



Università  
Stranieri  
Siena



CASTELLO SONNINO  
MONTEPERTOLI, ITALY

## **Sustainable Agriculture, Food, and Justice in Italy** September 5, 2016 – December 16, 2016

**DRAFT SYLLABUS, December 2015**

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**HECUA (Higher Education Consortium for Urban Affairs)** St. Paul, Minnesota

**Castello Sonnino** Montespertoli, Italy

With the support of:

**Università per Stranieri di Siena** Siena, Italy

### **Program Location:**

Castello Sonnino <http://castellosonnino.it/>

Via Volterrana Nord n.6/A 50025 Montespertoli (Florence - Italy)

### **Program Director**

Filippo Randelli, Ph.D. (Agriculture and Sustainability in Tuscany; internships; guided research)

### **Supporting Faculty**

Riccardo Simoncini, Ph.D. (Economics of Sustainable Food Production)

Elena Monami, Ph.D. (Italian language and culture)

Caterina de Renzis Sonnino (life at Castello Sonnino, life in Tuscany)

# Fall 2016

## Semester Syllabus

*Draft as of January 2016*

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## Introduction

In this new program, students explore how culture and food production intersect in Italy. They learn about Italian and European agricultural movements and initiatives and their political and cultural contexts. Students examine first-hand how people in Tuscany and Italy define and are working for sustainability – agricultural, environmental, cultural, and economic. In a hands-on internship, students also become part of sustainability efforts.

Students learn how agriculture and food policy, business practices, and financial structures within Italy and across the European Union (EU) affect the health and wealth of farmers, workers, families, and communities. Students will also understand how policies and practices related to agriculture affect the region of Tuscany, the nation of Italy, and the broader EU.

## Structure of the program

The program consists of four courses, delivered as a unified whole:

- Agriculture and Sustainability in Tuscany (4 credits)
- Economics of Sustainable Food Production in Contemporary Europe (4 credits)
- Sustainable Italy Internship (4 credits)  
(preceded by an intensive period of Italian language and culture instruction)
- Independent Study Project (4 credits)

Total: 4 courses / 16 credit hours

The courses provide the equivalent of a semester's worth of credit, i.e. 4 course credits, 16 semester credits or 27 trimester credits. The program is full-time, five days a week, with classes scheduled two days a week, and two or three days a week in language study and an internship.

## Philosophy of the program

The program offers an opportunity to explore one set of potential solutions to problems posed by the dominant systems of producing food. Across the world, industrial food systems provide plentiful and relatively cheap food, but come with environmental, social, and economic costs. The production of food contributes as much as a third of all global greenhouse gas emissions.<sup>1</sup> Food production also brings about deforestation, depletion of aquifers, surface and groundwater pollution, agricultural runoff, resistance to antibiotics, and reduced biodiversity in cultivated and wild species.<sup>2</sup>

Among the social costs are the effects of the environmental issues listed above, along with the health effects of agricultural chemicals on workers, food insecurity, and the mis-match between the amount and kinds of food produced and those who need it – more than 800

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<sup>1</sup> Vermeulen, S. J., Campbell, B. M., & Ingram, J. S. I. (November 21, 2012). Climate Change and Food Systems. *Annual Review of Environment and Resources*, 37, 1, 195-222.

<sup>2</sup> Müller A., Sukhdev P., Miller D., Sharma K. and Hussain S. (May 15, 2015). Towards a Global Study on the Economics of Eco-Agri-Food Systems. United Nations Environment Programme: The Economics of Ecosystems and Biodiversity (TEEB) for Agriculture & Food.

million on the planet are chronically undernourished and conversely, 600 million are obese.

Economic costs of large-scale industrial farming include the financial burdens of the environmental and social issues described above, and other costs<sup>3</sup> including:

- small producers' reduced share of markets and other financial opportunities, caused by consolidation and vertical integration
- farm laborers' underemployment and poverty
- fiscal stresses on communities in which producers and laborers live

Paradigm shifts in agriculture will be necessary to address these costs. The goal of this program is to help students to understand Italian visions for sustainability within the context of the need to change our practices.

To that end, students are invited to enter, as much as possible, the culture of Italy and in particular to comprehend the importance of food in Italian life, where food is not a commodity but is integral to the various cultures that comprise Italy. Students will be meeting and working with those who produce and sell food, and with those who are involved in cultural movements related to food. They will cook food at home, as Italians do, and they will be part of the landscape of Tuscany, grasping the dynamics of the complex system of moving parts that make up the process of sustainability.

