

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	The College of Liberal Arts & Sciences	Department/School	Geographical Sciences/Urban Planning
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Prefix: GCU	Number: 394	Title: The Geography of Wine	Units: 3
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Course description:

Like no other commodity on earth, wine is inherently tied to the place where it is made and is a unique expression of the climate, soil, terrain, and latitude of the landscape where it is produced. Wine is also defined by the human components of a place; the culture of the people who live and work where it is produced, historical styles of processing, rituals that surround its consumption, and the economic, political, and ideological conditions under which it developed. Wine is a fantastic vehicle from which to study geographic concepts like terroir, diffusion, acculturation, and industrialization. This course explores the complex interplay between the physical environment and the cultural environment that has produced wine throughout history. This geographic perspective allows us to intersect all of the traditions of Geography to demystify wine, wine regions, wine styles, and wine consumption.

Is this a cross-listed course? Yes If yes, please identify course(s): **GPH 394: The Geography of Wine**

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: G

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SO/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Amy Frazier E-mail Amy.Frazier@asu.edu Phone 480-727-7414

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elizabeth Wentz Date: 05/24/2021

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
GCU	394	The Geography of Wine	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a: In-depth area studies concerned with examining culture-specific elements of a region.	The course examines how culture has shaped viticulture and wine making (and how they have shaped culture) in specific regions around the world	Module 5 focuses on what are considered "Old World" wine regions of France, Italy, Spain/Portugal, and Germany and shows how cultural influences including religion, diasporas, migrations, etc. have shaped the viticulture and wine making culture. Module 6 does the same but focuses on the "New World" regions of South America, South Africa, Australia/New Zealand, and North America (US & Canada).
2d: study of the cultural significance of a non-U.S. centered gloal issue	The course examines how wine as a commodity is inherently tied to the place where it is made, including the culture of the people who work where it is produced, styles of processing, rituals that surround its consumption, and the economic, political, and ideological conditions under which it developed	Module 3 is focused entirely on these "human-environment" or cultural underpinnings and shows how wine has shaped politics, economics, tourism, trade, religion, transportation, place identity, and health variously (and vice versa) around the world.

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Course Catalog Description

GCU/GPH 394: The Geography of Wine

Wine is an alcoholic beverage made from grapes, but it is so much more than that. Like no other commodity on earth, wine is inherently tied to the place where it is made and is a unique expression of the climate, soil, terrain, and latitude of the landscape where it is produced. Wine is also defined by the human components of a place; the culture of the people who live and work where it is produced, historical styles of processing, rituals that surround its consumption, and the economic, political, and ideological conditions under which it developed. Wine is a fantastic vehicle from which to study geographic concepts like terroir, diffusion, acculturation, and industrialization. This course explores the complex interplay between the physical environment and the cultural environment that has produced wine throughout history. This commodity-driven approach, allows us to intersect all of the traditions of Geography to demystify wine, wine regions, wine styles, and wine consumption. Honors Contracts available for this class

Course Information and Syllabus

Instructor: Dr. Amy Frazier
Office Location: 5528 Coor Hall

Instructor Email: Amy.Frazier@asu.edu
Office Phone Number: 480-727-7414

Virtual Office Hours: If you would like to receive feedback or have a question to discuss, I am happy to schedule virtual office hours where we can chat through an online audio or video conferencing platform. To request a virtual appointment, please send me a message through the Inbox feature in Canvas or email directly at the address above and we can set up a time to chat!

I. Course Description

Like no other commodity on earth, wine is inherently tied to the place where it is made and is a unique expression of the climate, soil, terrain, and latitude of the landscape where it is produced. Wine is also defined by the human components of a place; the culture of the people who live and work where it is produced, historical styles of processing, rituals that surround its consumption, and the economic, political, and ideological conditions under which it developed. Wine is a fantastic vehicle from which to study geographic concepts like terroir, diffusion, acculturation, and industrialization. **This course explores the complex interplay between the physical environment and the cultural environment that has produced wine throughout history.** This geographic perspective allows us to intersect all of the traditions of Geography to demystify wine, wine regions, wine styles, and wine consumption. So pour yourself a glass, and join me on this journey through wine landscapes across time and space!

