

## Oenology: The History, Culture & Business of Wine

**UNH Course Code:** SOC310

**Subject Areas:** Sociology, Cultural Studies, Culinary Arts, Business

**Level:** 300

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### **Description:**

In this introductory survey of the history, culture, and business of the French wine industry, you will gain first-hand knowledge and practical experience in one of Europe's oldest international commercial and gastronomic ventures. You first become familiar with the origins, history and role of wine and its production in European society from Roman times to the 20<sup>th</sup> century. You then learn how different wines are actually made, a process you will trace from first planting, to vine and grape growth, through to harvesting and the process called vinification—the various stages between picking the grapes and bottling the wine.

You will also gain a basic knowledge in wine chemistry and fermentation and an appreciation of the concept of terroir all of which contribute to the many and varied attributes of wine products. You will become knowledgeable in the structure of the French wine industry, through learning of France's varied wine regions, AOC and other qualitative classifications, and the many grape varieties used to make wine in Europe. At this stage, you will be introduced to the techniques of evaluating wines through a sensory study of wine color, aroma, viscosity and taste. And you will become able to speak about wine, using a specific and technical terminology.

You will unravel the real and apparent complexities of the legislation, regulation and taxation governing wine production and marketing including the mysterious rules governing the names and labels of French wines. And you will learn about the money, business and politics behind wine production and sales in global markets today. You will also consider the impact of wine on health and society today. Primary focus is placed on the French wine industry but you will also look at recent trends and developments in other European markets, as well as in some notable non-European ones.

**Learning Objectives:**

- to explain the origins of wine and the mainlines of the history of the vine
- to discuss how different wines are made, esp. in Champagne, Bordeaux & Alsace
- to organize chronologically the tasks of the vineyard (pruning, harvesting, etc)
- to describe the concept of *terroir* and to reveal its importance in France
- to locate and differentiate between the various wine regions of France
- to account for the structure of wine categories & to explain the meaning of AOC
- to read, explain and evaluate the information printed on wine labels
- to enumerate the many manipulations, adulterations & chemical additions to wine
- to compare and contrast the marketing of wines in France and the New World

**Instructional Format:**

Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some site visits will be integrated into class-time while others will be assigned as out-of-class independent learning.

Study excursions to vineyards, the wine museum in Paris and wine cellars in Paris will be part of the course. While you will be on occasion invited to *taste* wine in this course, you will not be so required. Throughout this course, there shall be no consumption of alcohol. Any student who elects to taste wine samples is required to spit out the wine as part of the appropriate technique of wine tasting.

**Form of Assessment:**

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. A passing grade in all of these categories is required in order to pass the course.

Class Participation	10%
Weekly Assignments	25%
Field Research Project	25%
Midterm Examination	20%
Final Examination	20%

Class Participation: When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	<b>A+</b> 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	<b>A-/A</b> 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	<b>B/B+</b> 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	<b>C+/B-</b> 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C</b> 7.40-7.69
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	<b>D+/C-</b> 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	<b>D-/D</b> 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	<b>F</b> Below 6.00

#### Weekly Reports & Discussions:

Every class will begin with a press update on the current news of the wine world. Supported with photocopies of newspaper and magazine articles, photos, clippings or documents distributed in class, discussions will address the many wine issues pertinent to course content such as changes in industry regulation and legislation, sales and consumer trends, innovative product marketing, and forecasts on 2008 vintage quality. You are required to keep abreast of the many developments taking place in the wine industry. So please bring to class relevant writings and articles on these subjects.

In each class period, you will have the opportunity to work with the material of the day to produce a small exercise, which will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here in the city. The exercise and what is expected of you will vary from day to day. Included in these may be quizzes, group activities and oral presentations related both to course readings and to your individual research projects.

Field Research Project Guidelines: The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and presentation on an angle to be decided in conjunction with the instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work. But as a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic in oenology and in planning its execution.

1. Choose a wine-producing area in France to study.
2. Decide which aspect of the wine-producing process you then want to study: (marketing, production and *vinification*, notable specificity of the area, etc.)
3. Search out a wide variety of both bibliographical and onsite resources.
4. Show personal involvement in your subject in a demonstrable way by visiting your chosen wine region & contacting working vintners and trade professionals.
5. Make your finished project one that couldn't be done in the US.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of

academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper here in a “foreign” country.

