. Romi L. Burks

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Southwestern University's First Year Seminar Program aims to introduce you (as a newcomer) to college while exposing you to what it means to live and learn amid our liberal arts based academic environment. In general, an FYS develops your abilities in the following areas: reading, writing, critical thinking, research methods, informed discussion and creativity. In this section of FYS, you will read, think and write about the importance of chocolate in both a biological as well as societal context.

Why title this seminar "Multi-chocolated???" Nearly everyone loves at least some kind of chocolate and I see it as the perfect media to integrate into a FYS. The following are ideas that we will explore in this course:

- Chocolate is multi-cultural;
- Chocolate comes in multiple forms;
- The number of times the average person encounters chocolate has multiplied in recent years;
- Applications of chocolate are multi-faceted;
- One can study chocolate using a multi-disciplinary approach.

This course will look for connections between chocolate and different academic disciplines using these 5 Themes:

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

Please note: These themes play an important role in the structure of the course as they come into play in the Chocolate Tastings, your Expose on Chocolate essay and your own Artistic Creations.

Course Components (for details, see Rubrics for each assignment handed out in class):

MASS MARKET POINTS (i.e. low stakes)

1. **Journal response:** As described in your summer letter, a journal response is a well-thought out reaction to the reading, often centered on a particular question (see some ideas). The typical response will be about a page and answers a particular question or reacts in your own words to something that caught your attention. You will receive at least **1 pt** for each acceptable response (i.e. if not sufficient, the entry will be returned to you) and **particularly insightful responses may earn up to 2.5 pts**. Together, you have the potential to earn **20 points (4%)**.
2. **Evolution Story:** As a group, you will write and act out or video tape a brief fictional story about some aspect of chocolate or the cocoa plant, *Theobroma cacao*. Your story can mimic Rudyard Kipling's *Just So Stories*. However, in contrast to Kipling, your story will be scientifically based and not have evolution occurring on the level of the individual (as evolution is a change in allele frequencies in a population over time). The group's story should correctly incorporate the words **adaptation, fitness, natural selection and evolution**. Your individual participation in the group earns up to **10 points** with another **10 points** the group's performance (**20 points/4%**)
3. **Lab Exercise:** In teams of 4, you will create a historical chocolate beverage. Points will be awarded for historical accuracy regarding your final recipe, attention to detail, taste and presentation (**20 points/4%**). **All students earn the same grade.**
4. **Tasting Demos (i.e. participation):** We will have 10 tastings in the course. I have pre-selected the chocolate and "highlight" for each tasting. I will conduct the first 2 tastings so that you can get an idea of the process. After which, pairs of students will be responsible for presenting the chocolate that we will "highlight" along with appropriate background information. The "highlights" focus on:
 - i. Chocolate Components
 - ii. Chocolate Historically
 - iii. Social Justice (Socially responsible)
 - iv. Neurobiology & Chemical influences of chocolate
 - v. Rainforest conservation
 - vi. Additives (marketing)
 - vii. Cacao percentages
 - viii. Culture location
 - ix. New chocolate forms
 - x. Rising US Chocolatiers

The preparedness of each pair counts and their ability to engage peers counts for **40 points (8%)**.

GOURMET POINTS (i.e. higher stake assignments)

5. **Art Piece:** You will create an original piece that provides your representation of an aspect of chocolate. You can send your thoughts over e-mail for feedback or schedule an appointment to talk about your ideas. 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. Collectively, this assignment represents **15% (75 points)** of your grade (25 pts. for card, 40 pts. for construction of piece and 10 pts. for presentation).
6. **Marketing Plan:** In teams of 4, students will create a marketing plan for a new application of chocolate that combines **at least two different disciplines**. These plans will be presented at the end of class. The 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. Collectively, this assignment represents **15% (75 points)** of your grade.
7. **Exam:** There will be 1 Take Home Exam in the course. You will have 2.5 hours to complete it. Sections will include multiple choice (30 points), vocabulary (20 points), short answer (35 points) and an essay (15 points). You will be given choices among the short answer and essay questions. Students are encouraged to submit their own questions (**100 points/20%**).
8. **Chocolate Expose:** To integrate our investigations of chocolate with the resources available, you will write a paper on a specific advancement in the field of chocolate. Your expose will focus on 1 of the 5 Course Themes (Biological diversity, Influences on human health, Social context, Local and global economic impacts or Artistic inspiration). Your particular advancement could be on any number of topics but must include a minimum of **two primary, peer-reviewed references**. Potential topics include:
 - Antioxidants in chocolate
 - Influence of chocolate on blood pressure
 - Effect of chocolate on cognitive performance
 - Chocolate as an alternative to fluoride
 - Infusion of high-end chocolate to the United States
 - Plant diseases that threaten chocolate production
 - Modern art, literature or film and chocolate

Note: The Chocolate Expose will be written in a number of sections that will be reviewed so that the quality of the paper can build throughout the course of the semester. Collectively, this writing assignment will be worth **30% (150 points)** based on 8 parts.