Course Objectives:

This course introduces students to geographic concepts using a familiar commodity, wine, as the vehicle. Upon completion of this class you will be able to:

- Understand how wine evolved into a commodity, how it has changed as it moved throughout the world, and how wine is shaping our world today
- Recognize and explain the physical characteristics of the environment and how they impact wine growing
- Appreciate the cultural diversity and political and historical geographies of wine production at a global scale and recognize how these factors have manifested in the large variety of wines and wine styles produced today
- Explain how new geospatial technologies are assistant wine makers and viticulturalists in mapping and monitoring their crop during the growing season.
- Critique current policy decisions surrounding wine production and sales in terms of the social and historical factors that have shaped the landscape of wine.
- Appreciate the geographical differences between some of the world's most interesting and diverse wine regions in both the Old and New World.

II. Textbook

There are two **Required Texts** for this class.

1. ***The Geography of Wine: How Landscapes, Cultures, Terroir, and the Weather Make a Good Drop***, by Brian J. Sommers. Penguin Publishing Group. 2008 Edition. ISBN: 0452288908. ISBN13: 9780452288904.
2. ***Windows on the World: Complete Wine Course (Revised and Updated)***, by Kevin Zraly. Sterling Epicure, New York. 2018 Edition. ISBN: 978-1-4549-3046-4. ISBN13: 978-1-4351-6881-7.

There are also two, optional texts. **You are not required to purchase the two books listed below.** These texts are OPTIONAL. However, I recommend the first book if you are interested in learning more about the individual wine regions. This is the most thorough and detailed wine atlas available. According to author Jancis Robinson's website "*Wine is geography in a bottle and a really detailed wine atlas should be at every wine lover's elbow.*" I recommend the second book, "Drink This Now: Step by step lessons for the aspiring wine connoisseur", if you are interested in the tasting side of wine. This book by fellow Geography professor Dr. John Boyer is a colorful, easy to read (and digest!) book.

1. **The World Atlas of Wine**, 8th Edition, by Hugh Johnson and Jancis Robinson.
2. **Drink This Now: Step by step lessons for the aspiring wine connoisseur**, by John Boyer.

Other Materials:

If you are 21 years of age or more, you are welcome to participate in the wine tastings that appear throughout the Modules. Each tasting includes two different wines that will introduce your senses to the different types, styles, and varietals that arise from the physical and cultural characteristics of a region. **You will never be tested on any tasting activities.** These activities are 100% optional.

III. Student Learning Outcomes

Upon successful completion of this course, you will be able to:

- Understand how wine as a commodity is shaping our world today
- Explain the physical geographies that impact wine growing
- Appreciate the cultural geography and historical geography of wine production at a global scale
- Explain how the unique physical and cultural characteristics of a place—the geography—combine to form a unique commodity identity
- Identify the role of globalization in wine production and consumption patterns.
- Critique current policy decisions surrounding wine production and sales.

IV. Grading

This course uses **Accrual Grading**. You can think of accrual grading like a 'create your fate' game. Unlike traditional grading where you are docked for every point you miss on a quiz or assignment, with Accrual Grading **you accrue "points" that add up to different levels**. These levels translate into your grade. You choose the types of assignments you want to work on, and you keep earning points completing activities until you achieve the grade you desire. There are certain modules where you must earn a certain number of points to pass the class, but after that, it's up to you what you do!

You are in control of your grade. There are ample opportunities to accrue points in this class with lots of different types of assignments.

Here’s the catch though...you cannot wait until the last week of the course to do all of the work. There are no make-ups or extra credit or additional opportunities offered at the end of the semester to earn points. So choose your activities carefully and plan your semester wisely.

