

ES431 History, Science and Culture of Wine

(1.5 units)

"Wine is one of the most civilized things in the world, and one of the material things of the world that has been brought to the greatest perfection, and which offers a greater range of enjoyment and appreciation than, possibly, any other purely sensory thing that may be purchased."

- Ernest Hemingway

Instructor: Dr. John Volpe jpv@uvic.ca Lecture (Tues) and Lab (Fri):

Prerequisite: ES200

Tue 2:30-4:20 CLE A326

Fri 2:30-4:30* DTB B161

Brightspace link: bright.uvic.ca/d2l/home/422654

Contact Hours: 3-1-0

Office Hours: by appointment via email; in person (Turpin B-156) or via Zoom

An additional course fee of \$300 must be paid prior to the end of first full week of class or you will be dropped from the course. Cash or cheque only, to instructor in class or lab. A tax receipt will be issued in lab upon request.

* Friday labs are typically ~2 hours long (the official UVic Calendar does not accommodate this timing)

Class Vineyard / Winery Tour: Saturday Nov 15 (10am-6pm). Details to follow.

Note there will not be a Tuesday lecture or lab during this Reading Break week.

Course Description

This course will be delivered in a three-part format; lectures on Tuesday and labs on Fridays and a good deal of self-directed learning. Lectures will be information dense and rely on students coming prepared by reading/viewing support material made available on the BrightSpace page. Fridays will be hands-on periods for tastings, demonstrations and sensory evaluations. You will be responsible for reading / viewing the assigned background materials PRIOR to each class and lab. The large number of self-directed activities make up the balance of the course, see below.

Teaching Objectives

Students are introduced to

- i) historical, ecological, economic and cultural dimensions of wine production & consumption
- ii) appreciation of the significant role of wine in cultural evolution
- iii) how wine terroir as conceptual framework challenges conventional sustainability narratives

Students successfully completing this course will gain understanding of

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| - Oenology and viticulture | - Cultural determinants of sustainability |
| - Coevolution of wine and human culture | - Major viticulture regions of the world |
| - Analytical approaches to "quality" | - Fermentation science |
| - Major wine grape varieties of the world | - Physiology of flavour/taste |
| - Ecological determinants of sustainability | - Development of sensory evaluation skills |

Course Materials

Required

i) The Wine Bible; MacNeil 2022 3rd Edition Workman Publishing (Class text)

ii) Puckette & Hammack 2018. Wine Folly: Magnum Edition. Avery Press (Lab Manual)

Weekly "MacNeil Chapters" below refer to assigned chapters from MacNeil (2022) for weekly quizzes

Both are available in hard copy or e-version. You are free to use whichever you prefer. You will require the lab manual each week in lab.

On the BrightSpace Page:

All additional readings beyond course texts (pdf), viewings (links), lecture slides, lab materials.

Course Methodology

Lecture and lab are exclusively face-to-face and will not be recorded. Weekly quizzes cover ~60 pages of reading per week plus lecture and lab content.

Evaluation	Value	Due
1. Weekly Lecture, Readings, Textbook Quizzes (weekly)	50%	Weekly
2. Lab Exercises (irregular through term)	10%	Irregular
3. Lab WSET notes & journal	20%	Lab 10
4. Wine Label Exam	5%	Nov 18
5. Appellation & Varietal Report	15%	Dec 1

1) Weekly Lecture / Readings / Viewings / MacNeil Quizzes

Each Sunday, an on-line quiz will be posted on the BrightSpace site. The quiz will draw questions from:

- That week's lecture and
- That week's labs and
- That week's assigned readings/viewing
- That week's assigned MacNeil chapters

These quizzes are 30 questions for which you have one hour to complete. Quizzes are open-notes, open-book, open-website. Your quiz will be comprised of questions chosen randomly from a large pool of questions (so each quiz is different). You cannot "stop the clock" once the quiz has started. Each weekly quiz will be opened on the BrightSpace page at 9am every Sunday* and will close the following Sunday at 9:00pm. These are timed quizzes with 1 min allocated per question. You are provided 60 min (2x time allocation) making CAL time accommodations unnecessary. Make sure you have read/viewed all materials thoroughly prior to attempting each quiz.

- Each question is worth one mark.
- One attempt per quiz
- There are no part marks
- Some fill in the blank questions give choices in the "hints" section.

*You have one week from the close of a quiz to contest the grading on that quiz. After this period, the quiz grade is final, no exceptions.