**Midterm & Final Examinations:** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of both ID and essay questions which test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

### **Required Readings:**

The required course textbooks listed below are available for purchase at the CEA resource Center. Buy your texts from our locally affiliated book merchant who is onsite during academic orientation. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Additional copies will be placed on-reserve in the Academic Affairs office for short-term loans. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located here in the city and accessible to CEA GlobalCampus students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

James Halliday, Hugh Johnson, *The Art & Science of Wine*, Mitchell Beazley, 2006, 232pp.

Christy Campbell, *Phylloxera: How Wine was Saved for the World*, Harper Perennial New Edition, 2004.

### **Required Supplies & Fees:**

There are several reputable bookshops in Paris that specialize in the subject of wine, in particular *Lavinia* and *La Librairie Gourmande*. You will be given a list of places to visit if you need to buy other materials for your personal project.

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Course Content

Session	Topic	Activity	Student Assignment(s)
1	<p style="text-align: center;"><b>The History and Culture of Wine</b> What is Wine? What is <i>Phylloxera</i>? How has it Influenced French Wines Thereafter?</p>	<p style="text-align: center;">Presentation of the Syllabus An overview of student knowledge on wine</p>	<p style="text-align: center;"><b>Readings:</b> Halliday &amp; Johnson, <i>A Propos</i></p>
2	<p style="text-align: center;"><b>The Wine-Producing Regions of France</b> Where Are They &amp; How do They Differ? The Sub-Regions Inside the Regions Regional Climates &amp; Wine-Making Procedures</p>	<p style="text-align: center;"><b>Map Study:</b> Using a Wine Map to Explain the Wine Producing Regions of France</p>	<p style="text-align: center;"><b>Readings:</b> Halliday &amp; Johnson: Ch. 1, <i>The Vine</i> Ch. 2, <i>Terroir</i> Campbell, <i>Phylloxera</i>, All intros &amp; Part 1 “Denial”</p>
3	<p style="text-align: center;"><b>Strategies in Wine Marketing</b> The French Wine Marketing Strategy Problems of Quality vs. Quantity</p>	<p style="text-align: center;"><b>Onsite Study Excursion:</b> <i>Lavinia</i>: Largest wine cellar in Europe  Onsite Lecture &amp; Discussion</p>	<p style="text-align: center;"><b>Press Dossier:</b> “French wine needs a new marketing strategy”</p> <p style="text-align: center;"><b>Readings:</b> Halliday &amp; Johnson: Ch. 6, <i>Quality v. Quantity</i> Ch. 7: <i>Plague &amp; Pestilence</i></p> <p style="text-align: center;"><b>Internet Research:</b> <i>Lavinia</i> Take notes for class report &amp; discussions</p>

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4	<p style="text-align: center;"><b>World Wine Marketing Today</b> The Complexities of French Legislation The Tools the French Use to Sell their Wine Different Techniques &amp; Their Consequences</p>	<p style="text-align: center;"><b>Excursion Reports:</b> Individual student reports on wine marketing &amp; <i>Lavinia</i> study excursion  Lecture &amp; Discussion</p>	<p style="text-align: center;">Halliday &amp; Johnson: Ch. 3, <i>Climate</i> Ch. 25, <i>The Great Closure Debate</i></p>
5	<p style="text-align: center;"><b>A Year in the Vineyard</b> The Seasonal Tasks to be Carried Out How Tasks Change Between Regions The Influence of Regional Climate</p>	<p style="text-align: center;"><b>Group Presentations:</b> The Wine Regions  Lecture &amp; Discussion</p>	<p style="text-align: center;">Halliday &amp; Johnson Ch. 5, <i>Sculpting the Vine</i> Ch. 8, <i>Irrigation</i> Ch. 9, <i>Mechanization</i></p>
6	<p style="text-align: center;"><b>Les Cépages: Tasting Grape Varieties</b> What is the AOC? Techniques of Evaluating Wine Tasting Session with a Wine Expert</p>	<p style="text-align: center;"><b>Wine Tasting Session:</b> The Ability to Describe Wine  Lecture &amp; Discussion</p>	<p style="text-align: center;">Halliday &amp; Johnson Ch. 4, <i>Which Variety of Vine?</i> Ch. 25, <i>Wine Faults</i> Ch. 26, <i>The Manipulation of Wine</i></p>
7	<p style="text-align: center;"><b>The Business of Selling Wine:</b> How Wine Guides Work Who is Robert Parker? Who Influences Decisions Made in Vineyard?</p>	<p style="text-align: center;"><b>Class Discussion:</b> How to Buy &amp; Use Wine Guides  <b>Bibliographical Study Excursion:</b> <i>La Librairie Gourmande</i></p>	<p style="text-align: center;">Robert Parker: Trade Articles &amp; Press Dossier from trade &amp; specialised magazines</p>