Students will also explore historical, economic, and political contexts of food and sustainability. They will witness Tuscany's leadership in the transition to sustainable food, and ultimately, the hope is that students will be able to bring new perspectives to their own home contexts: to their studies, their personal lives, and their careers.

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<sup>3</sup> Nesheim, M. C., Oria, M., Yih, P. T., & Institute of Medicine (U.S.). (2015). *A framework for assessing effects of the food system*.

## Logistics of the program

Students live and work at the Castello Sonnino, a historic estate 12 miles outside the major city of Florence. Since the early 1800s, the Sonnino family has run the estate, and the current generation is deeply committed to cultural and architectural preservation and to environmental, economic, and cultural sustainability. The Sonninos' vision for sustainable development encompasses the beautifully preserved family residence, a restaurant, a center for wine production and study, a number of guest accommodations, and the 300+ acres of woods, olive groves, vineyards, and working farm land. Please see the web page of Castello Sonnino at <http://www.castellosonnino.it/en/>

**Students live in furnished apartments** on the Sonnino grounds, and receive a food stipend and cooking lessons. By living at the Castello Sonnino, students enter the landscape and the political and economic context of the farming and food movements particular to Italy.

## Coursework

Students complete **two core courses** that approach sustainability, food, and rural development in interdisciplinary and complementary ways. *Agriculture and Sustainability in Tuscany* is taught by an economic geographer, and explores the social and cultural dimensions of sustainability, agriculture, and food in Tuscany and beyond. *Economics of Sustainable Food Production in Contemporary Europe* is taught by an economist, and provides an overview of economic ideas about sustainability, and builds on that overview to consider current policies that shape and regulate sustainable agriculture and food production.

Students also have **Italian language instruction** prior to and during an **intensive internship**, and complete a **research project** on a topic that deeply interests them.

## Internships

At **the internship placement**, students gain firsthand experience of sustainable local food systems and the role those systems play in maintaining rural culture in Tuscany. To prepare for the internship, at the beginning of the semester, there is intensive instruction in basic Italian (or other levels for those with previous experience).

**Internship placements are available at** the farmers' market in the town of Montespertoli (five minutes' walk), at nearby conventional, organic, or biodynamic farms, or in food production/marketing in Florence, 12 miles away. A few internships are available in the enterprises on the Castello Sonnino estate (wine production, honey production, direct sales, and restaurant).

## Personnel and roles

**Filippo Randelli** is the Program Director, responsible for the program as a whole. He teaches the course *Agriculture and Sustainability in Tuscany*, guides students in internships, and supervises the Independent Study Project.

Filippo Randelli holds a Ph.D. in Economic Geography from the University of Rome “La Sapienza.” He is a tenure-track researcher and lecturer in the Department of Economic Science at the University of Florence. He has done extensive research on sustainable tourism, geographical economics, and environmental economics, and has given lectures and seminars on these themes and participated in many international conferences and workshops. He is on the board of the Società di Studi Geografici. He has been an invited scholar at Utrecht University and Cambridge University. Filippo Randelli is also an agricultural entrepreneur himself, having moved from the city to a small farm in Greve in Chianti, where he makes wine and is part of a B&B business.

## Supporting Faculty

**Riccardo Simoncini** teaches the course *Economics of Sustainable Food Production in Contemporary Europe*. He holds a Ph.D. in agricultural and environmental economics from the University of Parma, and has carried out research and taught agri-environmental policy at the University of Florence, Economic Sciences Department. He carries out research on rural development and agricultural and environmental economics in projects in Italy and the EU.

**Elena Monami** teaches the Italian language and culture course. She holds a Ph.D. in applied linguistics from the Università per Stranieri in Siena, Italy, as well as a master’s degree in Italian literature and cinema. She has led the *Siena Abroad* semester for the University of Massachusetts since 2002, and has extensive experience teaching Italian language to learners in Italy, Spain, Japan, Argentina, and Indonesia.

**Caterina de Renzis Sonnino** is part of the family that has lived in Castello Sonnino for more than two hundred years. She is an artist and graphic designer. Her enthusiasm for the preservation of Tuscan knowledge of living on the land and living in community with others inspired this program.

