ANT 477.001
Mondays and Wednesdays, 2:30-3:34 pm, F G78
Spring 2020

Professor: Dr. Leslie (Chocolate Lover) Cecil
Department of Anthropology, Geography, and Sociology
Office: LAN 329
Phone: 468-3980
Email: cecillg@sfasu.edu
Office Hours: Mondays and Wednesdays 10:30 am-1 pm, Tuesdays and Thursdays 2-3:30 pm, and by appointment

Course Description/Objectives
SFA 2019/20bulletin description: ANT477 Special Topics in Anthropology—In-depth anthropological study of selected topics.

This course is a four-field anthropological approach to chocolate. We will study how it is grown, how it is harvested, how archaeologists “find” it, how ancient cultures used chocolate, the evolution of chocolate from the cacao bean to the milk chocolate bar, the physiological effects of chocolate to the body, and the ethical concerns surrounding the production of chocolate.

Student Learning Outcomes
Upon completion of this course, you will be able to:
1) understand the importance of chocolate throughout human history.
2) recognize how archaeologists analyze artifacts for chocolate and its impact on science.
3) recreate the ancient Aztec and Maya chocolate drink.
4) evaluate the ethical standards used by industry to harvest and produce chocolate.

△ Credit Hour Justification:
ANT477 “Chocolate” (3 credits) meets twice a week (Monday and Wednesday) for a span of 15 weeks and meets for a 2-hour final exam. Students have significant weekly readings, have three exams (including the final), two in class exercises, have a research paper, and are expected to be able to discuss the course materials. These activities average a minimum of 6 hours of work each week to prepare outside of the classroom hours.

△ Required Texts
1) Coe, Sophie D. and Michael D. Coe  

2) McNeil, Cameron L.  
   (ebook: https://library.sfasu.edu/find/Combined/Results?type=AllFields&submit=Find&lookupfor=chocolate+in+mesoamerica)

3) Additional readings found on d2l.

You are expected to have read all of the material assigned for the class period before you come to class. If you do not do the readings, your ability to understand and follow the class discussion will suffer. If there is no discussion in class, reading quizzes will be instituted and the point total will be adjusted. Part of your professionalism grade depends on your effort in class discussion.

△ Course Requirements and Structure
Class meets on Mondays and Wednesdays. For this course you are required to take three in class exams (one being the 2 hour final exam), conduct two class assignments, and complete a research paper. You are expected to come to class on time and often. If quizzes are given they will be given in the first ten minutes of class. There are no make-up quizzes regardless of your absence. Additionally, for the chocolate drink lab, there will be no make-up assignment. At the end of each class, you will do a one-minute paper where you tell Dr. Cecil two things: 1) What was the most important thing you learned today? and 2) What question still remains in your mind? Not fully completing the minute papers will result in deductions in your professionalism grade.

If you miss an exam, you can take an essay make-up exam on Friday May 1, 2020 from 2:00-3:00 p.m. in F G78. There are no exceptions to making up an exam—if you want to take it, you must take it on the May 1st at 2:00 p.m. You only will have one hour to complete the exam(s). If you are missing an exam grade after the make-up date and time, you will receive a 0 for that exam.
Grading:
By completing assignments, you are EARNING points. The total number of points that you earn will be your grade. There are no free points to be given out at will by the professor. There will be no rounding up of grades. The number of points that you earn is the grade that you will have in this class. THERE WILL BE NO BEGGING OR BARtering FOR POINTS THAT YOU DID NOT EARN.

Exam 1 50 points
Exam 2 50 points
Exam 3 50 points
CMA Class Assignment 12.5 points
Chocolate Drink Lab 12.5 points
Research Paper 100 points
Professionalism 25 points

Grades are posted on D2L so that you can always figure out your grade in the course. Letter grades are as follows: A (100-90%); B (89-80%); C (79-70%); D (69-60%); and F (59% and below).

Attendance and Excused absences
Attendance is expected at all class meetings. Class begins at 2:30 pm. However, this semester, and hopefully this semester only, I will not be taking attendance. You are still expected to come to class and assignments are due when they are due, no exceptions. If you know you are going to be sick or gone, just email me the assignment. I also am going to require that if you are sick, or think you might be sick, please stay home. I have a severely compromised immune system (I have no antibodies) and me getting sick will send me to the hospital. If you come to class sick, I will ask you to leave. Please do not take offense.

Professionalism:
You are expected to act professionally at all times and to treat each other and me (the professor) with respect. Behaving unprofessionally will adversely affect your grade. You are expected to come to class having read the assigned materials and be prepared.

When you come to class, please turn off and put away your cell phones and other electronics including computers. There will be no text messaging or use of computers during class time. If you use your cell phone or computer during class time, you will lose all of your professionalism points. If you need to use a laptop computer, record the lectures, or need assistance with any disability, please see Disabilities Services for the required paperwork and I will be happy to accommodate your needs. Remember, if you are doing something other than paying attention in class you interfere with your classmate’s abilities to learn. Please be courteous to everyone in class.
**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Students with Disabilities** [http://www2.sfasu.edu/disabilityservices/](http://www2.sfasu.edu/disabilityservices/).
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

**Academic Integrity:**
[http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)
Cheating and plagiarism on exams and projects will not be tolerated. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Add/Drop Policy:** [http://www.sfasu.edu/policies/course-add-drop_6.10.pdf](http://www.sfasu.edu/policies/course-add-drop_6.10.pdf)

**Withheld Grades:** [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Reading/Class Schedule:

Readings from *True History of Chocolate* are abbreviated as TH
*Chocolate in Mesoamerica* are abbreviated as CM

Introduction to Course
Class Activity: 17 Things You Didn’t Know About Chocolate

MLK Holiday no class

Types of Chocolate
Reading: Chocolate World. 2016. Types of Chocolate.
Class activity: The Ultimate Guide to Chocolate
Ruby Chocolate
Chocolate Tasting

*Theobroma cacao: the tree and the seed* January 27-February 3
Readings: -TH Chapter 1
-CM Chapter 3
-Bower 2018. Ancient South Americans Tasted Chocolate 1,500 Years Before Anyone Else.