There are 11 weekly quizzes. Your Quiz Grade will be calculated using the best ten quiz grades. Your worst grade (or missed quiz) will be omitted prior to final quiz final grade.

NOTE: Power outages, internet service disruptions, network failure etc. (or absent mindedness) are not valid excuses for missing a quiz. Grades are released each Sunday after the quiz closes so make-ups and extensions are not possible. If you choose to wait until Sunday to do that week's quiz and something goes wrong, there is no buffer or recourse for you. Lastly, it is your responsibility to ensure answers are recorded and submitted properly. Savvy students take a screen shot of the submitted quiz notification as proof of completion. If you complete but do not submit your quiz, you will receive zero for that quiz.

2) Lab Exercises

These are open format exercises – some weeks there may be writing exercises regarding your experience in the lab that week or a pop quiz or in-lab assignments or challenges. These are open ended and you will be notified in advance if any prior preparation is necessary.

3) WSET Notes & Journal

A full WSET tasting note (reflecting the WSET grid) will be recorded along with wine impressions and other notes for the four most interesting (not necessarily favourite) wines in each lab (40 wines in total; your journal will be submitted during Lab 11). Your journal is expected to be a permanent record and future useful resource for you. Therefore, journals inadequate to serve this purpose (wines not identified, incomplete, disorganized, sloppy etc.) will be penalized. An organized, simple record of WSET notes of 40 wines will score 66%. An attractive, curated, indexed and unabridged journal - indexed with notes; something that you will want to use after the class is over and be able to find specific wines / notes easily, including your own scoring or ranking system - is required for full marks. Substantial work outside of the lab period will necessary for top marks.

4) Wine Labels: A Visual Quiz

Nov 18 (in class)

For the brave of heart and strong of will. This visual test will focus solely on actual wine labels, and nothing more. The exam will be on-screen and entail the identification of major characteristics of the wine in the bottle by interpreting the information presented on the label displayed. If you haven't been dedicated to learning about wine all semester this will not go your way. Note that the nature of this exam requires you attend the class in person and does not permit CAL time accommodations. There are no make-ups.

5) Wine Appellation Report – Due Dec 1 @ 5pm on the BrightSpace drop box (late penalty 15% per 24 hour period, no exceptions). In this assignment you will explore a particular wine from a particular appellation or region that carries a legally recognized geographical indicator (GI) registered in the EU. The appellation must be registered at either eAmbrosia or GI View (links on the Bright Space page).

No two students can choose wines from the same appellation so log your chosen wine appellation and wine on the GoogleSheet (link on BrightSpace - first come, first served). The report should focus on what makes that wine from that that appellation/place distinctive from any other (i.e. what makes this area worthy of its own appellation?).

Include the following headings and sections in your report:

The Appellation and Wine

- Map(s) of where the appellation is located at a regional / national scale and specifically where the winery producing your wine is located.
- A detailed map of the appellation boundaries indicating bordering appellations (if applicable)
- One annotated photo of your wine's label highlighting the legal requirements of that appellation
- A review of the specific criteria that must be met to carry the appellation name on the label?
- Is there a quality statement on the label? What does it mean in context?
- What are the features about this region that contributes to the reputation of superior wine quality?
- What is/are the major wine style(s) of this appellation?
- What is the terroir of this appellation? Must include climate, soils etc. plus human input(s)

The Grapes

- what varietal(s) comprise your wine
- is your appellation the "home region" of the varietal(s)? How has this shaped your wine? In other words, how might the sensory profile of this variety in your appellation differ from the same variety in other growing areas that feature this/these varietal(s)
- what makes this producer (including their lands) unique, interesting or worthy of study. Consider viticulture, oenology, marketing.
- what is the expected general sensory profile given these grapes from this region? In other words, using the information you have learned in this course, what would you expect the profile to be, prior to tasting? To do so, make sure you explain the characteristics of the variety; when it ripens, skin thickness, soil preference, acid/sugar/tannin profiles, etc. influence its sensory profile, oenology and thus style for that appellation and how these would be expected to change in a maximum of two other major regions that produce this varietal.

The Wine Speaks

- A full WSET tasting note
 - Describe any specific viticulture or oenology that has influenced your wine
 - How has the bio-geo-physical-cultural contexts of the appellation shaped / influenced your wine?
- You are aiming to speak for your wine in your own words, synthesizing the broad array of “data” with your personal reflections on what this wine says to you. A wine is the physical manifestation of a people and their place so using the tools you have learned in this course, tell you wine’s story.