**Alessandro de Renzis Sonnino** is also part of the current generation of the family living in the Castello Sonnino. He is the engine of restoration of the Castello Sonnino estate, from the buildings to the winery. Beginning in the late 1980s, Alessandro rejuvenated Sonnino’s wine production, continuing the Chianti tradition and introducing new varieties of grapes as well, and the winery has gone on to win Decanter World Awards and impressive Wine Spectator ratings, among other accolades. Castello Sonnino’s wines are now sold worldwide and the winery and restaurant are a popular stop for travelers in Tuscany.

# Course Descriptions

## Course 1

### Agriculture and Sustainability in Tuscany

Professor: Filippo Randelli

#### DESCRIPTION, GOALS, and KEY THEMES

The aim of this course is to provide students with tools to analyse—in an integrated manner—the transition towards a sustainable agriculture. Sustainability will be treated as an ongoing process, not a target, and students will be provided with a selected number of theoretical tools that illuminate mechanisms that may hinder or foster the transition. Each tool will be tested in class and used to analyze different issues and case studies within the agricultural system.

Italy is a leading country in the process of transition towards a sustainable agriculture, and many different ongoing processes and issues will be presented in the class. They include:

- Sustainability as a process, not a target
- The historical roots of regional diversification
- Organic farming, biodynamic farming, and permaculture in Tuscany
- Slow food and other food movements
- The role of consumers in the transition towards sustainability
- The organization and developments of agricultural classification systems—geographic boundaries, varietal restrictions, and production standards and designations in Tuscany
- The Renaissance of the Italian countryside: lifestyle farmers and rural gentrification

#### ASSESSMENT

Assessment of student progress is based on:

- ▲ active participation:
  - 10%: formulating inquiry questions
  - 10%: leading a class discussion
  - 25%: participation
- ▲ assignments:
  - 15% personal food/agriculture history
  - 40% a personal project on a topic selected by the student
    - 5%: project proposal
    - 25%: presentation in class
    - 10%: brief written report on project

**Participation** includes a student's level of engagement in classes, guest lecture sessions and interactive discussions. Active participation is critical. Students' careful and critical reading for teaching and learning sessions will be evaluated. Students will be required to submit at least 2 "inquiry questions" during the 14 weeks of the course. In an inquiry question, the student may reflect on the readings and/or a site, speaker or learning moment, and pose an open-ended question to be discussed in class. Inquiry questions prompt answers beyond a description or a yes or no, and successful ones prompt good discussion. Students will also be asked to guide one discussion during the 14 weeks, and will be directed in tools and techniques to use.

**A Family Agriculture and Food History:** In a 1000-1200 word paper, explore your family's food and agricultural roots by interviewing family members and collecting information on attitudes and experiences related to food and food production. You may choose one branch of the family to explore, or compare branches. If you are absolutely unable to interview family members, you may write about your own personal food and agricultural attitudes and experiences.

Begin by telling the story of at least 3 generations before you. You do not have to uncover great chefs or innovative farmers in your family; this paper is an exercise in exploring historical connections and is an opportunity to learn more about your heritage from a perspective you might not have considered. Questions to begin with: Where did your relatives live and work? Did they migrate from elsewhere? Did their parents? Did they own land? How did they acquire it? Where did they get their food? What role did food play in their lives? Did their food habits change? How? How did their lives relate to the natural world? What was their cultural and/or religious experience? What kind of work did they do? Describe who they worked for and what they produced.

Now interpret that history: what do you think their relationship was with the natural world? With food production? How has this history had an impact on the culture in which you grew up? If you are not writing directly about your own family, describe other influences on your own attitudes and experiences.

**Personal project:** the personal project should represent an effort of at least 20 hours. Topics must be related to what has come up during the course, and must be approved by your instructor. The topic can be a creative project. The personal project will be presented and discussed in class (a 15 minute presentation) and will be followed by a written report of at least 1000 words.

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## Course 2

### Economics of Sustainable Food Production in Contemporary Europe

Professor: **Riccardo Simoncini**

#### COURSE DESCRIPTION

This course addresses the economics of Sustainable Food Production in rural areas. The overall objective is to allow students to achieve a comprehensive overview of sustainable development theories and concepts related to the agricultural sector and of the economic instruments and tools used to move towards sustainability. A major focus of inquiry and critique will be the European Union's Common Agricultural Policy.

In addition, many economists are now using "true cost accounting" to examine the costs of global food systems. Many international organizations are seeking to calculate the benefits that the natural world, whether in cultivation or not, provide. New methods of measuring "ecosystem services" like pollination, carbon storage, and water purification have brought renewed appreciation for smaller-scale farming and land use. Students will learn how these economic instruments and tools can be used in rural areas to achieve rural development that delivers economic, social, and environmental benefits.