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8	<b>Midterm Examination</b> Excursion Preparations	<b>Exam</b> <b>Vintner Questionnaire:</b> Group Preparation for Winemaker Interviews	Halliday & Johnson, Ch 1: Review of: "A Year in the Vineyard" Campbell, Part 2, "Anger"
9	<b>Excursion to the Vineyards of France</b> The Working Vineyard Review of Student Field Research Projects	<b>Onsite Study Excursion:</b> <i>The Wines of Champagne</i> (Day Trip to Reims)	Halliday & Johnson: Ch. 10, <i>Making the Wine</i> Ch. 11, <i>National Attitudes &amp; Regional Characters</i> Ch. 14, <i>Sparkling Wines</i>  Prepare Clear Project Plan & Outline
10	<b>The Chemistry of Wine</b> What's in a Glass of Wine Methods of Analysis of Wine How to Taste-Manipulated New World Wines	<b>Wine Tasting Session:</b> The Ability to Analyze Wine  Lecture & Discussion	Halliday & Johnson: Ch.21, <i>Chemistry &amp; Methods of Wine Analysis</i> Ch.22, <i>The Change of Age</i>
11	<b>Interviewing French Wine Producers</b> The Paris Wine Market How to Detect the Best Wines Smart Investments in Wine	<b>On-site Oenological Research:</b> Commercial Trade Fair of Independent Vintners <i>Salon des Vignerons Indépendants</i> (Full Day Excursion) <b>Field Research:</b> Independent & Tutorial Work Early Prep for Class Presentations	Halliday & Johnson: Ch. 12, <i>Light-Bodied White Wines</i> Ch. 13, <i>Full-Bodied White Wines</i>  Prepare Questions for Wine Makers  Internet Research: <i>Wine on the Web, Oenological Sites</i> <i>Independent Vintners</i>

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12	<p align="center"><b>The Politics &amp; Culture of Winemaking</b>                      An Overview of Wine Cultures:                      How Different Countries Appreciate Wine                      Guest Speaker</p>	<p align="center"><b>Guest Speaker:</b> (TBA)                      Question &amp; Answer Session</p>	<p align="center">Halliday &amp; Johnson:                      Ch. 15, <i>Sweet Table Wines</i>                      Ch. 16, <i>Light-Bodied Red Wines</i></p> <p align="center">Campbell, Part 3, "Acceptance"</p> <p align="center"><b>Field Research Presentations Due</b></p>
13	<p align="center"><b>Talking About Wine &amp; Choosing a Wine</b>                      Describing the Different Kinds of Wines                      How to Associate Wine with Various Foods                      (What to Drink with Specific Dishes)</p>	<p align="center"><b>Wine Tasting Session:</b>                      The Ability to Associate Wine</p> <p align="center">Review of Wine Tasting Principles &amp;                      Techniques of Describing Wines</p> <p align="center">Lecture &amp; Discussion</p> <p align="center">Student Oral Presentations                      Fielding Questions</p>	<p align="center">Halliday &amp; Johnson:                      Ch. 17, <i>Medium-Bodied Red Wines</i>                      Ch. 18, <i>Full-Bodied Red Wines</i></p> <p align="center">Photocopy of wine tasting documents</p>
14	<p align="center"><b>The History of Wine-Making</b>                      How Wine Used to be Made                      Past Traditions Still Alive Today                      Course Review</p>	<p align="center"><b>Onsite Study Excursion:</b>  <i>The Wine Museum</i>                      (Rue Charles Dickens)</p> <p align="center">Lecture &amp; Discussion</p>	<p align="center">Halliday &amp; Johnson:                      Ch. 19, <i>Fortified Wines</i>                      Ch. 20, <i>Oak &amp; Wines</i></p>
15	<p align="center"><b>Final Examination</b></p>	<p align="center"><b>Exam</b>                      followed by                      Student Oral Presentations</p>	<p align="center">Halliday &amp; Johnson, Glossary Review</p>