Bibliography - format is your choice but apply fully and consistently

Your grade will reflect:

Accuracy and clarity in addition to thoroughness of regional assessment and discussion on factors affecting the appellation’s style and interactions with the varietal section. Looking for insights that leverage the lessons of the course and go beyond the readily available prescriptive information in most books and websites. A well-researched and written report will make clear the many relationships that tie the three main sections together with creative presentation.

Length: Should be ~1500 words not including figures and legends - but these need to be quality, information dense words. Padding with cut and paste information will be penalized. AI has not caught up to the wine world. Use of generative AI in the production of copy is not permitted and will be detectable. Use of generative AI will result in a mark of zero. You can use AI as a graphic design aid, but the content (aka “copy”) must be yours.

Subject to change, see BrightSpace page for up-to-date information

Lab Deconstructing Wine (Sept 6) - WSET tasting technique & Balancing Sugars, Acids, Alcohol, Tannins

Reading Gaiser (2010) Catch and Release: Using the deductive tasting technique

Viewing Puckette on how to taste

Robinson on how to taste

To Do Before Lab: Print and laminate WSET Tasting Key

Print preferred tasting note templates (enough for at least six wines per lab)

Lecture Review course syllabus and Introduction to History, Science and Culture of Wine

Lab Physiology of Aroma / Flavour & Super-/Normal-/Non-Tasters

MacNeil Chapters

What makes great wine great

What makes wine, wine?

Where it all begins

How wine is made

Reading Andrew Jefford’s Guerrilla Guide to Wine (parts 1-4)

Lecture The Grape Varietals

Lab Tour of the Varietals and Labels

MacNeil Chapters

Getting to know the grapes

Sensual geography

Marrying well

Ten Questions

In the beginning

Reading Warbrick-Smith and Fitzgerald (2001) Oxford University Wine Society’s Beginner’s Guide to Red and White Wine Grapes

Lecture Physiology of Aroma / Flavour

Lab Indigenous varieties

MacNeil Chapters – France I

France Bordeaux Burgundy Beaujolais

For these and all subsequent MacNeil chapters, you are not responsible for the “Eating” and “Great wines” sections

Reading Spence (2015) Multisensory flavor perception. Cell 161:24-35

Viewing Spence (2014) Brain Food (Vimeo)

Seeker (2013) Why people taste things differently (YouTube)

Lecture Viticulture

Lab Victoria International Wine Festival - Trade Tasting (off campus)

MacNeil Chapters – France II

The Rhône Loire Alsace
Languedoc-Roussillon Provence Jura & Savoie

Reading Grainger and Tattersall (2008) Wine Production: Vine to Bottle, Ch 4&7 The Vineyard (pgs. 24-33 and 44-47)

Lecture Oenology

Lab Wine Maker’s Art

MacNeil Chapters - Italy

Italy

Reading Grainger and Tattersall (2008) Wine Production: Vine to Bottle, Ch 8-13 Vinification (pgs. 48-90)

Lecture Intro to Terroir

Lab Warm vs Cool Climate Wines

MacNeil Chapters – Iberian Peninsula

Spain Portugal

Reading Bohmrich (2006-Jan) The next chapter in the terroir debate. Wine Business Monthly

Buranyi (2018) Has wine gone bad? The Guardian

Phillips: The great terroir debate. Nuvo

Lecture Laws, Labels and Quality

Lab Quality Levels

MacNeil Chapters – The North

Germany Austria Switzerland Hungary Slovenia

Reading Munsie (2002) Brief history of wine regulation and production. Harvard Law School

Lecture Human-Grape Co-evolution

Lab Tasting Migration and Evolution

MacNeil Chapters – The East, The UK

Croatia Greece Georgia Israel Great Britain

Reading Sismondo (2017) How wine labels shifted from Old World class to social media-worthy sass. Globe & Mail (Oct 7)

Belluck (2011) Cave drops hints to earliest glass of red. New York Times (Jan 11)

Viewing CNN (2011) Wine making facility found in Areni cave complex (YouTube)
Johnson (2012) Vintage: A history of wine (Parts 1,2,3). (YouTube)

Lecture Quality vs. Typicity and consumer wine scores

Lab Deconstructing Iconic Blends vs. Varietals

MacNeil Chapters - Americas

United States (WA, OR, CA only) Canada Mexico Chile Argentina South America Rising
Reading Ali et al. (2010) The impact of the gurus: Parker grades and *en primeur* wine prices. Journal of Wine Economics 5:22-39
Charters and Pettigrew (2007) The dimensions of wine quality. Food Quality and Preference 18:997-1007
Wark (2013) Does terroir equal wine quality or just opinion?

