



## **ENV/BUS 365 Tourism for Sustainable Development: Italian and Global Models**

### **Course Syllabus** *Spring 2020*

**Instructor:** Brooke Porter, Ph.D.

**Credits:** 3

**Contact Hours:** 45

**Prerequisites:** None

**Class Hours:** TBA

**Office Hours:** TBA

**Course Type:** Course with Field Lab

**Lab Fee:** TBA

#### **Description**

The potential for cross-cultural learning and exchange is an inherent benefit of tourism. However, with the growth of the tourism industry and steady increases in global tourism, we must also confront its negative consequences, including its impact on the sustainability of local communities and the environment. In order for sustainable tourism to expand from a niche market to a mainstream practice, we must develop models that prioritize sustainable planning, maximize the social and economic benefits to local communities, respect cultural heritage, and reduce negative impacts on the environment. This is the overall focus of this course as we study sustainable tourism from both a global and local perspective.

We will focus specifically on the Italian model of the agriturismo as an approach to sustainable hospitality that can benefit rural communities, promote local cultural practices, and enhance sensitivity to the environmental impact of tourism. We will engage with a number of local partners, using them as case studying for evaluating the effectiveness of the agriturismo model. We will also look at how this model is being exported to other parts of the world and assess the effectiveness of such efforts.

#### **Community Engagement Eco-Audit**

This course has an embedded service-learning component. As we learn about the various ways that the tourism and hospitality industry can be more sustainable, we will acquire the tools to do a basic “eco-audit” of Perugian hospitality partners. We will work with several city hotels that have expressed interest in this project. The deliverable will be a short report in English and Italian with suggestions for each partner for ways to become more eco-friendly.

## Learning Objectives

This course explores key theories and issues related to tourism and its current state from both a local and global perspective. Using case studies, students will analyze issues, challenges and best practices surrounding tourism in Italy and elsewhere. Students will assess environmental, social and economic challenges present in various tourism economies and models. Frameworks for tourism research such as landscapes, intersectionality and multifunctionality will be explored. In addition, students will work with local hotels as part of the community engagement to provide sustainability-based audits.

By the end of the course, students will be able to:

1. *identify* key terms, concepts, and principles related to sustainability within the tourism industry;
2. *explain* how current debates about sustainable tourism are impacted by local, national, and international politics and economies;
3. *articulate* the benefits and key parts of an effective sustainable management system for a hospitality organization;
4. *evaluate* the effectiveness of hospitality organizations in embracing and implementing sustainable practices;
5. *assess* the agrotourism model as a sustainable hospitality enterprise in rural landscapes;
6. *articulate* how multifunctionality helps preserve rural spaces as it relates to culture, agri-industry and tourism.

## Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A A-	93% - 100% 90% - 92%	Exceptional Excellent
B+ B B-	87% - 89% 83% - 86% 80% - 82%	Superior
C+ C C-	77% - 79% 73% - 76% 70% - 72%	Satisfactory
D+ D D-	67% - 69% 63% - 66% 60% - 62%	Low Pass
F	59% or less	Fail (no credit)

## Course Requirements

Grades are based on preparation/participation, practical assignments, a final research paper and a presentation of the research paper.

*Participation (10%)*—Class participation grades are based on oral contributions to the collective learning experience of the class. Participation means active engagement in the course: being consistently prepared for class having carefully read the assigned readings, asking questions, responding to questions, listening attentively to others, and offering your own insights and opinions.

*Assessments (20%)*—Some lectures will include small in-class assignments and/or pop quizzes. In addition, there will be 4 take-home assessments. These assessments serve to reiterate the objectives of the course and are important for the overall development of the students. Students will be provided with a grade on each assessment.

*Community Engagement (20%)*—Students will collaborate with local hospitality businesses to provide an environmental audit of businesses. Students will then work as teams to propose feasible solutions to issues identified during the assessment project. Please see Service Learning Syllabus Appendix at the end of the syllabus for more information. Students will design a mini-research project and complete two relevant assessments.

*Reflective Field Journal (15%)*—Students will be required to keep a reflective field journal during the semester. Important items to document include daily interactions with tourism economies, reflections on lecture material, and observations during the service learning components as they relate to materials discussed in class. To receive full points, students must make at least two in-depth entries per week. A rubric will be provided during the first class.

*Mid-Term Exam (15%)*—The mid-term exam will cover all topics presented in the first half of the course. It may consist of multiple choice and short answer questions. The exam will take approximately 60-90 minutes to complete and is closed book/closed notes. No alternative exam dates will be offered.

*Final Exam Assignment/ Activity (20%)*—The final exam will cover all topics presented in the course. The assignment, designed to create nonlinear, visual ways to understand, produce and represent learned knowledge, will be introduced at the beginning of Week 12. This assignment will account for half of the final grade (10% of the total grade). The other half of the final exam will consist of a problem solving activity. This component of the exam will take approximately 90 minutes to complete and is closed book/closed note. This is the only time the exam activity will be given. No alternative exam activity dates will be offered.