Assignment	FYS Goal	No. of points	Details	%	Date
<i>Mass Market (minor):</i>					
1. Journals	W, R & T	20	1-2.5 pts each	4	Variable
2. Evol. Story	W, T & C	10/10	Ind & Team	4	9/17
3. Historical Beverage Lab	W & T	20	Team (4)	4	9/20
4. Tasting	T & C	40	Pair	8	Depends
<i>Gourmet Market (major):</i>					
5. Art Project	W, D & C	75	Individual	15	9/15
6. Marketing	All 5 goals	75	Team (4)	15	10/8
7. Exam	W, R & T	100	Individual	20	10/6
8. Expose	All 5 goals	150	Individual	30	Final 10/16

Remember FYS Goals include enhanced writing (W), substantial reading (R), critical thinking (T), informed discussions (D) and creativity (C).

GRADES: The maximum possible points for the course add up to 500. I use a standard grading scale (see below). If you fall on the “cusp” between 2 grades (5 pts = 1%), I have been known to invoke “the benefit of the doubt” IF AND ONLY IF your engagement and attendance warrant such a consideration.

A+ = 97% - 100% = 485-500

B+ = 87% and up= 435-449

A = 93% and up = 465 – 484

B = 83% and up = 415 – 434

A- = 90% and up = 450 – 464

B- = 80% and up = 400 – 414

C+ = 77% and up = 385-399

D+ = 67% and up= 335-349

C = 73% and up = 365 – 384

D = 63% and up = 315 – 343

C- = 70% and up = 350 – 364

D- = 60% and up = 300 – 314 F = below 300

Top 10 Student “Bill of Rights” (Expectations for 1st Year Seminar)

1. Each student can expect access to the PP presentations prior to class. We will use Moodle as our course management system (See handout)
2. Each student can expect class time to be used as efficiently as possible.
3. Each student can expect that Dr. Burks will arrange other office hours if conflicts.
4. **Each student will be given “One Golden Ticket” that grants them up to a 3-day extension on any assignment that does not affect others.**
5. **Each student can expect to spend at least 2 (probably closer to 3) hours reading, working on projects or studying out of class for every hour in class.**
6. Each student can expect to improve their writing & presentation skills.
7. Each student can expect a classroom environment conducive to their learning. If this is not the case, see Dr. Burks immediately.
8. Each student can expect that Dr. Burks will be attentive to their needs and flexible if excused absences (illness, sports, etc.) occur.
9. Each student MUST inform Dr. Burks of any allergies.
10. Each student should be willing to try new things.

Top 10 Professor and Course Expectations of Students:

1. Every student needs to be **on time** to class. This means seated and ready to engage when the class begins. The on-time policy is necessary to maximize the learning potential of the classroom.
2. I expect that students will have read and taken notes on the assigned reading before we cover this material in class.
3. I also expect that you will go back and **re-read** carefully the assigned chapters and review your class notes within 1-2 days of being given.
4. **FIRST YEAR SEMINAR expects that you will be responsible for your own mastery of the material.** If you have questions about concepts presented in the text or lectures, it is your responsibility to find the answers to these questions or seek my help.
5. I expect that students will provide adequate warning if they are going to miss a class for legitimate academic circumstances. It is the student's responsibility to review the class material and ask questions.
6. I expect the classroom environment will be a place where students can feel free to express opinions or ask questions.
7. Students must respect other people's opinions even if they differ from theirs.
8. I expect that students will take some time to reflect on what they are learning.
9. I expect that students will represent SU proudly when on field trips or with classroom guests.
10. I expect that students will have fun in the chocolate class.

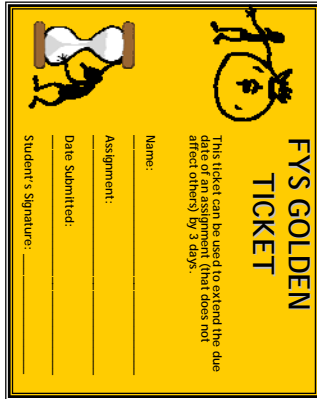
CRITICAL READING GUIDELINES:

I think it will be difficult for chocolate class not to be fun. However, whether you will enjoy and learn a great deal from this class is almost entirely up to you and your commitment to reading the course materials and engaging in classroom discussion. Thoughtful reading is both active and responsive. As a general rule, thoughtful engagement either: (a) uses readings as the basis for formulating interesting discussion questions; (b) uses readings 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 (see below).