This course will be interdisciplinary, integrating different disciplines such as economics, political economy, ecology, sociology, and the history of environmental economic thought. A background in economics is not expected or required. The interdisciplinary character will allow students to understand and analyse theories of agricultural food production and rural development. The course will include associated field experiences that offer concrete examples of how theories and concepts are implemented through the EU Common Agricultural Policy in Tuscany.

The first part of the course provides a critical review and comparison of the main economic theories, schools of thought, ethics, and philosophies that have shaped agricultural economics on the one hand and sustainable development theories and concepts on the other. This review is then used to understand the EU Common Agriculture Policy (CAP) from its origins to the most recent reforms. Finally, the course analyses impacts of the CAP on rural environment, economy, and society in the EU and Tuscany. The second part introduces the latest economic approaches and governance instruments aimed at achieving sustainable agricultural food production and rural development. Through case studies, the course analyses different instruments based on regulatory, informational and market approaches used in the governance of rural areas.

Case studies include: farmers' required compliance with environmental rules; the establishment of an EU-wide network to preserve biodiversity; agro-environmental measures for biodiversity conservation, soil erosion and water run-off control; Protected Denomination of origin and Protected Geographical Indication labels; and rural tourism

that features local traditional products (especially wine and olive oil) and markets those products as links to the preservation of local agro-biodiversity and the maintenance of the aesthetic qualities of the rural landscape.

## METHODOLOGY

The course combines lectures and PowerPoint presentations, in-class discussion, research projects and field experiences. Readings, in-class discussions, and written assignments will provide the knowledge base for an intensive period of field experiences visiting farms and rural areas. During field experiences students will use and test the critical capacity learned in class to observe and interact with farmers, learning about the challenges and opportunities farmers face as they develop sustainable practices.

## COURSE OBJECTIVES

By the end of the course students will:

- achieve familiarity with the theoretical foundations of the economics of sustainable food production and rural development
- understand CAP's impacts on agriculture and rural areas
- understand why sustainable food production and rural development are necessary to ensure a high level of well-being in the social, economic, and environmental spheres
- be familiar with the main governance instruments of rural development and agro-environmental policies and understand how these can bring about sustainable livelihoods and can help ensure that agro-ecosystems deliver economic, social and environmental goods and services

## ASSESSMENT

Students' progress will be assessed in these ways:

- ▲ active participation:
  - 10%: formulating inquiry questions
  - 10%: leading a class discussion
  - 30%: participation
- ▲ a research project on a topic selected by the student
  - 10%: project proposal
  - 10%: project outline
  - 30%: presentation in class

**Participation** includes a student's level of engagement in classes, guest lecture sessions and interactive discussions. Active participation is critical. Students' careful and critical reading for teaching and learning sessions will be evaluated. Students will be required to submit at least 2 "inquiry questions" during the 14 weeks of the course. In an inquiry question, the student may reflect on the readings and/or a site, speaker or learning moment, and pose an open-ended question to be discussed in class. Inquiry questions prompt answers beyond a description or a yes or no, and successful ones prompt good discussion. Students will also be asked to guide one discussion during the 14 weeks, and will be directed in tools and techniques to use.

**Research project:** Students are guided in the research project on a topic that interests them deeply. Prof. Simoncini will approve the project, and students will present and discuss it in class (a PowerPoint presentation) and will be followed by a written outline.

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### Course 3

#### Italian Language and Culture and Sustainable Italy Internship

##### *Italian Language and Culture*

Professor: **Elena Monami**

An intensive period of study of the Italian language in context aims to help break down barriers to students' participation in and understanding of Tuscan culture. Elena Monami will lead sessions during the first several weeks that are both within and outside the classroom, at the Castello Sonnino, and in Montespertoli, Siena, and Florence. Students will learn basic communication and some basic grammar, but will in large part be learning based on their goals – with specific vocabulary and interactions designed to allow them to interact in specific fields.

##### *Sustainable Italy Internship*

Professor: **Filippo Randelli**

The internship is a practical, hands-on way for students to develop skills and acquire new insights into how different facets of society in Tuscany are working towards sustainability.

Students will work 125-150 hours during the internship.

Students reflect on their experiences in **weekly seminar sessions**, which are designed to facilitate deepened self-awareness and a critical understanding of the internship site. Reflection journals aid discussions at seminars, and students will give a final presentation on their internship site's role in sustainability.