Class Grade	Points Earned	Percentage
A+	650 or more	100%+
A	600-649	92.3 to 99%
A-	575-599	88 to 92.2%
B+	550-574	84.6 to 87.9%
B	500-549	83.3 to 84.5%
B-	475-499	79.2 to 83.2%
C+	450-474	75 to 79.1%
C	400-449	66.7 to 74.9%
D	300-399	50 to 66.6 %
E	Less than 300	Less than 50%

You must accrue at least 30 points in each of the Modules. After that, you can choose how and where you accrue points.

Course Breakdown

You may work at your own pace and navigate through the Modules in any order you choose. There are no “due dates” for the quizzes. You must submit all quizzes before the course deadline in order to receive credit. Readings are indexed as follows:

- *WOW* = Windows on the World textbook
- *GOW* = Geography of Wine textbook
- *SUP* = Supplemental Reading (provided within Canvas)

Module	What to Read?	Quizzes (Points possible)
Module 0: Welcome		
Module 1: Intro to the Geography of Wine	<i>WOW</i> : Prelude to Wine	Quiz: Prelude to wine (30)
	<i>SUP</i> : Introduction to the Geographical Study of Viticulture and Wine Production	Quiz: Prelude to Geography (30)
	<i>SUP</i> : The Four Traditions of Geography	
Module 2: Earth & Environmental Science of Wine	<i>GOW</i> : Chapters 5-6	Quiz: Terroir (20)
	<i>SUP</i> : Terroir: At the Heart of Geography	
	<i>SUP</i> : Land and Wine	
Module 3: The Human-Environment Components of Wine	<i>GOW</i> : Chapters 3-4	Quiz: Climate (20)
	<i>GOW</i> : Chapter 7	Quiz: Natural Hazards (20)
	<i>GOW</i> : Chapters 10 & 13	Quiz: Political Geography of Wine (20)
	<i>GOW</i> : Chapter 12	Quiz: Economic Geography of Wine (20)

	<i>GOW</i> : Chapters 15-17 <i>SUP</i> : The Use of Place and Geography to Market Wine in Oklahoma	Quiz: Cultural Geography of Wine (20)
Module 4: Spatial Analysis for Wine	<i>GOW</i> : Chapter 8 <i>SUP</i> : Geospatial Tools and Techniques for Vineyard Management	Quiz: Geographic Information Systems (30)
	<i>SUP</i> : Remote Sensing for Viticultural Research and Production	Quiz: Remote Sensing (30)
Module 5: Old World Wine Regions	<i>WOW</i> : Classes 3-5	Quiz: France (15)
	<i>WOW</i> : Class 7	Quiz: Italy (15)
	<i>WOW</i> : Class 6, Class 12	Quiz: Spain and Portugal (15)
	<i>WOW</i> : Class 10	Quiz: Germany (15)
Module 6: New World Wine Regions	<i>WOW</i> : Classes 1-2, Wines of the World (Canada)	Quiz: North America (15)
	<i>WOW</i> : Class 8	Quiz: South America (15)
	<i>WOW</i> : Class 9	Quiz: Australia and New Zealand (15)
	<i>SUP</i> : South Africa: Old World or New?	Quiz: South Africa (15)
Final Quiz!		Quiz: Culminating (40)

IV. Course Organization and Content

All course modules, assignments, and quizzes are posted and open from the day of the course starts until the course ends. There are no due dates. It is up to you to pace yourself through the material. However, for certain assignment groups, you are only allowed to turn in one assignment per week, so you cannot wait until the last week of the course to accrue all of your points.

The following describes the general organization and content of the course:

A. Modules

This course is organized into six modules. You can think of each Module as a unit. The course is set up for you to complete approximately one Module per week. You do not need to complete the Modules in any particular order, although I would recommend starting with Module 0 and the completing Module 1. After that, you can explore as you choose!

Module 0: Welcome and Start Here!

Module 1: Introduction to Geography and Wine

Module 2: Earth & Environmental Science of Wine

Module 3: The Human-Environment Components of Wine

Module 4: Spatial Analysis for Wine

Module 5: Area Studies: Old World Wine Regions

Module 6: Area Studies: New World Wine Regions

In each module, there are **Pages** with the lecture material. After every section of material, there is a **Quiz** on the material. There is also a **Discussion** Board through Yellowdig where you can earn points for participating in class discussions. The fourth course element is **Assignments**. These are not tied to any particular Module, and there is flexibility in which assignments you complete. More information on the Pages, Quizzes, and Assignments is provided below.

