ES 460/560
RACE, CLASS, EMPIRE: POSTCOLONIAL WINE

DR. COURTNEY COX
WINTER 2021

The Passing (Dead Daadi) by Ebony G. Patterson
ES 460/560 | Race, Class, Empire: Postcolonial Wine

Course details: Winter 2021 | MW 4:15-5:45 PM via Zoom
Office hours: Thursdays 11:30 AM -1:30 PM or by appointment
Office location: Zoom!
Contact info: cmcox@uoregon.edu

Please note: I will respond to email within 24 hours on Mondays-Fridays (48 hours over weekends)

This course asks students to connect postcolonial theories and approaches to the study of wine. In doing so, we will unpack the social, cultural, and political ramifications of creating and consuming fermented grape juice while understanding the beverage through broader issues related to labor, globalization, and identity.

In this course, students will:
- Interrogate moments of pleasure and power in wine
- Analyze how the nation-state is depicted and reinforced through wine
- Produce a research project rooted in a postcolonial understanding of wine

Course Requirements:
15% Participation (attendance, class contributions, and discussion board)
15% Critical Consumption Essay
15% Critical Production Essay
20% Reading Presentations (sign-up via link)
10% Final Research Project Abstract (due February 15)
25% Final Research Project (due March 20)

Note: All texts will be posted to Canvas

Course Guidelines

Class Atmosphere and Discussion: I am committed to ensuring our time together is generative and engaging and that our classroom remains a respectful and open space for the exchange of diverse opinions, ideas, and perspectives. Disagreements are welcome, and can indeed lead to productive and informed discussions and debates, but disrespect or hostility of any kind will not be tolerated. Please work with me to establish this class as a mutually-supportive space for the expression of differing ideas, values, and beliefs.

Assignment Deadlines: The deadline for each assignment will be specified in the corresponding prompt (all will be posted on Canvas under “Assignments”). When submitting assignments, please be sure to budget time for potential technical issues. Late assignments will receive a 10-point reduction for each day late (including weekends). Extensions on assignments must be granted and approved in advance of the assignment deadline. Please do not wait until the end of the term to sort things out.

Assignment Format: All written assignments must be typed in 12-point-font, double-spaced, and have 1-inch margins. Please make sure to spell-check and proofread all papers for spelling and grammar. All assignments should include a “Works Cited” or “References” page (including media examples), page
numbers, and follow a style guide consistently for citations and references (e.g., APA or MLA). Papers that have not been spell-checked or that do not include citations will be returned with the opportunity for you to re-submit your assignment with a late penalty. For a helpful style guide/writing reference, see Purdue's OWL. Assignments should be saved and submitted in .doc or .docx format, so I can provide feedback and comments in track changes.

**Accommodations:** The University of Oregon seeks to provide equal access to its programs, services, and activities for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The Accessible Education Center works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center is part of the Office of Academic Advising. Students can request an instructor notification letter that outlines possible accommodations and adjustments to class design that will enable better access. For additional assistance with access or disability-related questions or concerns, contact the Accessible Education Center at uoaec@uoregon.edu. The Center will work with you and I will gladly make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Accessible Education Center.

**Other important information:** The University Student Conduct Code 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 [here](#).

Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

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<th>Date</th>
<th>Topic</th>
<th>Read, Listen, Watch</th>
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| 1.6 | MOG (Matter Other than Grapes) | Readings: Kristine Suna-Koro, “Postcoloniality, Postcolonialism, and Decoloniality: Beyond Revolutions and Reversals” from *In Counterpoint: Diaspora, Postcoloniality, and Sacramental Theology*  
Supplemental Reading: Homi K. Bhaba, *The Location of Culture* (selections) |
| 1.13 | In-Class Viewing: Sour Grapes | Readings: John Overton and Warwick E. Murray, “Class in a Glass: Capital, Neoliberalism and Social Space in the Global Wine Industry”  
| 1.18 | MLK Day – No Class | |
| 1.27 | Labor & Wine | Readings: Esther Mobley, “Worker Housing Funded by Napa Vineyards Can’t Meet Demand” | Gabriel Thompson, *Chasing the Harvest: Migrant Workers in California* (selections) | Critical Consumption Essay Due |
| 2.1 | Developing a Postcolonial Critique: South Africa Case Study I | Readings: Tim James, “Introduction” and “Wine and the New South Africa” in *Wines of the New South Africa: Tradition and Revolution* |
| 2.3 | **South Africa Case Study II** | Selam Gebrekidan and Norimitsu Onishi, “In South Africa’s Fabled Wine Country, White and Black Battle Over Land”  
In-Class Viewing: South Africa segment on *The Wine Show* |
| 2.8 | **What’s in a Name (or Label)?** | Readings: Jonathan Hart, “Translating and Resisting Empire: Cultural Appropriation and Postcolonial Studies” in *Borrowed Power: Essays on Cultural Appropriation* |
| 2.10 | **Case Study: Barkada Wine Bar** | Edward Said, “Introduction” from *Orientalism* | Laura Hayes, “New Wine Bar Barkada to Change Name After Backlash on Social Media” |
| 2.15 | **Globalization and Wine** | Readings: Arjun Appadurai, “Disjuncture and Difference in the Global Cultural Economy” in *Modernity At Large*  
In-class viewings: Mondavization of French Wine documentary segment |
In-class viewing: Chile segment on *The Wine Show*  
Supplemental Reading: Victor Li, “Globalorientalization: Globalization Through the Lens of Edward Said’s Orientalism” |
<p>| 2.22 | <strong>Wielding Power with Wine</strong> | Readings: Adrian Miller, “Seeing Through a Glass Darkly: African Americans and Presidential Drinkways” from <em>The President’s Kitchen Cabinet: The Story of the African Americans Who Have Fed Our First Families, From the Washingtons to the Obamas</em> |</p>
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<tr>
<th>Time</th>
<th>Activity/Study</th>
<th>Details</th>
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<tr>
<td>In-Class Activity: Media Clippings on White House Dinners</td>
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<td>3.1</td>
<td>Diversifying Wine</td>
<td>Sarah Banet-Weiser and Roopali Mukherjee, “Introduction: Commodity Activism in Neoliberal Times” from <em>Commodity Activism</em></td>
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| 3.3   | Case Study: Wine Unify | Readings: Stuart Hall, “What is This ‘Black’ in Black Popular Culture”  
Case Study: Wine Unify  
Supplemental Reading: Sarah Banet-Weiser, “Introduction” from *Empowered: Popular Feminism and Popular Misogyny* |
| 3.8   | Presentations | |
| 3.10  | Presentations | |

Final Research Projects are due on March 15, 2021 by 11:59 pm PT