## Attendance Policy

Class attendance and participation in all course activities is mandatory. Because this is a one-credit course with limited class meetings, students are allowed one “free” absence, which do not need to be justified. It is the students’ responsibility to save this absence in case of real necessity (sickness or any other unforeseen circumstances that may prevent students from being in class or attending a required activity). Each additional absence, unless for a very serious reason, will lower the students’ grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

If students miss class or a required class activity, they are responsible for obtaining notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class. Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in. Presence during mandatory course activities is especially important for student performance in class. Missing a required activity, unless for a very serious reason that is communicated

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to the professor and the Academic Director in a timely manner, will lower students' final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

#### Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

#### Classroom Policy

Please refrain from computers, cell phones, and other electronic devices during class time or during course activities. Active class participation is part of students' final grades. Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies.

## **Schedule of Topics, Readings, and Assignments**

### **Week 1—Intro to [Eco]Tourism**

Description of the Week: This week will be an introduction to the hospitality sector as a fundamental part of modern economies and how this sector needs to become more sustainable.

### **Week 2—Impacts of Government Policies: Tourism & Overtourism**

Description of the Week: Currently applied bottom-up solutions will be compared to national and supranational policies and their effect on greening tourism.

#### Readings

Patterson, Trista M., Valentina Niccolucci, and Simone Bastianoni. "Beyond 'More Is Better': Ecological Footprint Accounting for Tourism and Consumption in Val Di Merse, Italy." *Ecological Economics* 62, no. 3 (May 15, 2007): 747–56.

Pridham, Geoffrey. "Tourism Policy and Sustainability in Italy, Spain and Greece." In *Environmental Politics in Southern Europe: Actors, Institutions and Discourses in a Europeanizing Society*, edited by Klaus Eder and Maria Kousis, 365–91. Environment & Policy. Dordrecht: Springer Netherlands, 2001.

### **Week 3—Values & Attitudes/Sustainable Tourism**

Description of the Week: Debating and defining sustainability remains a challenge. This week will look at nonlinear options for pushing sustainability further.

#### Readings

Farrell, Bryan, and Twining-Ward, Louise. Seven Steps Towards Sustainability: Tourism in the Context of New Knowledge. *Journal of Sustainable Tourism*, 13, no. 2, 109-122.

Mitchell, Richard, and David Scott. "A Critical Turn in Hospitality and Tourism Research?" In *The Handbook of Food Research*, edited by Anne Murcott, Warren Belasco, and Peter Jackson, 229–49. Bloomsbury, 2013.

#### **Week 4—Education and Interpretation in Tourism**

Description of the Week: This week we discuss how tourism can be educational, can be a venue for teaching sustainability and potential behavior change.

##### Readings

Ferrucci, Luca, Silvia Sarti, Simone Splendiani, and María Cordente Rodríguez. “Enhancing the Tourism Image of Italian Regions Through Urban Events: The Case of Steve McCurry’s Sensational Umbria Exhibition.” In *Tourism in the City: Towards an Integrative Agenda on Urban Tourism*, edited by Nicola Bellini and Cecilia Pasquinelli, 235–45. Cham: Springer International Publishing, 2017.

Saturnino, Antonio. “Cultural Heritage, Sustainable Tourism and Economic Development: A Proposal for Southern Italy.” In *Cultural Tourism and Sustainable Local Development*, edited by Luigi Fusco Girard and Peter Nijkamp, 95–108. New Directions in Tourism Analysis. Farnham, England; Burlington, VT: Ashgate, 2009.

#### **Week 4—Intro to Agritourism**

Description of the Week: The agrotourism model, while around for more than a century, has become widespread in Europe over the last fifty years. This week we’ll have an introduction to the model.

##### Readings

Santucci, Fabio. “Agritourism for Rural Development in Italy, Evolution, Situation and Perspectives.” *British Journal of Economics, Management & Trade* 3, no. 3 (2013): 186–200.

Nicolosi, Agata, Francesco Tromby, Marco Strazzulla, and Lorenzo Cortese. “Wineries and Agritouristic Farms for Sustainable Development of the Territory of the Aeolian Islands [Italy].” *Economics of Agriculture*, 2010, 8.

#### **Week 5—Agrotourism, Multifunctionality, and Rural Development/Preservation**

Description of the Week: The concept of multifunctionality and multifunctional spaces will be explored in the context of agritourism businesses.

##### Readings

Lucic, I. “Multifunctionality of Organic Farming -- Italia Vs Croatian Experiences.” *Est-Ovest*, no. 3 (2007): 45–62.

Stanciu, Mirela Cărătuș. “Aspects of Sustainable Rural Tourism—Farmers’ Markets and Farm Visits.” *Scientific Papers Series Management, Economic Engineering in Agriculture and Rural Development* 15, no. 4 (2015): 6.