##### *Assessment in course 3:*

- |   |            |
|---|------------|
| <b>1. Italian language study</b>  | <b>30%</b> |
| Students' participation in, preparation for, and commitment to the period of Italian study will be key to their success in daily life and the internship. |            |
| <b>2. Internship Learning Agreement</b>   | <b>10%</b> |

An agreement between the internship supervisor and the student, setting out learning goals and expectations for the internship.

**3. Internship Supervisor's Report, and Final Evaluation** **10%**

Evaluation is based on the progress towards attainment of the learning goals and duties outlined in the Learning Agreement. The internship site supervisor will account for the overall performance of the student while at work.

**4. Weekly Internship Logs** **20%**

Performance of hours as required. Timely submission of a weekly Internship log is required. Late Internship logs will not be counted towards your final grade. **Due by 9am each Friday** during the internship weeks.

**5. Participation** **20%**

Students are required to attend all seminars and demonstrate active participation with an ability to raise critical questions. Being on time is required. Discussion of what is being learned from the internship and demonstrated attempts to integrate other components of the program will be assessed. Listening to and asking questions of fellow students and guest speakers is expected and will be evaluated.

**4. Presentation** **10%**

Students will do a presentation on their internship site and its role in promoting sustainability. The presentation should include reflection on and analysis of the internship site's goals and activities. Presentations will be delivered during the last internship seminar.

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**Course 4**

**Independent Study Project (ISP)**

Professor: **Filippo Randelli**

The Independent Study Project (ISP) allows students to tailor the program to individual learning and career objectives. Students can pursue a research question about a particular issue relevant to the program using academic resources accessible through home campuses' online library systems, as well as other print and human resources in Sonnino, Montespertoli, or Florence. The Program Director must approve the topic. Because the ISP corresponds to a full course credit, the most successful projects will demonstrate evidence of steady progress and commitment over the course of the semester.

Assessment and the process for completing for the Independent Study Project:

**Proposal (3 pages) 20%**

There are three parts to the proposal:

1. Question

Outline the question or problem you would like to explore. Regardless of the type of project you do, it is best to frame your topic in the form of a critical/analytic question.

2. Significance

Why is your question or problem an important and relevant one? As you prepare this section, answer the questions below:

- Why would anyone interested in sustainability and Italy want to know about the information you will assemble or the perspective you will offer?
- Who is your audience?
- What implications might your research have for future students, researchers, community members?

3. Project organization and methodology

Explain how you will organize your ISP and how you will approach the question or problem you have chosen. Describe your:

- Experiential components – Examples of experiential methods include: participant observation (for example, at your internship placement), meetings you schedule with organizations or community actors, interviews with people in the community that you arrange, etc. You can use other experiential methods too – just ask.
- Literature Survey – Investigate what other research has been done on your topic. At least some of the authors on whom you rely in your final paper should have made original contributions to the question or debate you are studying. In your initial proposal, mention at least five sources you have identified.
- Theory – What theoretical approach will guide your study? What author(s) have theorized your topic? What might be some of the strengths of their theoretical approach(es), and what might be some of the limits of their way of thinking about the problem you are studying?

**Mid-Term Progress Report (2-3 pages) 20%**

Your Mid-term Progress Report should consist of:

- A clearly formulated research question. You are expected to have refined your question in light of comments on your proposal, discussions with the Program Director, your research, and your field experiences.
- A preview of the original argument you will make about your topic. Your aim should be to give your reader a sense of the original perspective you intend to apply to your topic.
- A detailed outline of your project. How will you present the research you have been doing and the arguments you will make in an organized, readable format?
- An annotated bibliography. You should have at least 8 sources with brief summaries of key information contained in these sources. Describe how you will integrate them into your original arguments. Your 8 sources must include at least five

books and/or academic journal articles.

- A detailed timeline for the completion of your project. Your timeline should include a rough draft that you will submit at least two weeks before the final due date.

### **Final Report 40%**

The final report should conform to traditional academic standards (citations, bibliography, well-defined thesis, methodology, sound argument, etc.). The paper should be between 2500 to 4500 words, or 10-15 pages in length, double-spaced and in 12-point font.

### **Class Presentation 20%**

Together with your final written report, your presentation to the class serves as a capstone of your ISP experience, and a way of integrating your own research experience into the group's collective experience. Your presentation represents an opportunity to teach the class about your chosen topic, your findings, and your conclusions. Be as creative and innovative as you like. Presentations should take approximately 15 minutes, not including any discussion or interactive work you do with the class.

