

Las Positas College  
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## Course Outline for VWT 1

### WORLD WINES: NEW WORLD

Effective: Fall 2018

#### I. CATALOG DESCRIPTION:

VWT 1 — WORLD WINES: NEW WORLD — 3.00 units

This course is a comprehensive exploration of "new world" wines. The winemakers of the "new world" have taken the great grapes of the "old world" and created modern wines for a new generation. Explore the history of wine regions, origins of cultivars and the varied wines of the United States, Australia, New Zealand, South Africa, South America and Mexico. Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.

3.00 Units Lecture

#### Grading Methods:

Letter Grade

#### Discipline:

- Culinary Arts/Food Technology

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- compare and contrast "old world" wines/"new world" wines geography, history and evolution;
- describe the basics of the sensory evaluation of wine including olfactory, palate, objective and subjective approaches to tasting;
- explain the intricacies of the United States A.V.A. quality control system;
- list the predominate grapes and notable producers from the leading American wine producing regions;
- explain the intricacies of the Australian G.I. quality control system;
- list the predominate grapes and notable producers from the leading Australian wine producing regions;
- explain the intricacies of the New Zealand G.I. quality control system;
- list the predominate grapes and notable producers from the leading New Zealand wine producing regions;
- explain the intricacies of the South African "Wine of Origin" quality control system;
- list the predominate grapes and notable producers from the leading South African wine producing regions;
- explain the intricacies of the South American D.O. quality control system;
- list the predominate grapes and notable producers from the leading South American wine producing regions;
- explain the intricacies of wine industry in Mexico and the impact of not having a quality control system in place;
- list the predominate grapes and notable producers from the leading Mexican wine producing regions;

#### V. CONTENT:

- Geographical distribution of grape growing worldwide
  - New world
  - Old world
- History and Evolution
  - Overview of world-wide historical importance of grapes and grapevines
  - Grapevine classification and Vitis species
  - Origin of Vitis vinifera and its spread throughout the world
- Introduction to wine tasting
  - Evaluation and tasting procedures
  - Subjective vs Objective approaches to sensory evaluation
  - Importance of Olfactory
  - The concept of smell + Taste = Flavor
- Wine regions of the new world including geography, wine history, grapes, label laws, wine styles and notable producers
  - United States
    - American Viticultural Areas

- b. California
    - 1. Central Coast
    - 2. Sierra Foothills
    - 3. North Coast
    - 4. Other
  - c. Oregon
  - d. Washington
  - e. Eastern United States
  - f. Other states
- 2. Australia
  - a. Australian Geographical Indication system
  - b. Barrosa Valley
  - c. New South Wales
  - d. Queensland
  - e. South Australia
  - f. Western Australia
  - g. Adelaide Hills
  - h. Coonawarra
- 3. New Zealand
  - a. New Zealand Geographical Indication system
  - b. North and South Islands
  - c. Marlborough
  - d. Hawkes Bay
  - e. Auckland
  - f. Wairau Valley
- 4. South Africa
  - a. South African "Wine of Origin" system
  - b. Cape South Coast
  - c. Olifants River
  - d. Orange River
- 5. South America
  - a. South American D.O. system
  - b. Chile
  - c. Argentina
- 6. Mexico
  - a. Northern Baja
  - b. Other

#### VI. METHODS OF INSTRUCTION:

- A. Instructor-led tastings
- B. **Discussion** -
- C. **Audio-visual Activity** -
- D. **Lecture** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Read pages 162-189 in your textbook.
- B. Discuss the key attributes of a cabernet sauvignon produced within the Rutherford A.V.A.
- C. Complete the post-reading homework questions to check your understanding.
- D. Pick a winemaker from one of the regions we have studied and give a short presentation to the class on how the wine does or does not conform to typical wines of that region.

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Papers
- 4. Group Projects
- 5. Class Participation
- 6. Home Work
- 7. Final Performance

##### B. **Frequency**

- 1. At least two exams/tests/quizzes per semester
- 2. At least one written paper (approximately 2-4 pages) per semester
- 3. Group projects at discretion of instructor
- 4. Daily class participation
- 5. Weekly homework
- 6. A final presentation

#### IX. TYPICAL TEXTS:

- 1. DeSimone, Mike, and Jeff Jensson. *Wines of California, Special Edition*. 1st ed., Sterling Epicure, 2015.
- 2. Acitelli, Tom. *American Wine: A Coming of Age Story*. 1st ed., Chicago Review Press, 2015.
- 3. Higgins, Michael. *Exploring Wine Regions: Argentina*. 1st ed., International Exploration Society, 2016.
- 4. Halliday, James. *Halliday Wine Companion 2017: The Bestselling and Definitive Guide to Australian Wine*. 1st ed., Hardie Grant, 2017.
- 5. Veseth, Mike. *Around the World in Eighty Wines: Exploring Wine One Country at a Time*. 1st ed., Rowman and Littlefield, 2017.
- 6. Johnson, Hugh, and Jancis Robinson. *The World Atlas of Wine*. 7th ed., Octopus Publishing Group, 2013.
- 7. Moran, Warren. *New Zealand Wine: The Land, The Vines, The People*. 1st ed., Hardie Grant, 2017.
- 8. James, Tim. *Wines of the New South Africa: Tradition and Revolution*. 1st ed., University of California Press, 2013.
- 9. History and Geography. Wines of Chile. [www.winesofchile.org](http://www.winesofchile.org). Retrieved October 2017.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. There is a materials fee for this course.
- B. Students are required to supply their own stemware (specific stemware requirements will be covered during first class meeting).