

# RPTA 189: THE SCIENCE OF WINE AND DINING

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## In Workflow

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## Approval Path

1. Wed, 04 Sep 2024 17:07:26 GMT  
Abhijeet Shirsat (shirsat): Approved for RPTA Committee Chair
2. Mon, 09 Sep 2024 18:22:36 GMT  
Jamie Hoffman (jamie.hoffman): Approved for RPTA Chair
3. Wed, 18 Sep 2024 03:17:41 GMT  
Andrea Becker (andrea.becker): Approved for HHS College Committee Chair
4. Wed, 18 Sep 2024 14:05:59 GMT  
Robert Pieretti (sac19804): Approved for HHS Dean

Date Submitted: Wed, 04 Sep 2024 17:03:58 GMT

**Viewing: RPTA 189 : The Science of Wine and Dining**

**Last edit: Wed, 04 Sep 2024 17:03:56 GMT**

Changes proposed by: Jungyun Hur (219174190)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Jungyun Hur	hur@csus.edu	916-278-5025

**Catalog Title:**

The Science of Wine and Dining

**Class Schedule Title:**

The Science of Wine and Dining

**Academic Group: (College)**

HHS - Health & Human Services

**Academic Organization: (Department)**

Recreation, Parks, and Tourism Administration

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2025 (2025/2026 Catalog)

**Subject Area: (prefix)**

RPTA - Recreation, Parks, and Tourism Administration

**Catalog Number: (course number)**

189

**Course ID: (For administrative use only.)**

202016

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Due to changes in graduation requirements (i.e. the need for more GE B5 options to extend options for majors in Area B) and the life science, quantitative reasoning, and scientific analysis content this course offers, upper division area B5 classification is requested.

Wine is a complex, culturally significant, and multisensory experience. Our perception and enjoyment of wine are influenced by factors ranging from the characteristics of the vine itself to the dining atmospheres in which it is consumed. The combination of wine and dining creates a multisensory experience where what we see, smell, taste, feel, and hear are intertwined, often leading to hedonistic pleasure. This course explores the multisensory wine and dining experience through the lens of science.

The course will delve into the latest research from various fields related to the human sensory system and its role in wine appreciation and dining experiences. These fields include, but are not limited to, experimental psychology, neuroscience (such as neuro-gastronomy and neuro-enology), sensory science, marketing, behavioral economics, and hospitality management. Students will also examine the primary and novel methods used in scientific research in these areas, critiquing the assumptions and limitations of these methods.

Additionally, the course offers students the opportunity to apply theoretical knowledge and research findings to enhance the dining experience. This course is designed to benefit students from all disciplines, not only those in hospitality and tourism management but also those fulfilling GE Area B5 requirements or seeking upper-division credit in this area.

**Course Description: (Not to exceed 90 words and language should conform to catalog copy.)**

This course explores the science behind winemaking, wine appreciation, and the dining experience. Through an examination of competing scientific literature and research methodologies, students will learn how to create multisensory wine and dining experiences that are more sensational, enjoyable, and memorable than ever before. Shall we wine and dine?

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	1. Describe the history, foundational, and emerging scientific theories related to winemaking, the human sensory system, and the experiential nature of wine and dining. (GE Area B5: Objectives 1 & 3)	-Participation and Canvas Activities -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
2	2. Describe the winemaking process, including grape varieties and the chemical composition of wine. (GE Area B5: Objective 1)	-Participation and Canvas Activities -Quizzes -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
3	3. Describe the human sensory system and its role in wine appreciation and the dining experience. (GE Area B5: Objective 1)	-Participation and Canvas Activities -Quizzes -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)

4	4. Identify the primary research methodologies used to establish evidence for the human sensory system and multisensory wine and dining experiences. (GE Area B5: Objective 1)	-Participation and Canvas Activities -Quizzes -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
5	5. Critically evaluate the assumptions and limitations of prevalent research methodologies in the relevant literature. (GE Area B5: Objectives 1, 2 & 3)	-Participation and Canvas Activities -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
6	6. Describe the benefits and strategies for delivering multisensory wine and dining experiences as recommended in the research literature. (GE Area B5: Objectives 1 & 2)	-Participation and Canvas Activities -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
7	7. Examine the personal, public, and ethical considerations associated with implementing multisensory food and dining strategies. (GE Area B5: Objective 2)	-Participation and Canvas Activities -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
8	8. Outline how research on winemaking and the human sensory system can influence various sectors, including public policy, healthcare, hospitality, tourism, and technology. (GE Area B5: Objective 2)	-Participation and Canvas Activities -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)
9	9. Analyze the geographical, cultural, philosophical, and historical issues affecting contemporary research, the populations studied, and equitable access to the practice of multisensory food and dining science. (GE Area B5: Objectives 2 & 3)	-Participation and Canvas Activities -4 Journal Entries / Peer Reply (150 words each, total 600 words) -Research Paper: Scientific Aspect of Wine and Dining (750 words) -Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words) -Observation Paper: My Multisensory Dining Experience (750 words)

