

HF 328 The Australian Wine Industry

Syllabus

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Course Credits: 4 BU credits: 3 BU Hub units

Course Description

This course introduces the Australian Wine Industry. The focus will be -
The history, location, culture and development of the Australian Wine Industry.

The process involved in the production of wine.

The business of the Australian Wine Industry.

The basic skills of wine tasting.

How has the AWI development been influenced by the geography, history and culture of the country?
Why did the industry develop in the new world and how are these influences expressed in the product?

How has the production of wine, from the paddock to the bottle, been influenced in ways different from the old world? What influence has climate, technology, innovation and globalisation had on the AWI? What challenges face the AWI today?

How has the evolution and rise of social media impacted on the AWI? Do the evolving domestic and global economies necessitate changes in the production, branding and marketing of the Australian wine image? Is there a global market for the Australian product?

With the growing awareness of the social and health impacts of alcohol, what is the influence on the culture of the society? What implications may this awareness have on the long term future of the industry? Will the industry need to adapt and change?

What senses and skills are involved in the wine tasting process? How has food and wine matching become part of the branding and marketing exercise? What effect does wine evaluation have on the culture of dining in the society?

Hub Learning Outcomes

Capacity: Scientific and Social Inquiry

Area: Scientific Inquiry 1 – one unit

Through class work, research and field trips the students will examine the process of viticulture in relation to the natural environment in which grape vines grow including climate, latitude/ longitude, altitude, soil types, topography and the biodiversity of the universe. Through graphs and matrix the students will compare the different terroir and how this will influence wine styles. Reference will be made to traditional, organic and biodynamic viticulture and winemaking. Through lectures, class presentations, readings and discussion the students will examine

1. the effects that synthetic chemicals have on the natural environment including water pollution, soil degradation, run off and chemical drift
2. health implications for societies including chemical residue and GM farming, and
3. how organic and biodynamic farming works with the Earth and the Lunar System to develop a philosophy of sustainability.

Their understanding is demonstrated through their first assessment when they research an Australian wine region and analyse the natural environment that typifies that region and therefore the resulting wine styles. These understandings will be further developed when comparison is made with the region of our field trip and the region of their individual research. The students will also focus on the current practices within both regions that are promoting process' that maintain sustainability of the natural environment.

Through sensory wine evaluation experiences, the students will be able to recognise different wine varieties and the styles of those wines that grow in different environments such as cool or hot climates.

Participating in classrooms discussions, debates and analysing readings the students will consider the impact that changes in the Australian climate have and may continue to have on the AWI.

Capacity: Diversity, Civic Engagement and Global Citizenship

Area: Ethical Reasoning – one unit

Learning Outcome 1:

The AWI course focuses on areas that are currently being debated in Australia. Through presentations, research, writing and discussion the students will undertake classroom debates and discussions.

The students will be provided with key statements to provide a framework for ethical decisions –

- Values tell us what's good – they're the things we strive for, desire and seek to protect.
- Principles tell us what's right – outlining how we may or may not achieve our values.
- Purpose is your reason for being – it gives life to your values and principles.

(Australia - The Ethics Centre)

The students will be presented with models/ questions to formulate their arguments in discussions and debates in relation to current areas of debate in the AWI, including –

- Climate change,
- Responsible Service of Alcohol,

- Legal drinking age,
- Synthetic chemicals and GMOs,
- Water conservation, and
- Globalisation and Monopolies.

They will use de Bono's OPV (Other Point of View) to examine the issues which form NSW Government legislation in relation to the legal drinking age and "lock out" laws.

Learning Outcome 2:

As part of HF328 students examine articles, their research and other primary sources to consider, discuss, and debate the ethical questions currently being discussed in Australia. In pairs they will formulate an ethical debate on a topic currently being debated in the AWI, including –

- Water conservation, river health vs irrigation,
- Synthetic chemicals vs organic and biodynamic practices
- Health implications and cost to society vs profits and social interactions
- Globalisation vs protectionism.