# Semester Outline

## Week 1 | 5 September ~ 9 September: Introduction, scope, objectives, methods, assessment

### *Agriculture and Sustainability in Tuscany*

Introduction to the course. The birth and evolution of a new paradigm: Sustainable Development. Sustainability as a process, not a target. Agriculture as part of a broad movement for social justice. The transition towards sustainability in agriculture.

Daly, H. E., & Farley, J. C. (2004). *Ecological economics: Principles and applications*. Washington: Island Press., pp. 1-24.

Grooten, M., Almond, R., McLellan, R., & World Wide Fund for Nature. (2012). *Living planet report 2012: Biodiversity, biocapacity and better choices*. Gland, Switzerland: World Wide Fund for Nature.

### *Economics of Sustainable Food Production*

Introduction to the course. A critical historical review of key economics theories, schools of thought and disciplines contributing to the economics of sustainable agriculture, Part I – The conventional views: classical economists (Malthus, Ricardo, Smith), Neo-classical economics theory and welfare economics, the interventionist school of thought and economic theory of development

Hodgson Geoffrey (1997). *Economics, Environmental policy and the Transcendence of Utilitarianism*, in Foster, J. (1997). *Valuing nature?: Ethics, economics and the environment*. London: Routledge, pp. 48-63.

### *Italian Language and Culture*

introductions, preparing for daily life

### *Independent Research Project*

Description of the components of the project

## Week 2 | 12 September ~ 16 September: Defining sustainability

### *Agriculture and Sustainability in Tuscany*

Measuring sustainability. How to measure the sustainability of economic development? Some selected indicators (Index of Sustainable Economic Welfare, ecological footprint) and the role of agriculture. A critical assessment of GDP. De-Growth movement

Kubiszewski, I., Costanza, R., Franco, C., Lawn, P., Talberth, J., Jackson, T., & Aylmer, C. (September 01, 2013). *Beyond GDP: Measuring and achieving global genuine progress*. *Ecological Economics*, 93, 57-68.

### *Economics of Sustainable Food Production*

A critical historical review of key economics theories, schools of thought, disciplines and ethics contributing to the economics of sustainable agriculture, Part II -The alternative views: the American Conservation Movement, Aldo Leopold, the Club of

Rome, Boulding's Spaceship Earth and Lovelock's Gaia Hypothesis, Neo-Malthusians, Georgescu Roegen and the materials balance approach, Herman Daly, Deep Ecologists Venkatachalam L. (2007). Environmental economics and ecological economics: Where they can converge?, *Ecological Economics* N° 61 (2007) pp.550-558.  
Leopold, Aldo (1948). The Land Ethic, from A Sand County Almanac, first pub in 1949 by Oxford University Press (at <http://home2.btconnect.com/tipiglen/landethic.html>)

### ***Italian Language and Culture***

Practical Italian

How do Italians talk about sustainability, agriculture, and food?

### ***Independent Research Project & Internship***

Preparation for the project proposal and for the internship (one-on-one meetings w. Prof. Randelli)

## **Week 3 | 19 September ~ 23 September: sustainability and development**

### ***Agriculture and Sustainability in Tuscany***

The transition towards sustainability. An evolutionary approach to the study of sustainability. *Evolutionary Economic Geography*. Case study: the evolution of rural tourism in Tuscany.

Boschma, R. A., & Martin, R. (2010). *The handbook of evolutionary economic geography*. Cheltenham, UK: Edward Elgar.

Randelli, F., Romei, P., & Tortora, M. (May 01, 2014). An evolutionary approach to the study of rural tourism: The case of Tuscany. *Land Use Policy*, 38, 276-281.

### ***Economics of Sustainable Food Production***

(choosing of research projects this week)

The United Nations Food and Agriculture Organization (UN-FAO) sustainable agriculture and rural development concept: from Rio '92 to the Post-2015 Sustainable Development Goals (incl. globalisation, trade and food security)

Adams, W. M. and Jeanrenaud, S. J. (2008). *Transition to Sustainability: Towards a Humane and Diverse World*. Gland, Switzerland: IUCN. (pp.8-74)

UNCSD secretariat, 2011, Food security and agriculture, Rio 2012 Issues briefs, December 2011 N° 9.