Class Activity: The Story of Chocolate: Bean to Bar

Physiological effect on the body February 5-12
--Parker et al. 2006. Mood State Effects of Chocolate

Class Activity: Go to the Chocolate Manufacture’s Associate website. You will be assigned a topic under Science and Nutrition. Report the findings to the class on February 12.

Exam 1
February 17

February 19 No Class
Ancient culture use of chocolate: Maya, Aztec and Southwest and how we “find it”

Topic 1: Gas Chromatography Mass Spectroscopy
Readings: CM Chapter 5

February 24

Topic 2: Aztec Uses
Readings: TH Chapters 3 and 4
CM Chapter 7
Class Activity: The History of Chocolate—Ted Talk

February 24-26

Topic 3: Maya Uses
Readings: -TH Chapter 2
-CM Chapter 10
-Hurst et al. 2002. Cacao Usage by the Earliest Maya Civilization

March 2-4

Spring Break!!!! No Class March 7-15

Topic 4: Southwestern US Uses

March 16

Maya/Aztec Chocolate Drink
Meet in Ferguson G80 (the archaeology lab)

March 18

Exam 2

March 23

How it made it across the pond
Readings: TH Chapters 5-7

March 25-April 1
Hershey’s and other Chocolate Conglomerates  April 6-15
Readings:  TH Chapter 8
Class Activity: How It’s Made: Tour the Hershey’s Chocolate Factory

Ethics of Chocolate  April 20-27
Readings:  TH Chapter 10
-Karp, Myles. 2017. The Battle To Save the World’s Favorite Treat: Chocolate
Class Activity: Movie: The Dark Side of Chocolate

Paper due to D2L by April 21 by 2:30 p.m CST

Review for the Final Exam  April 29

Final Exam
Friday May 8, 2020 10:45 am-1:15 pm
There will be make up exams for the final!
ANT 477: Chocolate

Chocolate Company Ethics
Research Paper

For this paper you are going to research a chocolate company that ranks a C+ or below according to the Better World Shopper website. According to their website (betterworldshopper 2016), they are “dedicated to providing people with a comprehensive, up-to-date, reliable account of the social and environmental responsibility of every company on the planet AND making it available in practical forms that individuals can use in their everyday lives.” They examined over 1000 companies and evaluated them on human rights, the environment, animal protect, community involvement, and social justice.

Throughout this course we have discussed the beginnings of chocolate consumption, how the trees grow, and the ethical concerns that revolve around the harvest of the cacao crop. You are going to pick a chocolate company (draw in class the first day) and examine their history and why they have such a poor rankings.

You will then compare that company to an A rated company (draw in class the first day). You are going to examine their history and why they have such a good ranking.

Finally, you are going to compare the two companies and determine what the poor company can do to improve their rankings to make them a top-tier chocolate producer.

**Paper requirements:** You will produce a 7-9 page research paper (double-spaced, 12 point font, one inch margins). The page limit does not include the references cited section. For in-text citations and the reference cited section, you must use the SAA Style. There is a link to it on the D2L web page for this class. This is also the link: http://www.saa.org/publications/Styleguide/styleGuide.pdf. You must use at least 10 different references, half (five) of which must be primary references.
Paper organization:

**Introduction of Poor Company**
Describe the chocolate company’s history. How did they come to be in the chocolate business? How long have they been in the business? From where does their chocolate come? For what products are they best known?

**Ethical Concerns of the Company**
Each company has a C+ or below rating. Why? What have they done or not done to achieve this poor score? Are there any lawsuits against the company for unethical practices? In the Better World Shopper chart, what do they score poorly in and why do they score poorly in those categories. Has the company tried to address any of those concerns? If so, what have they done? If not, why not?

**Description of the Good Company**
Describe the chocolate company’s history. How did they come to be in the chocolate business? How long have they been in the business? From where does their chocolate come? For what products are they best known?

**Your Solution**
If you were the CEO of this poor company, what procedures would you put in place to make your product score higher on the chart? Be specific in your suggestions for changes.

**Paper Rubric**

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Possible</th>
<th>Total Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Poor Company</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Ethical Concerns</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>History of Good Company</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Solution</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SAA Style</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sources (number and kind)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcomes

The sociology program states the following items as Program Learning Objectives (PLOs) for sociology majors.

PLO1 The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

PLO2 The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

PLO3 The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

PLO4 The student will be able to apply sociological knowledge and skills to a variety of settings.

PLO5 The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO6 The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

PLO7 The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

This course addresses the following of these objectives:

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PLO2</td>
<td>2, 3, 4</td>
<td>B</td>
</tr>
<tr>
<td>PLO3</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PLO4</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PLO5</td>
<td>1, 2, 4</td>
<td>B</td>
</tr>
<tr>
<td>PLO6</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PLO7</td>
<td>2</td>
<td>B</td>
</tr>
</tbody>
</table>