Capacity: Intellectual Toolkit

Area: Critical Thinking – one unit

Learning Outcome 1:

As part of HF328 students will be introduced to a range of thinking strategies which will allow them to develop and formulate arguments around several issues currently being debated in the AWI. This will include De Bono's Thinking Strategies such as;

- The Six Thinking Hats – Attached: GREEN-Creative Thinking, RED-Intuitive and Feeling Thinking, YELLOW-Benefits and Values Thinking, Optimism, WHITE-Information Thinking-Facts and Figures, BLACK- Caution Thinking, Judgement and BLUE-Thinking about the Thinking Process-Metacognition
- CoRT programme including PMI (plus, minus, interesting) and OPV (other person's point of view).

There are several issues in the AWI and the broader community that provide opportunities for critical thinking analysis –

- The validity of 'Lock Out' Laws regarding health and safety versus the closure of small business, and
- Water management of the river systems versus the continued reliance of vineyards on irrigation.

Learning Outcome 2:

The students will be able to use the skills learnt in HF328 -

- To evaluate arguments and debates concerning the AWI in locating and analysing the source of the information and data,
- To ascertain whether their response to an issue is influenced by their own biases and or emotions.
- To present their argument to a group in an informed, valid and respectful manner.

Program Learning Outcomes

This course focuses on students developing an awareness of the history, culture and development of the AWI. Using research, collaborative learning strategies, field trips and interactive classroom presentations, students will develop an understanding of the regional differences of wine in Australia and the impact that climatic conditions and topography have on viticultural activity. Research, comparison, organisational and writing skills will be employed in the individual paper pertaining to a wine region by each student.

Through classroom work, workshops and a field trip to a wine region the students understanding of the process in making wine from paddock to plate will be developed. In comparing practices from the old world and the new world students will be able to debate the environmental issues involved in modern day agriculture. Through a sensory awareness workshop, weekly assessment and the field trip they will be able to use their senses to distinguish between and evaluate different wines and styles. Through research, classroom workshops and visiting lecturer they will develop the skills to match appropriate food and wine and display this knowledge in a degustation menu with justification of each choice they have made.

By examining the development and growth of social media the students will analyse the changes in branding and marketing of Australian wine. Through analysis of data they can make conclusions about the domestic and global markets and draw inferences about the future marketing and production.

Through individual research, critical reading of media articles and classroom work the students will investigate, analyse and be able to compare the issues and challenges which are now impacting, and will continue to impact the AWI.

A demonstration of each student's skills of research, analysis, comparison and use of language will be shown on a given topic pertaining to the AWI in a class presentation. A reference paper and bibliography will demonstrate the research skills.

Instructional Format, Course Pedagogy, and Approach to Learning

Lectures, seminars, workshops, visual media and field trips will be the instructional format of HF 328. The lecturers will present the main content which will be further explored through workshops, discussion, research and presentations.

Each student will present a seminar topic to the class which will then lead to further discussion and or a workshop.

Through interactive learning we believe that the students gain a greater understanding of the AWI.

Books and Other Course Materials

Course Texts:

'A Good Nose and Great Legs' Robert Geddes, Murdoch Books, Australia 2007 (BU Library)

'Len Evans: How to Taste Wine' Len Evans, Barbara Beckett Publishing, Australia 2007 (BU Library)

References:

The Wine Australia website www.wineaustralia.com

'Wine Atlas of Australia' James Halliday, Hardie Grant Books 2014

'R.I.Walters' Wine Guide to Australian Wine' R I Walters, Richard Carroll 1997

'Discovering Australian Wine' Illand & Gago, Patrick Illand Wine Promotions, Australia 1995

'How Soil Types Affect the Wines We Drink' - Wine Cooler Direct
<https://learn.winecoolerdirect.com/soil-types>

'Balance: Matching Food with Wine – What works and why' Lyndey Milan and Colin Corney, Hachette, Australia 2007

The Future Makers: Australian Wines for the 21st century Max Allen, Hardie Grant Books, Australia 2010

