

SYLLABUS

TITLE: WINE IN ITALY AND THE WESTERN WORLD

Instructor: Federico Marconi

Language of Instruction: English

UO Credits:

Contact Hours*: 40

Total Hours of Student Engagement (THSE) in all course activities*: 120

Level: (ex. 100, 200, 300, 400)

SIENA, ITALY

COURSE DESCRIPTION

Italy is a country with an age-old tradition of wine-drinking that can be traced back millennia. This course aims to cover the economic and cultural heritage of today's Italian (and International) wine industry with a particular focus on the case of Tuscany. The course will explore specific features of Italian winemaking (characterized by small-scale and geographically very diverse businesses) and will analyze the change in consumer preferences over time, where values linked to Italy's identity prevail, especially the value of wine as integral part of the country's material culture. The wine industry will be decrypted under the lens of culture and lifestyle.

COURSE OBJECTIVES

By the end of this course, students will gain knowledge of the most important Italian Wines and the historical, social and cultural background of Wine in Italy. The students will be able to recognize different Italian wine, to pair them with different food, to read a label. Also, they will know various aspects of Italian society, culture and economy connected with wine. At the end of the course students will be able to understand how wine production has influenced the different economic phases of Italian and European history 'till present time.

Describe major changes in wine consumption behaviors, consumer preferences & values, and the "vocabulary of wine" from the Renaissance to today in western culture. Explain economic, social and historical issues related to wine production, consumption and modern marketing strategies. Evaluate the importance of the regional wine appellation in contemporary Italy and the transformation of Italian wine industry across the centuries.

Student Outcomes.

Students who successfully complete this course will:

- Earn a basic knowledge of winemaking
- Know how to technically taste wine
- Know how to properly read a wine label
- Be provided with a set of soft skills to manage themselves in a better and wiser drinking appreciation and policy
- Have historical insight of a modern industry
- Gain a more global perspective of behaviours in food & wine
- Acquire a responsible and critic drinking behaviour
- Have a good basis in case of a future job opportunity in the wine industry

INSTRUCTIONAL METHODOLOGY

Class is conducted in form of lecture with extensive use of multi-media materials. Field trips and excursions, experiential moments and opportunities (like a proper professional wine tasting), in-class discussions, student presentations, guest lectures, will also be part of our journey. Texts used to impart information will be available at the school's library. Movies, videos, commercials and interviews could be included in the learning process.

METHOD OF EVALUATION (GRADING)

5% Attendance and Participation, 5% Writing Assignment 1, 5% Writing Assignment 2, 20% Group Assignment + Oral presentation, 30% Midterm Exam, 35% Final Exam = 100% Course Grade

Course Element:

Class participation: students contribute to class by offering ideas and ask questions, they listen when other talks and are always prepared for class with assignments and readings.

Writing assignments: 1st Writing assignment, students are asked to write a paper project which will consist of tasting and describing a wine according to the “tasting grid” and the personal judgement as discussed in class; 2nd Writing assignment: Students are asked to write a paper project which will consist of an analysis of the differences between the Italian and the American wine market/culture/consumption by considering some of the following aspects: territoriality and regional identity, local legislation, general market trends, consumer demand, cultural background.

Mid-term exam will be in the form of 2 “Y or N”, multiple choice or missing word questions and 4 essay style short answers and it will cover the first part of the course.

Final exam will be in the form of 2 “Y or N”, multiple choice or missing word questions and 3 essay style short answer questions and will cover the entire course.

COURSE OUTLINE

Readings and assignments need to be linked where possible to the course Content. Where assignments or readings may change, faculty should list general or sample assignments and amount of reading per content area. It is not enough to just list the thematic topic; how the students will engage with that topic is also required.

COURSE READINGS

Piumatti G., Manganelli V. (2010) *The Art of Italian Wine*, Slow Food-
Schuster, M. (2000). *Essential Winetasting*, London, Beazley.

Varriano, John (2010). *Wine. A Cultural History*, London, Reaktion.

Additional current articles will also be distributed during the course.

VERY IMPORTANT: because there aren't specific textbooks that cover the many and various topics of this course, **notes, taken in class, and files shown in class are crucial for learning and final preparation.** Files will be provided on specific folders on Canvas

BIBLIOGRAPHY

Baird, Joseph A. (1979). *Wine and the Artist*, New York, Dover.

Bode, Charles (1974). *Wines of Italy*, New York, Dover.

Burton, Anderson (1999). *The Wine Atlas of Italy*, London: Mitchell Beazley.