1. Pages

Lecture material and lessons are found on **Pages** in the Modules. I have constructed this class so that you never have to watch a long video lecture (hooray!). Long, video lectures are boring, and it is difficult to review the material if you have to sort through a 45-minute long lesson to get the good bits. Instead, I've designed this course to include short lecture videos, readings, page content, visual aids, informational videos, and hands-on activities as well as critical thought questions to get you thinking outside the box. I recommend reading all of the information on each page (including the "What to Read?" section), watching all of the videos (most are less than 5 minutes), and working through any of the additional activities.

2. Quizzes

There are quizzes in each module that add up to 60 points. In some modules, there are 2 quizzes worth 30 points each. In other modules there are 3 quizzes worth 20 points each or 4 quizzes worth 15 points each. There is also a cumulative quiz worth 40 points, so there are 400 total points available through Quizzes. Quizzes are open book, open notes, and open internet. You have 15 minutes to complete a quiz with 15 questions, 20 minutes for quizzes with 20 question, and so on. **You have UNLIMITED attempts for each quiz, but only your LATEST score is kept.** Remember, **you must earn at least 30 points in each module.** So you will need to keep attempting the quizzes until you reach this benchmark. Once you begin a quiz, you must finish it. If you navigate away from the page, it will record whatever you have completed to that point. You can complete quizzes at any time before the last day of class. However, absolutely no extensions will be given beyond that last day of class.

3. Discussions

You can earn up to 50 points by participating in the discussion board. The discussion board is available to students to work collaboratively on assignments, help each other with any problems that arise, share cool information and tips related to wine, or discuss any parts and all parts of the course. The discussion board should be used as a place to exchange ideas and engage in general discussion. Posts that are particularly informative or helpful will earn you the most points. Points are awarded based on quality and frequency of the posts. The discussion board is intended to facilitate student learning through supportive engagement with peers. The discussion board is not intended as a place to ask other students to complete your work for you.

I encourage everyone to:

- **Be polite:** Please respect your fellow students. Insulting, condescending or abusive words will not be tolerated and will be reported and removed.
- **Be constructive:** Be respectful of views different from your own, and be critical in a constructive way. When commenting on each other's posts or ideas, be mindful of other points of view.

- **Be specific:** Clarify the purpose of your post, especially if you need help. Write a concise, descriptive title for your post. If you are asking a question, reference the specific assignment or activity.
- **Be respectful:** The discussion boards and email class list are to be used for class purposes only. These platforms are not for posting other information. If you would like to send a non-class related email to the entire class, please contact the instructor first.

4. Assignments

There are several different types of assignments in this course to accrue points. You get to pick and choose which assignments interest you. **You may complete multiple assignments in each category over the course of the semester, but you may only hand in ONE of each TYPE of assignment per week.** However, you can certainly hand in a Wine Region Report, a Grape Varietal Report, and a Wine Film Report all within the same week for a maximum of 60 possible points. *I recommend figuring out how many points you need to earn to reach the grade you desire, pick a set of assignments that allow you to reach that mark, and then work out a schedule for determining which assignments you will complete each week.*

Wine Region Report (25 points each)

Choose a wine region that is not already covered in this class (check out Module 5 and 6 to see which wine regions will be covered), and write a detailed report on that region. Include a map of the region in your report along with at least two photos of wine producers or landscapes from the region. Include the history of the region, when it became a registered wine region, whether there are any sub-regions within the regions (especially if it is a large region like Tuscany or Burgundy). Discuss the geography of the region and why it is a good grape-growing region. Reports should be 500-1000 words with figures and references. Reports should utilize at least three sources.