EXPECTATIONS:

- **OPEN COMMUNICATION**
 - Students are expected to discuss questions and areas of concern with Dr. Burks.
- **LATE PAPERS**
 - Assignments are due at the beginning of the class period. If you forget to bring an assignment, you have 20 minutes after class in which to obtain it – otherwise the assignment is late. Late projects are subject to a 20% penalty per day. **The best advice is to turn in your work on time.**

- **GOLDEN TICKET – GOOD FOR ONE EXTENSION ON AN ASSIGNMENT THAT DOES NOT INVOLVE OTHERS.**



- **HONOR CODE**

- All course work is to be done independently unless otherwise noted by Dr. Burks. **Please write out and sign the honor pledge IN FULL on all assignments.**

I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.

- If you are unclear on the concept of plagiarism or cannot sign the honor code in good faith, please see Dr. Burks. When in doubt, paraphrase and cite using Name and Year methods (Burks 2007). Any perceived impropriety will be discussed with the student and then the appropriate action pursued according to the Student Handbook.

- **EMAIL**

- I will frequently e-mail to remind you of deadlines or to clarify points from a lecture. **Please check your e-mail daily.**

- **FACEBOOK POLICY**

- I am not sure that each of you has a Facebook account. If you don't have one and don't want one, that is perfectly fine. **All official class information will go to your SU Email.** However, if you do, you have to add the Southwestern Network to be in the class. Second point: if I send any student an invite, they have to be "my friend." I'm happy to be "A Friend" with SU students with the knowledge that I am a faculty member at Southwestern and take that seriously and will respond accordingly if your well being or that of others comes into serious question. I'm not in the habit of checking up on students but I also cannot help but read updates when they are there. 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. If someone else sends you or you find the FYS group site, then you can be in the site without having to be my friend.

- **GROUP WORK**

- All students are expected to contribute equally to group or pair projects.

- **ACCOMMODATIONS**

- Southwestern University will make reasonable accommodations for persons with documents disabilities. Students should provide documentation and schedule an appointment with the Academic Services Coordinator (Kimele Carter – 3rd floor Cullen, x1536) **immediately** (2 wks prior to need).

Most important, please be assured that I want students to learn and to receive the good grades they earn and deserve. So please make an appointment with me should you have any undue difficulty with your work in the course.

Tentative Schedule

Wk	Hr#	Date	Hour	Topic	Tastings	PROJECT	Notes & Reading To Do BEFORE
0	1	M 8/17	10 am	Day 1: Connections & Queries			Either TCT or CBS
	2		11 am	What is chocolate?	1: Bean to Bar		
	3	Tu 8/18	9 am	Introduction to 5 Themes			CC Chpts 1 & 2;
	4		10 am	5 Themes continued: resources			
	5		11am	<i>Library Day 1: Amy Anderson</i>			
	6	Th 8/20	9 am	<i>Video: Pathway to the Gods</i>	2: History	A: Theme	Answer Honor Code Questions
	7		10 am	History Day – Historical Beverage Lab			CC Chpts 3-4; Henderson et al. 2009
	8		11am	Historical Beverage Lab			
	9	F 8/21	10 am	Biology of <i>Theobroma cacao</i>	Peer Mentor Introduction		TCT Chpts 4 & 5; CBS Ch 3
	10		11 am	Evolution of <i>Theobroma cacao</i>			Resource: Burks and Boles 2007
1	11	Tu 8/25	9:30 am	Antioxidant Chemistry & Chocolate	3: Cacao percentages	B: Intro	Dr. Emily Niemeyer: Cervellati et al. 2008 and Ramiro-Puig et al. 2009
	12	Th 8/27	9:30 am	Chocolate and the Brain	4: Neuro		Dr. Fay Guarraci: revisit Ramiro-Puig et al. 2009; Fachin et al. 2008; CC Ch 8
2	13	Tu 9/1	9:30 am	Civic Engagement & Study Abroad	5: Location	C: Timeline	
	14	Th 9/3	9:30 am	Social Justice	6: Social		Dr. Mel Johnson; CBS Ch 6 & 7
3	15	Tu 9/8	9:30 am	Global economics and marketing	7: Additives	D: Thesis	Professor Andy Ross; Henderson et al. 2007; CC Chpts 5 & 6
	16	Th 9/10	9:30 am	<i>Library Day 2: Amy Anderson</i>			
4	17	Tu 9/15	9:30 am	Art Presentations		Exhibition	
	18	Th 9/17	9:30 am	Rainforest and chocolate; future of chocolate discussion	8: Biodiversity	<i>Evolution</i> E: Sources	CC Chpts 9 & 10; CBS Chpts 16 & 17
		Sat 9/19	TBD	Field Trip: Austin Chocolate Festival			
5	19	Tu 9/22	9:30 am	Writing Workshop Time			
	20	Th 9/24	9:30 am	Diversity Presentation with Dr. Maura Cullen		F: Draft	
6	21	Tu 9/29	9:30 am	US Chocolate	9: Rising US		<i>Chocolate Wars</i> Film; CBS Ch 7
	22	Th 10/1	9:30 am	German/American Relations	10: Maker	G: Connection	Class with Dr. Erica Berroth and her “Berlin Stories” FYS; CBS Chpts 8-13
7	23	Tu 10/6	9:30 am	Exam Review, Evals, Group Time		Exam	
	24	Th 10/8	9:30 am	Marketing Presentations			H: Final paper due by Friday, 16th