### ***Italian Language and Culture***

Practical Italian

Food, cooking, getting around

### ***Independent Research Project***

Proposal discussions

## **Week 4 | 26 September ~ 30 September: consumers, transition, and EU policy**

### ***Agriculture and Sustainability in Tuscany***

The multi-level perspective (Geels, 2002). Case study: transition in the food supply. The

role of consumers in the transition towards a sustainable food supply. Solidarity purchasing groups, farmers' markets.

Geels F., 2002. Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case-study, *Research Policy* 31, pp. 1257-1274

Spaargaren G., Oosterveer P., Loeber A. (eds), 2012. Food practices in transition. Changing food consumption, retail and production in the age of reflexive modernity, Routledge, New York, pp. 1-34

### ***Economics of Sustainable Food Production***

The influence of economic theories on the European Union's Common Agricultural Policy (CAP), Part I: from the Treaty of Rome (1957) to the crisis of the 1970s and 1980s

Jepsen, M. R. et al. (January 01, 2015). Transitions in European land-management regimes between 1800 and 2010. *Land Use Policy*.

The impact of the CAP at the local level, Part I: The agricultural system in Tuscany.

Historical roots of a regional diversification: The Chianti case study (part I - the end of the share-cropping system)

Simoncini, R. (March 01, 2011). Governance objectives and instruments, ecosystem management and biodiversity conservation: the Chianti case study. *Regional Environmental Change*, 11, 1, 29-44.

### ***Italian Language and Culture***

Practical Italian

Shopping, transportation

### ***Independent Research Project***

Proposal due

## **Week 5 | 3 October ~ 7 October: who drives sustainability?**

### ***Agriculture and Sustainability in Tuscany***

Drivers of transition: individuals, firms and institutions. The interplay between "greening Goliaths" and "emerging Davids". Case study: fair trade in Tuscany.

Hockerts, K., & Wüstenhagen, R. (September 01, 2010). Greening Goliaths versus emerging Davids – Theorizing about the role of incumbents and new entrants in sustainable entrepreneurship. *Journal of Business Venturing*, 25, 5, 481-492.

Forno, F., & Ceccarini, L. (June 01, 2006). From the Street to the Shops: The Rise of New Forms of Political Actions in Italy. *South European Society and Politics*, 11, 2, 197-222.

### ***Economics of Sustainable Food Production***

The influence of economic theories on shaping the CAP, Part II: The CAP reforms of the 1990s and of 2003, 2007 and 2013.

EU history of the Common Agricultural Policy:

[http://ec.europa.eu/agriculture/cap-history/index\\_en.htm](http://ec.europa.eu/agriculture/cap-history/index_en.htm)

The impact of the CAP at the local level, Part II: The agricultural system in Tuscany.

The Chianti case study (part II - market-oriented agriculture)

Simoncini, R. (March 01, 2011). Governance objectives and instruments, ecosystem management and biodiversity conservation: the Chianti case study. *Regional Environmental Change*, 11, 1, 29-44.

### ***Italian Language and Culture***

Practical Italian

Interacting in work contexts

### ***Independent Research Project***

Proposal feedback

## **Week 6 | 10 October ~ 14 October: the role of emotion in movements and policies**

### ***Agriculture and Sustainability in Tuscany***

The dynamics of social issues. “Triggering events” and social movements. Case study: food waste in Europe (chemical spraying to prevent scavenging, and the outrage and movement that followed).

Rivoli P. and Waddock S., 2011, “First They Ignore You...”: the time context dynamic and corporate responsibility, *California Management Review*, Vol. 53, n. 2, pp. 87-104

### ***Economics of Sustainable Food Production***

New agriculture and rural development approaches: the multifunctional character of agriculture: the farm as more than a place to produce food

OECD (2001). Multifunctionality – towards an analytical framework, OECD, Paris, pp. 9-26.

Morgan, S. L., Marsden, T., Miele, M., & Morley, A. (April 01, 2010). Agricultural multifunctionality and farmers' entrepreneurial skills: A study of Tuscan and Welsh farmers. *Journal of Rural Studies*, 26, 2, 116-129.

### ***Italian Language and Culture***

Practical Italian

Internship language and communication

### ***Independent Research Project***

Working toward the mid-term progress report

## **Week 7 | 17 October ~ 21 October: diverse ecosystems, diverse markets**

### ***Agriculture and Sustainability in Tuscany***

The role of consumers. The case of “Solidarity Purchasing Groups” in Tuscany and Northern Italy.