- What are the major varieties of grapes grown in the region and why are these particular grapes dominant?
- What is the terroir of the region and what makes it unique?
- What sort of government or other controls are placed on the wine originating from this region?
- What sort of information is contained on a wine label from this region that can help differentiate the quality of wines from this region? (Hint: you don't actually have to purchase a bottle to discover this information, most liquor stores don't card at the door, so you can browse the aisles doing research.)
- What sort of reputation does this region have and what features of the region – physical or cultural – contribute to its reputation? What are some other interesting facts about the wine region?
- Include at least three references at the end of your report for where you obtained your information.

Grape Varietal Report (20 points each)

This is a basic report on a grape varietal, but you may not choose one of the “Big 10” most popular varieties. These are Chardonnay, Sauvignon Blanc, Riesling, Pinot Grigio (for the whites), and Cabernet Sauvignon, Merlot, Pinot Noir, Syrah/Shiraz, Malbec, and Zinfandel (for the reds). Any other varietal is fair game. Reports should be 500-1000 words and include photos, maps, heading, title, references, etc. Reports should utilize at least three sources. Your report should include:

- a description of where the grape is grown around the world (including a map if possible),
- ideal geography/terroir/environmental characteristics for growing the grape
- characteristics of the grape (color, taste, acid, tannins, etc.),
- cultural history of the grape – where did it originate, what is its role in history, etc.
- a photo of a wine label that includes that varietal.

Wine Tasting Report (20 points each)

One of the best ways to learn about how the local environment and culture impacts local wine is to TASTE the wine! This assignment encourages you to use all of your senses to immerse yourself in the experience of tasting wine, and document everything you see, smell, taste, and feel as you are tasting.

PLEASE NOTE: YOU DO NOT HAVE TO ACTUALLY DRINK WINE TO APPRECIATE THE SIGHT, SMELL, AND TASTE. YOU CAN EXPERIENCE ALL THE BENEFITS OF WINE WITHOUT SWALLOWING. THE ONLY THING YOU WILL MISS IS THE EFFECTS OF THE ALCOHOL (AND POTENTIALLY A HANGOVER THE NEXT DAY!).

Spitting out wine as you are tasting is completely acceptable and very normal. **If you do not want to drink wine, you can still participate in this assignment.** Skip the part below where you try the wine and head straight to the internet to research tasting notes on the wine you "selected". Be specific in what bottle you are "trying". If you need, head to your local grocery store or wine merchant and find a bottle that appeals to you. Since you are not purchasing anything, be sure to pick an expensive one from the top shelf! Snap a pic of the label and head home for some research.

As you are documenting, be honest and open about your perceptions. There are no 'right' and 'wrong' answers here, only thorough or lacking descriptions. If a wine smells like a stinky barn, then say so! Your personal opinion and tastes are what matter here. Being open is half the fun. After the experience, once back in front of a computer, do a bit of research into the wine you tried. You can do a quick internet search for "tasting notes" plus the name of the wine you just tried. Include some of these professional descriptions of the wine, making clear what were your thoughts and what you found online. Feel free to find a friend in class and do this assignment together (wine tasting works over Zoom!), you just need to each turn in your own individual reports. **What to turn in?** A 'journal style' documentation of your wine tasting experience. You can take notes any way that suits you, but a good practice is to try to standardize your entries so you always hit the same topics for each wine. Reports should be 500-1000 words. At a minimum, document the following for the wine you taste:

- Name of the wine/beer/liquor
- Name of the producer/winery
- Identify the varietal(s) used (i.e. Chardonnay, Pinot Grigio, or if a blend, what all is in it)
- List the vintage (year of production)
- Country of origin
- Major region of origin
- Sub-region of origin (if applicable)

- Price
- Alcohol content (if can be determined)
- What the wine color looked like (elaborate)
- What the wine smelled like (elaborate)
- What the wine tastes like (elaborate)
- What you liked about the wine/What you didn't like about the wine
- Grab the label off the bottle, or take a pic of it. You will thank me later for this.
- Cut and paste a professional review of the wine, or the description from the wine-maker themselves
- Where you had this wine, name of the establishment (with a pic), the ambience
- Any food you paired with it, and the whole experience of that.