Sims, Rebecca. “Food, Place and Authenticity: Local Food and the Sustainable Tourism Experience.” *Journal of Sustainable Tourism* 17, no. 3 (May 19, 2009): 321–36.

#### **Week 6—Critiques of Agritourism**

Description of the Week: Greenwashing is rampant in every industry. This week will investigate the ins and outs of sustainability in agritourism.

##### Readings

Mastronardi, Luigi, Vincenzo Giaccio, Agostino Giannelli, and Alfonso Scardera. “Is Agritourism Eco-Friendly? A Comparison between Agritourisms and Other Farms in Italy Using Farm Accountancy Data Network Dataset.” *SpringerPlus* 4, no. 1 (October 12, 2015): 1-12.

Patterson, Trista M., Valentina Niccolucci, and Simone Bastianoni. “Beyond ‘More Is Better’: Ecological Footprint Accounting for Tourism and Consumption in Val Di Merse, Italy.” *Ecological Economics* 62, no. 3 (May 15, 2007): 747–56.

## VISIT TO TWO UMBRIAN AGROTOURISM FARMS

### **Week 7—Zoos/Aquaria, Farms, and Theme Parks**

Description of the Week: To what extent are places where animals are kept sustainable? What are the ethical and conservation implications of capturing animals for human recreation?

#### Readings

Frost, Warwick. "Rethinking Zoos and Tourism." In *Zoos and Tourism: Conservation, Education, Entertainment?*, edited by Warwick Frost, 1–14. Bristol, UK: Channel View Publications, 2011.

### **Week 8—Ecotourism Certification/Eco-labels**

Description of the Week: There is no shortage of eco-certification schemes. This week we will discuss who wins, who loses and who cares when it comes to eco-labeling.

#### Readings

Fennell, D. A. (2001). A content analysis of ecotourism definitions. *Current Issues in Tourism* 4 (5), 403-421.

Kuznets, Simon and Mariia Holub. "Ecotourism Certification Programs: Standards and Benefits." *Baltic Journal of Economic Studies*, 2015, 67–74.

Toner, Jane. "Ecotourism Certification." *Environment Design Guide*, 2006, 1–6.

### **Week 9—Tourism Development & Management: Sustainability & Coastal/Marine Tourism**

Description of the Week: Ecotourism is not a straightforward solution. This week looks at critical issues surrounding ecotourism. We'll explore the particular efforts towards sustainability in coastal and marine areas.

#### Readings

Porter, B. A., & Orams, M. B., Exploring tourism as a potential development strategy for an artisanal fishing community in the Philippines: The case of Barangay Victory in Bolinao, 2014.

Leslie, David. "Rural Tourism Businesses and Environmental Management Systems." In *Rural Tourism and Sustainable Business*, edited by Derek R. Hall, Irene Kirkpatrick, and Morag Mitchell, 249–67.

Clevedon, UK: Channel View Publications, 2005. [see other chapters [here](#)]

### **Week 10—Design of Sustainable/Ecotourism**

Description of the Week: This week we will plan and carry out our eco-audit of a few of our local partner hotels.

### **Week 11—Sustainable/Ecotourism Critique**

Description of the Week: Ecotourism is not a straightforward solution. This week looks at critical issues surrounding ecotourism.

#### Readings

Higham, James. "Ecotourism: Competing and Conflicting Schools of Thought." In *Critical Issues in Ecotourism*, edited by James Higham, 1–20. Routledge, 2015.

### **Week 12—Tourism & Climate Change**

Description of the Week: Climate change impacts us all. This week will explore how a changing climate affects tourism destinations, tourism models and tourists in general.

#### Readings

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- Lanquar, Robert. "Urban Coastal Tourism and Climate Change: Indicators for a Mediterranean Prospective." In *Tourism in the City: Towards an Integrative Agenda on Urban Tourism*, edited by Nicola Bellini and Cecilia Pasquinelli, 137–45. Cham: Springer International Publishing, 2017.
- Sgobbi, Alessandra, and Carlo Carraro. "Climate Change Impacts and Adaptation Strategies in Italy: An Economic Assessment." *SSRN Electronic Journal*, 2008.

### **Week 13—Conclusions: Italian Models in an American Context**

Description of the Week: Using inter-cultural comparisons, the final week will consider basic differences in agritourism models between Italy and the USA as well as other locations abroad.

#### Readings

- Carpio, Carlos E., Michael K. Wohlgenant, and Tullaya Boonsaeng. "The Demand for Agritourism in the United States." *Journal of Agricultural and Resource Economics* 33, no. 2 (August 2008): 254–69.
- A. Rosenfeld, Stuart. "Sustainable Food Systems Cluster, Vermont Style." *European Planning Studies* 18, no. 11 (November 2010): 1897–1908.
- Conner, David, Emily Irwin, and Maelle Simmen. "Exploring Demand for Eco-Labeled Dairy Product Attributes in Vermont." *British Food Journal* 120, no. 12 (2018): 2857–2867.

**Week of Special Academic Events--schedule TBA**