Additional Events to put on your calendar:

1. **REQUIRED: Honor Code during Orientation Week (Wednesday, August 19, 7:30-8:30 p.m.)**
2. **REQUIRED: Debby Ellis Writing Center Open House for 1st Year Students – Time TBA**
3. **REQUIRED: (Count as one of your Journal Responses) "The Year of the Pirate will be a comedy in one act which takes an informative and humorous look at the first year of college. Options: Saturday, August 29 at 7:00 p.m. and Sunday, August 30 at 3:00 p.m. in the Alma Thomas Theater.**
4. **OPTIONAL: Academic Success Workshops (see next page)**
5. **OPTIONAL: Austin Chocolate Festival (\$10 fee)**
6. **OPTIONAL: Meetings with Peer Mentors**
7. **OPTIONAL: Evening screening of *Chocolat* – Time TBD**

NOTE – SOMETHING IS DUE PRETTY MUCH EVERY DAY OF CLASS!

CC = *The Chocolate Connoisseur*; CBS = *Chocolate: A Bittersweet Saga between Light and Dark*;

TCT = *The Chocolate Tree: A Nat. History of Cacao*

THEMES: 5 Course Themes (Biological diversity, Influences on human health, Social context, Local and global economic impacts or Artistic inspiration).

Letter	Due Date	Description	Length (ish)	Points	%
A	Thursday 8/20	Theme w/ Rationale	½ page	10	2
B	Tuesday, 8/25	Catchy chocolate intro w "multi" insight	1 page	20	4
C	Tuesday, 9/1	Historical Timeline	2 pages	30	6
D	Tuesday, 9/8	Thesis: Advancement w/ evidence as bullets	1 page	25	5
E	Thursday, 9/17	Annotate 2 Sources	½ page	20	4
F	Thursday, 9/24	Draft of Argument	Adds 1 page	10	2
G	Thursday, 10/1	Connection	½ page	10	2
H	Thursday, 10/16	Summary and final paper: Future	½ page	25	5
		Total:	7-9+sources	150	30

Who's Who Profile: Dr. Romi L. Burks, Associate Professor of Biology

Not all snails end up on the menus of French restaurants. Some make their way to the lab of Romi Burks, assistant professor of biology. Burks' current research involves channeled applesnails (*Pomacea insularum*), an exotic and invasive species that may hybridize with other species. Rebecca Marfurt '05 originally brought the applesnails to Burks' attention in Fall 2003, as part of her undergraduate research project. The snails were not even on her radar at that point, but, thanks in part to Marfurt, the

University is now one of only a handful of institutions conducting research on this species. Burks believes this embodies one of the University's greatest assets--the constant exchange of ideas between students and faculty. She also believes the deepest learning happens for students who maintain a level of ownership in their undergraduate research. Conducting research provides for accomplishments that can far exceed experiences inside the classroom. "The biggest challenge is the time commitment, but if a student wants, he or she can essentially do graduate level research here," she says.

Burks grew up in Little Rock, Ark., until age 16, when she moved with her mother and stepfather to Chicago, Ill. She admits this was a culture shock, but the move allowed her to benefit from some of the best public education available in Illinois. Burks completed her undergraduate studies at Loyola University Chicago, where she earned a B.A. in English and a B.S. in biology, both with honors. While some might find this choice a little perplexing, she feels that the two fields compliment each other. She explains, "I've always loved reading and writing, and, as a biologist, you can do both."