Wine Dinner Report (15 points each, maximum 4)

This assignment encourages you to engage more deeply with the local/regional characteristics of wine by experiencing it as it was created for - as an accompaniment with food! This is a great chance to see what it is like to pair a region's wine with that region's cuisine.

PLEASE NOTE, YOU DO NOT HAVE TO ACTUALLY CONSUME WINE TO PARTICIPATE IN THIS ASSIGNMENT. YOU ARE MORE THAN WELCOME TO PLAN A MEAL WITH WINE PAIRINGS AND WRITE ABOUT THE MENU, PAIRINGS, ETC.

You can either cook your own meal, organize a potluck with friends, or visit a restaurant that serves regional cuisine with wine (please note, the Olive Garden and similar restaurants do not count!). You may have to do some research before visiting the restaurant to make sure they serve regional cuisine and wines. As mentioned above, you can also just PLAN a meal without actually consuming any wine or food.

What to turn in? Reports should be around 500 words, but the more details the better. Include lots of photos! Write up a detailed documentation of your experience. If you invited friends or family over, include pictures of you and you friends/family at the table, the food, the wine, the wine bottles/labels (if you are at a restaurant and order any wines by the glass, ask the server to let you see the bottle so you can snap a pic).

Provide detailed notes of the dishes you eat (or would eat), tasting notes of the wines you have (including info on each wine, as well as tasting/smell descriptions of those wines) and how those wines paired (or would pair) with the foods. If you are hosting a dinner party at home, ask guests to bring a dish from a particular region of the world and a bottle of wine to go with it. If you are at a restaurant, choose a variety of dishes off the menu and a variety of wines they offer. Ask the sommelier for help if you need it. Write up a report containing all these details and your overall impressions of the experience. Grab pics, menus, descriptions of each dish, descriptions of each wine, and description of how the flavors and aromas changed as you tasted different beverages with different food. Talk with the chef if possible. Talk to the wine steward. Talk to your guests about what they sense/taste/smell/feel.

Winery or Tasting Room Visit Report (25 points each)

It is difficult to fully appreciate the physical and cultural landscape in which wine is produced from behind a computer screen. Winery visitation reports encourage you to get out and see how wine is actually made. Wineries are popping up all over the place. Wine is produced in all 50 states, and more than 30 states grow vines. Here in Arizona, we have several wine regions throughout the state, all within a 2-3 hour drive of the Phoenix metropolitan area. Additionally, many wineries will have a tasting room in a city so wine enthusiasts do not need to travel far to find great experiences. There are plenty of maps of wineries online, although I have found most of these are neither complete nor up to date. The best approach is to simply Google “Wineries in [Your State, Region, City]” and see what pops up. As you plan your trip, see if there are a cluster of vineyards within a short drive of each other. Wineries are a lot like mice...where there is one, there are seven. As you plan your trip, gather as much information as you can before you go. Some wineries are only open to the public on weekends, for limited hours, or seasonally. Some have festivals during certain weekends, or charge for tastings. Others are less visited and offer free tastes. During your visit, collect as much information as you can. Sample beverages, chat with the staff, tour the production facilities if you can, walk through the vineyards, participate in a special event or festival if one is happening, or go for a full immersion experience! Whatever you choose, be sure to document it well! Take pictures, notes, tasting notes, details of the wines you tried, pictures of the bottles, the labels, the landscape, and the setting.

What to turn in? When you get back, craft an essay on your experience in narrative format that conveys as much of the experience as you can. Tell the story of your visit in a logical, well organized manner and use your pictures to add rich context (don't forget to include captions for the photos!). Key items to include are also the name of the winery, location (a map is even better!), and date you visited.

Here's an example: <http://kpritcha-wine.blogspot.com/2012/01/winery-visit-chateau-morrisette.html>

Virtual Wine Tour (25 points each)

Don't have the means to physically visit a winery or tasting room, or aren't yet of an age that would allow you to enjoy the experience? No problem, you can craft a virtual wine tour through a wine region of your choice using Google Earth.