**Attach a list of the required/recommended course readings and activities:**

RPTA 189\_Course\_Syllabus\_and\_Readings\_1.docx  
RPTA 189 Readings\_1.docx

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

### Undergraduate Learning Goals:

Competence in the disciplines  
 Knowledge of human cultures and the physical and natural world  
 Intellectual and practical skills  
 Integrative learning

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning

**Which GE objective(s) does this course satisfy?**

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

RPTA 189\_Course\_Syllabus\_and\_Readings\_1.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The syllabus with core assignments will remain consistent across all course sections for accountability and consistency. Variations in course delivery strategies may occur with different instructors.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Meeting GE Area B-5 objectives will be met using the course assessments as outlined in the syllabus.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The Department Chair will create means for course evaluation and accountability measures to ensure the instructors comply with the course curriculum and delivery methods.

## General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

**Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Course type:**

Physical Science or Life Forms

**For courses in physical science or life forms:**

**Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.**

This course provides a comprehensive exploration of the principles underlying natural phenomena, focusing on the foundational knowledge of living systems. It guides students through the analysis of research literature related to the human sensory system and its role in wine appreciation and dining experiences (ELO 1 to 5). Students will examine empirical evidence on how humans perceive flavors and respond emotionally and psychophysically to multisensory wine and dining experiences. This exploration spans various scientific disciplines, including psychology, neuroscience, sensory science, marketing, behavioral economics, and hospitality management (ELO 6; see Reading List). Students will assess their understanding of the interconnected nature of the human sensory system and the impact of each sense on the perception and enjoyment of wine and dining through reflections, writing assignments (research, discovery, and observation papers), and quizzes.

**Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.**

The course introduces students to the scientific literature from diverse disciplines that have contributed to the theoretical and empirical understanding of the human sensory system's impact on wine and dining experiences (see Reading List). This interdisciplinary approach helps students appreciate how various fields converge to enrich our understanding of these topics.

**Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.**

Students will develop critical skills for analyzing research, with a focus on both quantitative and qualitative methodologies, including novel laboratory methods (ELO 4, 5). The course emphasizes the methodologies of science and the limitations of scientific inquiry. Through discussions, persuasive writing, and assignments (quizzes, journal entries, and research/discovery/observation papers), students will engage with the efficacy and constraints of scientific research and how it informs decision-making.

**Please Note: Courses listed in this category:**

**1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.**

**2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.**

**Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:**

**Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.**

This GE B5 Learning Outcome #1 is addressed by the proposed Course Educational Learning Outcomes 1, 2, 3, 4, 5, 6

Assessments assessing GE B5 Learning Outcome #1 include:

- Participation and Canvas Activities
- Quizzes
- 4 Journal Entries / Peer Reply (150 words each, total 600 words)
- Research Paper: Scientific Aspect of Wine and Dining (750 words)
- Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words)
- Observation Paper: My Multisensory Dining Experience (750 words)

**Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.**

This GE B5 Learning Outcome #2 is addressed by the proposed Course Educational Learning Outcomes 5, 6, 7, 8, 9.

Assessments assessing GE B5 Learning Outcome #2 include:

- Participation and Canvas Activities
- Quizzes
- 4 Journal Entries / Peer Reply (150 words each, total 600 words)
- Research Paper: Scientific Aspect of Wine and Dining (750 words)
- Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words)
- Observation Paper: My Multisensory Dining Experience (750 words)

**Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.**

This GE B5 Learning Outcome #3 is addressed by the proposed Course Educational Learning Outcome 1, 5, 9.

Assessments assessing GE B5 Learning Outcome #3 include:

- Participation and Canvas Activities
- 4 Journal Entries / Peer Reply (150 words each, total 600 words)
- Research Paper: Scientific Aspect of Wine and Dining (750 words)
- Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words)
- Observation Paper: My Multisensory Dining Experience (750 words)

**Includes a writing component described on course syllabus**

**1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**

**2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

Students will be assessed on their understanding, analysis, and application of course content through multiple writing assignments totaling 2,350 words during the course. The following writing assignments are spaced throughout the course schedule (see syllabus) and one major writing assignment offers students the opportunity to resubmit with revisions for a separate grade.

- 4 Journal Entries / Peer Reply (150 words each, total 600 words)
- Research Paper: Scientific Aspect of Wine and Dining (750 words)
- Discovery Paper: Food Neophobia Scale and Sensory Incongruity (250 words)
- Observation Paper: My Multisensory Dining Experience (750 words)

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

N/A

Key: 4159