A Concise History of Australian Wine John Beeston, Allen and Unwin, Australia 1994

Food On the Plate Wine in the Glass Max Lake, Dr Max Lake, Australia 1994

Perfect Pairings Evan Goldstein, University of California, USA 2006

deBonos Thinking Course Edward deBono, Pearson Education, USA 2006

deBonos Six Thinking Hats Edward deBono, Little Brown and Company 1985

An Introduction to Lateral Thinking Edward deBono, Ebury Publishing 2014

Mindtools Ltd, USA Online 2006 - 2014

Media

DVD Chateau Chunder -A Wine Revolution Electric Pictures 2012

YouTube 'Discover Australian Wine' Wine Australia

'Australian Wine exports to China soar as tariffs lifted.' Reuters July 2024

'Australian Winemakers Boosted...' ABC News 2023

'The World is drinking less wine, and decades-old vines are being torn up.'
ABC Landline, June 2024

'Discover the Art of Winemaking' Tulloch Wines
'Twisted Gum Winery/ My way' Channel 9, 2022
'Winemaker Describes Drayton Explosion' ABC News 2011
'Henschke: Sustainability in the Wine Industry' KochiesBiz 2021
'We can't survive at these prices' Sky News, March 2024
'Wine Industry calls for stronger action on climate change' Queensland ABC News 2020

Courseware

Learn.bu.edu

Assignments and Grading

Assessment	Weighting
Regional Essay	25%
Seminar Presentation	10%
Field Trip Worksheets and Interactions	10%
Wine Tasting Notes	10%
Degustation Menu	20%
Exam	25%

Assessment	Due Date	Description
Regional Essay	Week 5	<p>Prepare a paper on an Australian Wine Region allocated to you.</p> <p>The paper is 2000 words. The criteria will be handed out in week 1 with your allocated region.</p> <p>Standard academic conventions must be used with all references cited whenever they are used in the text. A bibliography should be included. Style guidelines are available (see the handbook) if required but the utility and consistent application of the method employed is the main concern. Under no circumstances can work for another course be submitted.</p>
Seminar Presentation	Week 2 – Week 7	<p>10 minute presentation on an allocated topic. For assessment, a copy of both the presentation (eg Power Point) and accompanying research notes are to be given to the professor 1 day PRIOR to presentation. The criteria will be handed out in week 1. The Presentations and Research Notes will be posted to Blackboard.</p> <p>Seminar topics will be handed out in Week 1.</p>

<p>Field Trip –</p> <ol style="list-style-type: none"> 1. Liquor Outlets 2. Hunter Valley Wine Region 3. Classroom and Blackboard interactions 		<p>Visit 4 x Liquor Outlets. Include one from either Woolworths or Coles (supermarket chains), an Independent store, and the emerging market, Aldi. Pro Forma sheet provided.</p> <p>Pro Forma sheet. To be completed during the field trip. To be referred to in review session and handed in for assessment.</p> <p>Analysis of all interactions. Post at least once.</p>
<p>Wine Tasting Notes</p>		<p>A weekly example of Tasting Notes of a wine you have tasted - 6 examples. Date each Tasting, add the cost and where it was purchased. Include food matching suggestions.</p> <p>Length 150-200 words per tasting</p> <p>Presentation of notes to be typed & double spaced.</p>
<p>Degustation Menu</p>		<p>Develop and design a 5 Course Degustation Menu with appropriately matched foods and Australian wines. Note the region and vintage of the wine. The criteria will be handed out in week 1. Up to 1500 words.</p>

Exam		Closed book. Includes definitions, short answers and critical thinking.
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Resources/Support/How to Succeed in This Course:

The lecturers will be available for discussion and clarification prior to and after lectures by appointment (email). Also available by email at any time during the course.

All lecture notes, seminar presentations, readings (except course texts) and other readings available on Blackboard.

Community of Learning: Class and University Policies

Course Matters

Attendance at all classes is mandatory.

Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.

Statement on Plagiarism

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

Late Work

In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.