- Your virtual wine tour must include at least 3 stops, and it must be narrated. Plan for narrating about 3 minutes per spot. In your narration, you should include information on the history of the winery, what types of wines they make, whether they have any interesting stories about winemaking there.
- For each stop, you must include either a photo or a streetview segment. Photos can be placed in Google Earth ahead of time so you can simply click on the photo during your narrated tour. If you don't have any photos of your own, you can usually find some online from either the website or even Google Earth.
- If you have never created a virtual tour before in Google Earth, there are some great tutorials on YouTube that walk you through the process:
<https://www.youtube.com/watch?v=Y9R2bV9NHbw>
https://www.youtube.com/watch?v=jQvrB5aRV_Q

Wine Film Report (15 points each)

As wine has become more mainstream and more popular over the past decade or two, there have been an increasing number of films, documentaries, and movies made about wine. For this

assignment, you will need to watch a wine film and write a film review. But here's the catch, your review needs to focus on not only what you learned or gained from the film, but it also needs to analyze how WINE GEOGRAPHY was featured in the film. Be sure to include an overview of the plot. Reports should be 500-1000 words.

- Provide a concise overview of the plot, even if it is a documentary
- Offer your overall impression of the film while mentioning the movie's title, setting, and key themes related to wine.
- Discuss the geographic setting of the film and describe the regions, terroir, grapes, or specific styles mentioned
- Discuss the wine context of the film, what historical events or current issues does the film explore?
- Talk about any particular wine knowledge you have gained from class that helped you better understand or appreciate the film

Here are a few suggestions for wine films, but there are many more out there:

- Blood into Wine (2010)
- Bottle Shock (2009)
- Corked (2009)
- A Good Year (2006)
- Merlove (2008)
- Mondovino (2004)
- Sideways (2004)
- Somm (2012)
- Somm: Into the Bottle (2015)
- Somm III (2018)
- Uncorked (2020)
- A Year in Burgundy (2013)
- Sour Grapes (2016)

Wine Podcast Report (10 points each)

The Wine Enthusiast magazine publishes articles and reviews on all things related to wine. They also produce a podcast (<https://www.winemag.com/podcast/>) that takes listeners on a trip into the world of wine, beer, and other spirits. A second great podcast on wine is from GuildSomm (https://www.guildsomm.com/public_content/features/podcasts/). Choose an episode from either catalog and provide a review of the episode

- Your review should include an overview of the topic being discussed on that episode as well as more in-depth analysis of how the topic touched on the *geography themes* featured in this course.
- Reports should be one page, max

A. Best Practices for Taking Quizzes and Exams

When taking an online quiz or exam, follow these guidelines:

- Select a quiet location where you won't be interrupted for the duration of the quiz/exam
- Before starting the test, know the time limit and be sure that you have allotted sufficient time in your schedule to complete the quiz/exam

- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

B. Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- If you need help with visit the ASU Student Help page at <https://asu.secure.force.com/kb/articles/FAQ/How-to-Take-a-Test-Using-Respondus-LockDown-Browser-and-Webcam-Monitor>
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
- If you are still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

VI. Additional Course Details

A. Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- A computer speaker

B. Technical Support

This course uses Canvas to deliver content. It can be accessed through **MyASU** at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call toll-free at 1-855-278-5080.

C. Online Student Success Suggestions

Online courses operate differently than in-person course. For example, you are may work at your own pace, setting your own deadlines for assignments and quizzes within the bounds of set due dates. The following are suggestions for students to be successful when taking online courses:

- Check the course daily including the discussion boards
- Check and read all announcements

- Read and respond to course email messages as needed
- Complete assignments by the due dates specified
- Communicate regularly with your instructor and peers
- Create a study and/or assignment schedule to stay on track

VII. Course Policies

A. Course Time Commitment

Per ASU Online, this three-credit course requires approximately **135 hours of work**. Please expect to spend around **18 hours each week** preparing for and actively participating in this course.

B. Late Work

The suggested course schedule assumes you will complete one module per week. However, all course materials are available from the first day of the course. As a result, you may work one modules ahead of the suggested schedule, and submit assignment and quiz responses at any time.