Farinetti, Oscar, *Vino, I love you*, Mondadori

Hugh, Johnson, (1998). *Hugh Johnson's Story of Wine*, London, Beazley.

Mc Carthy, Jed & Ewing-Mulligan, Mary (2009). *Italian Wine for Dummies*, Hoboken, Wiley.

Robinson, Jancis (2006). *The Oxford Companion to Wine*, Oxford, University Press.

Wilson, Hanneke (2003). *Wine & Words in Classical Antiquity and the Middle Ages*, London, Duckworth.

COURSE SCHEDULE:

Sept. 29th.:

Course introduction.

Oct. 1st.:

Wine: its origin and history; Wine in ancient civilizations and its arrival in nowadays Europe. The symbolism of wine in ancient civilizations. Who was used to drink wine and why in the old world? How did ancient wines taste (like modern ones)? The evolution of wine drinking in Ancient Rome from the Etruscan era to the Empire.

Oct. 6th.:

Wonders of Italian immense variety of wines. Unification of Italy, its forefathers and the first inception of the concept that lead to the creation of wine appellations. The importance of Tuscany and Piedmont.

Oct. 8th.:

Vdt, IGT, DOC and DOCG. The wonderfully layered labyrinth of the Italian rules of production. How to properly read a label.

Oct. 13th.:

How to taste. Senses, glasses, details. Why “tasting” is different than “drinking”. What about your personal idea of a good wine? Characteristics of Italian wines: differences and similarities.

Oct. 15th.:

Wine Tasting. Principles of a technical/professional wine tasting + food and wine pairings. From grapes to wine: how wine is made. Towards a global market. Role of wine in the Italian economy. Quality versus quantity. Why is Italian wine so famous all around the world. Who and why is used to drink Italian wine in other countries?

Oct. 20th.:

Old World vs. New World. A neverending love/hate relationship. The breakthrough of American wines and the birth of the Global wine market.

Oct. 22nd.:

The neverending evolution of wine marketing. From the beginning to the “Blue Ocean Concept”. How wine was “kidnapped” by the snobs and how can wine be reconquered as popular and casual beverage.

Oct. 27th.:

Review for the Midterm Exam.

Oct. 29th.:

Midterm Exam.

Nov. 3rd.:

Wine logistics. From amphoras to the “Carro Matto”, to the insulated containers. How quality is going to travel to the other side of the planet without suffering from “bottle shock”. How is this sustainable?

Nov. 5th.:

Vine growing principles and history. Climate change and wine production.

Nov. 10th.:

Wine fraudsters. Fake wines and VIPs, jet-set and scandals. How can the industry protect itself?

Nov. 12th.:

Poison or classy drink? The financial paradox of the wine industry: a business that is always attracting new investors and players while per-capita consumption is ever shrinking. The evolution of wine consumption in recent years with a special focus on pre- and postCOVID habits and trends.

Nov. 17th.:

Modern professions in the wine industry. Gen Zs and its relationship with adult beverages.

Nov. 19th.:

In-class work for group projects.

Nov. 24th.:

The amazing case of Montalcino and its wine. How Brunello became a worldwide hit after a huge post-WW2 crisis. The specific cases of the biggest and the smallest producers in the area.

Nov. 26th.:

Group project in-class presentations and debate.

Dec. 1st.:

Review for the Final Exam.

Dec. 3rd.:

Final Exam.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Generative AI Course Policy

"Students can use GenAI tools in this class to help with course work and assignments. Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you use a GenAI tool, you need to document your use, including the tool you use and when, where, and how in your work process you used it (for example: "I used ChatGPT to generate an outline for my paper, which I then revised before writing my first draft" or "I used slidesAI.io to create the slidedeck style for my presentation." etc.). In certain cases, as part of your documentation, I may ask you to submit any GenAI results you obtained, so you need to keep GenAI-created drafts and logs of your interactions with GenAI tools; failure to provide such documentation may result in a grade reduction in certain instances. I will provide helpful resources for how best to use GenAI to support your learning process and work. Along with documentation of your GenAI use, you are also required to cite GenAI if you use any GenAI-created content in your work submissions, for example text or images or graphics generated by GenAI tools. That is, you need to treat GenAI just like other sources such as books, articles, videos, etc. I will provide guidelines for how you need to cite GenAI tools as sources."

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoac@uoregon.edu.

Pregnancy Modifications.

Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the

Request for Pregnancy Modifications form on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.