Lecture Reading Break – no lecture

Lab Vineyard Tour SATURDAY

MacNeil Chapters - None

Reading None

Lecture Fermentation Science

Lab Bubbology

MacNeil – All sections regarding Old World sparkling wines. Use book Index to find:

Champagne Crémant Cava Prosecco Sekt Asti Brachetto
Franciacorta Lambrusco

Reading Chambers (2010) Fermenting knowledge: the history of winemaking, science and yeast research. EMBO 11:914-920
Champagneguide.com. Glossary of Champagne Terms
Chorniak (2014) Wild Yeast: The Pros and Cons of Spontaneous Fermentation. Wine Maker.
Wine Business (2008) Global Sparkling Wine: A Regional Analysis. Apr:44-50

Lecture Wine markets & Sustainability

Lab

MacNeil Chapters – The Pacific

Australia New Zealand South Africa Asia

Reading Colman and Paster (2007) Red, white and “green”: the cost of carbon in the global wine trade. American Association of Wine Economists, Working Paper 9.

General Class Notes

GenAI not allowed

Please be advised that in this course you are not authorized to use any form of generative AI. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As per the University of Victoria Academic Integrity Policy “*Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.*” The only permissible use of AI in this course is as a graphic design aid in your Appellation Report, however, no content of your report can be a product of generative AI.

Grading

The table below is the official UVic grading system used by instructors in arriving at final assessments of student performance.

Grade	Grade Point Value	Percentage*	Description
A+	9	90 - 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 - 89	
A-	7	80 - 84	
B+	6	77 - 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material.
B	5	73 - 76	
B-	4	70 - 72	
C+	3	65 - 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 - 64	
D	1	50 - 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	N/A	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing. Denotes the first half of a full-year course.
F	0	0 - 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 - 49	Did not write examination or complete course requirements by the end of term or session; no supplemental. This grade may only be assigned by the Associate Dean, Academic and Student Relations.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status. This grade may only be assigned by the Associate Dean, Academic and Student Relations.
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript. This grade may only be assigned by the Associate Dean, Academic and Student Relations.

Children in Class

Babies and young children are welcome in lecture classes (not lab). Please sit close to the door if you bring your child to class so that you may step outside to meet their needs. Non-parents in the class, please offer seats near the door for parenting classmates.

Sexualized Violence

To learn more about how the University defines sexualized violence and its overall approach visit www.uvic.ca/svp. If you or someone you know has been affected by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly affected, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021 | Email: svpcoordinator@uvic.ca | Web: www.uvic.ca/svp

Attendance and Absences Due To Illness

If you are unable to attend a class my expectation is that you will review assigned class materials, obtain class notes from another student and follow up with me if you have any questions about the materials. Students who are ill are expected to stay home and not attend class. There is only one lecture period where marks will be awarded, and attendance is mandatory (Label Quiz). Lab quizzes are hands-on and if missed, cannot be made up afterwards. Notes are not required for missed classes/labs.

Class Recordings

For various pedagogical, privacy, security and ethics reasons please notify the instructor if you intend on recording in class.

Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

Faculty and University Regulations and Policies

Students should review all regulations and policies contained in the [University of Victoria Calendar](#). Students must comply with all applicable university and Faculty policies and regulations. In particular, please note the following important regulations and policies:

- [Accessibility](#)
- [Accommodation of Religious Observance](#)
- [Discrimination and Harassment Policy](#)
- [Diversity / EDI](#)
- [Equity statement](#)
- [General University Policies](#)
- [Non-academic Student Misconduct](#)
- [Sexualized Violence Prevention and Support](#)
- [Student Conduct](#)
- [University Calendar](#) and section on "[Information for all students](#)"

Resources and Supports

There are a variety of resources that are available to students that can support your academic success and wellness.

- [Centre for Academic Communication](#)
- [Indigenous Academic & Community Engagement \(Student Resources\)](#)
- [Indigenous student services](#)
- [Student Wellness](#)
- [Support Connect for 24/7 support](#)
- Office of Student Life resources for [Student Conduct](#) and [Non-Academic Misconduct](#)
- [Ombudsperson](#)
- [UVic Campus & Community Resource List](#)
- [UVic Learn Anywhere](#), the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
- [UVic Libraries](#)