Please note however that there are no extensions given for any assignments or quizzes! There are rules for how many assignments you can submit each week, and it is the student's responsibility to ensure all assignments are submitted by their weekly due date in order to count for that week.

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

C. Submitting assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

D. Communicating with the Instructor

Questions related to module materials, assignments, quizzes, and exams should be submitted using the interactive Inbox form included in the sidebar of the Canvas course. When submitting your question, please use the drop down options to select the relevant i) module and ii) element (e.g., assignment) that your question relates to. Tagging your question will help ensure the instructor can respond to your question in a timely manner.

Email questions of a personal nature directly to your instructor using the internal Canvas Inbox system. You can expect a response within 48 hours. I cannot guarantee responses over the weekend, although I will try my best to respond to all queries in a timely manner.

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU.edu email account.

E. Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your

instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

F. Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor in person or over video chat. I will not discuss grade disputes over email. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

G. Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, assignments, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, download the Student Academic Integrity Policy from <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the

university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

H. Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class, Dr. Amy E. Frazier, in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

I. Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

J. Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

You will be notified of any changes to the syllabus or course schedule via Canvas.

K. Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

L. Copyrighted materials

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

TEXTBOOK TABLE OF CONTENTS
GCU/GPH 394: The Geography of Wine

There are two required texts for the course, and the table of contents for these two texts are below. Most chapters are required. A full list of required readings can be found in the attached syllabus.

Windows on the World: Complete Wine Course - Kevin Zraly

Dedication

Foreword

The Story of Windows on the World

Prelude to Wine

 Grapes of the World

 Bottles and Glasses

 How to Read a Wine Label

 The Physiology of Smell and Taste

 Wine Aromas and Tastes

 Tasting Wine

The 60-Second Wine Expert

Class 1: American Wine and the Red Wines of California

Class 2: The White Wines of California and Other American Wines

Class 3: French Wine and the Red Wines of Bordeaux

Class 4: The Red Wines of Burgundy and
 The Rhone Valley

Class 5: The Wine Wines of France

Class 6: The Wines of Spain

Class 7: The Wines of Italy

Class 8: The Wines of Australia and New Zealand

Class 9: The Wines of South America

Class 10: The Wines of Germany

Class 11: Sparkling Wines

Class 12: Fortified Wines

Wines of the World: South Africa, Austria, Hungary, and Greece

The Greater World of Wine

 Wine and Food Pairings

 Frequently Asked Questions about Wine

The Best of the Best

The World's Best Value Wines Under \$30

Looking Back with Gratitude

Wine Quizzes

The Geography of Wine: How Landscapes, Cultures, Terroir, and Weather Combine to Make a Good Drop - Brian J. Sommers

Chapter 1: Geography and the Study of Wine

Chapter 2: Wine Landscapes and Regions

 Saint-Emilion (France)

Chapter 3: The Climatology of Viticulture

 Spain

Chapter 4: Microclimate and Wine

 The Rhine and Its Tributaries

Chapter 5: Grapes, Soil, and Terroir

 Bordeaux (France)

Chapter 6: Biogeography and the Grape

 The Loire Valley

Chapter 7: Viticulture, Agriculture, and Natural Hazards

 California

Chapter 8: Wine and Geographic Information Systems

Oregon and Washington State
Chapter 9: Winemaking and Geography
Oporto and Cadiz (Portugal and Spain)
Chapter 10: Wine Diffusion, Colonialism, and Political Geography
South Africa and Chile
Chapter 11: Urbanization and the Wine Geography
Burgundy
Chapter 12: Economic Geography and Wine
Australia
Chapter 13: Communism, Geography, and Wine
Eastern Europe
Chapter 14: Geography and Wine's Competitors: Beer, Cider, and Distilled
Spirits
Scotland
Chapter 15: Wine, Culture, and the Geography of Temperance
America East of the Rockies
Chapter 16: Regional Identity, Wine, and Multinationals
Champagne
Chapter 17: Localism and Wine Tourism
Central Italy
Chapter 18: Where Wine Takes Me
Appendix
Further Reading
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