After receiving her Ph.D. from Notre Dame, Burks became a faculty fellow at Rhodes College. When she was offered a tenure-track position at Southwestern, she jumped at the opportunity. She recalls that, from the beginning, the University felt like home. She loves the one-on-one connections between the students and faculty and the individual focus that professors can place on students. "The size and the philosophy of the University allow for innovation," Burks says. All students are welcomed into her cozy office, and she jokes that the only time her door is closed is when her dogs are in the office. Even then, she says, the door can always be opened.

Another great benefit the University offered was the opportunity to help shape the biology program. "Five of the seven professors in the department started together, so it allowed us to work with one another on enhancing an already solid program from the ground level," she recalls. Burks strives to teach her students what biologists do on a daily basis. She believes that one must not only practice, but also perform, saying, "Take what you learn in the classroom and then synthesize it."

Away from the University, Burks delights in her family life. Her husband, Clint, is the "ideal academic spouse," she proudly declares. He is from Little Rock as well, but it was not until the beginning of her junior year at Loyola that they began dating. Since that time, he has moved around the country with her. She enjoys reading what she calls "junk fiction books." Burks notes, "With my work, I have to read constantly, so this is my outlet to ensure reading remains fun." She also enjoys swimming and scuba diving, and is an avid collector of dragonflies. However, the true joys in her life right now are her two dogs: Twinkie and Cupcake. Burks envisions herself remaining at the University for quite some time. She thoroughly enjoys her work and the atmosphere the University offers. "I love coming to work. The work is never boring and my research interests won't be exhausted for years to come." - Ernest Valdez '06

Read my teaching philosophy: <http://people.southwestern.edu/~burksr/Philosophy.pdf>

5 Adjectives: Direct, Concerned, Giving, Impatient, & Challenging

Additional Notes: like sushi, working on learning Spanish, somewhat of a workaholic, like bio cartoons

FALL EVENTS FROM THE ACADEMIC SUCCESS OFFICE:**Informal Events**

Throughout the Fall and Spring semesters, the Peer Academic Mentors will offer an informal event each month. These events are designed to provide a relaxed setting in which all Southwestern students can become acquainted with their mentors while enjoying a seasonal food or activity. In order to maintain a desired degree of spontaneity, the events are planned only in close proximity to the date at which they will occur. More information, including dates, times, and locations will be available at a later date.

September: "Schmooze with Smoothies"

After the beginning of the semester dust settles, join the Peer Academic Mentors at the Cove for a relaxing evening with a free smoothie or specialty coffee. Get to know your mentors better as students and as friends, and ask any questions you may have.

October: "Frankly Speaking" Franks & Burgers with Peer Mentors-Open questions"

Now that you have had a couple of months to experience college life, take time to talk with your Peer Academic Mentor about what you have experienced so far and what still awaits you.

November: "S'more questions" – S'mores with Peer Mentors - Open questions"

You are almost through with your first semester, but still have finals to go. Now is the time to ask questions on what to expect and how to prepare in a relaxed environment.

Informational Workshops

Throughout the Fall and Spring semesters, the Peer Academic Mentors will also offer an informational workshop each month. These workshops provide all Southwestern students with an opportunity to be informed and ask questions about important academic areas relevant to the point in the semester at which they occur. Dates, times, and locations for all informational workshops will be provided at a later date.

September: "Classroom Survival: Tutoring, Group Work, and Professor Relations"

While still in the beginning of the semester, learn practical strategies for navigating the classroom. Become educated in how and where to obtain free tutoring on campus, how to successfully complete assignments when working with others, and the importance of and how to have good relationships with your professors.

October: "Charting a Course: Pre-Registration, Choosing a Major, Degree Plans, Transfer Credit, and Webadvisor"

As registration approaches, seek advice from the mentors on scheduling and registering for the right classes. The process can be tedious and confusing at times, but the Center for Academic Success makes it simple and easy. At this workshop the mentors will explain each step and answer any questions you have along the way.

November: "Salvage Your Semester: GPA Calculation, Dropping a Course, Finals Prep, Mentor Mistakes, Time Management, What's Coming"

As the end of the semester approaches and life gets more intense, drop by for a refresher course in the essentials of academic success. Learn how to stay on top of grades, how to use time efficiently, when it may be necessary to lighten your course load, and how to avoid mistakes that other students, including the mentors have made at this point in the semester. Also get a preview of what is to be expected in the next month and learn how to start preparing for finals.

December: "Stress Management During Finals" featuring Counseling Services -

Finals can be tricky, especially the first time around. Join us for a relaxing experience and learn from trained counselors simple strategies for managing stress and using it to your advantage.