Randelli, F., (2013) The role of consumers in the transition towards sustainability. The case of food supply. Working Paper Series – Economics. Working Paper N. 14/2013

[http://www.disei.unifi.it/upload/sub/pubblicazioni/repec/pdf/wp14\\_2013.pdf](http://www.disei.unifi.it/upload/sub/pubblicazioni/repec/pdf/wp14_2013.pdf)

Brunori G., Rossi A., Guidi F., 2012, On the New Social Relations around and beyond Food. Analysing Consumers' Role and Action in Gruppi di Acquisto Solidale (Solidarity Purchasing Groups), *Sociologia Ruralis*, Vol 52, n.1

Graziano, P. R., and Forno, F., 2012. Political consumerism and new forms of political participation: The Gruppi di Acquisto Solidale in Italy. *The Annals of the American Academy of Political and Social Science*, 644 (1), pp. 121-133.

### ***Economics of Sustainable Food Production***

New agriculture and rural development approaches: The Biodiversity and Ecosystem Services approach and the economics of ecosystems and biodiversity

Millennium Ecosystem Assessment (2005) Ecosystems and Human Well-being: Synthesis. Island Press, Washington DC. pp.1-24.

The Economics of Ecosystems and Biodiversity (TEEB) for Agriculture & Food (February 2014).  
Concept Note, 27 February 2014.

***Internship*** begins

### ***Independent Research Project***

Working toward the mid-term progress report

## **Week 8 | 24 October ~ 28 October: sustainability in practice**

### ***Agriculture and Sustainability in Tuscany***

Respect for the land. Organic farming, biodynamic farming and permaculture in Tuscany. Case study: organic agriculture and pest control in the Greve in Chianti region.

Kristiansen P. and Merfield C., 2006, Overview of organic agriculture, in (eds. by) Kristiansen P., Reganold J. and Taji A., Organic Agriculture. A Global Perspective, CSIRO PUBLISHING, Australia  
Pellegrini, G., and Farinello, F., 2009. Organic consumers and new lifestyles: An Italian country survey on consumption patterns. British Food Journal, 111(9), 948-974.

### ***Economics of Sustainable Food Production***

From theory to practice: Introduction to regulatory, informational and market-based policy instruments

Ring, Irene and Schröter-Schlaack, Christoph (Ed.), 2011. Instrument Mixes for Biodiversity Policies. POLICYMIX Report, Issue No. 2/2011, Helmholtz Centre for Environmental Research – UFZ, Leipzig.

### ***Independent Research Project***

Mid-term progress report due

***Internship*** continues

## **Week 9 | 31 October ~ 4 November**

Midterm break

## **Week 10 | 7 November ~ 11 November: the movement of humans, the long reach of policy**

### ***Agriculture and Sustainability in Tuscany***

Food production in Italy before and after the discovery of America – which foods, plants, animals, and customs went to and came from the New World? Within Italy, how

have recent discussions of “authenticity” in food served to exclude immigrants?

Human migration and food: an historical perspective.

Crosby, Alfred W., *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, Connecticut: Greenwood Publishing Co., 1972)

Calavita, K. (2004). *Italy: Economic Realities, Political Fictions, and Policy Failures*. In Cornelius, W. A. (Ed.). *Controlling immigration: A global perspective*. Stanford, Calif: Stanford University Press.

Film: *Mediterranea*. Italy, 2015. Directed and written by Jonas Carpignano.

### ***Economics of Sustainable Food Production***

From theory to practice (regulatory instruments): The CAP’s cross-compliance and the EU Natura 2000 network for biodiversity conservation

European Commission (2005). *The 2003 CAP Reform, fact sheets*

European Commission (2011). *Investing in Natura 2000: for nature and people*

IEEP (2002). *Background Report for European Conference on ‘Promoting the Socio-Economic Benefits of Natura 2000’*, Brussels, 28–29 November 2002, Report by Patrick ten Brink, Claire Monkhouse, and Saskia Richartz, Institute for European Environmental Policy (IEEP).

### ***Independent Research Project***

Feedback on mid-term progress report

*Internship* continues

## **Week 11 | 14 November ~ 18 November: what is Italian sustainability?**

### ***Agriculture and Sustainability in Tuscany***

Slow Food movement. Social movements in Tuscany and Northern Italy

Viassone M. and Grimmer M., 2015, *Ethical Food as a Differentiation Factor for Tourist Destinations: The Case of “Slow Food”*. *Journal of Investment and Management*. Vol. 4, No. 1-1, pp. 1-9.

### ***Economics of Sustainable Food Production***

From theory to practice (informational instruments): the Protected Denomination of Origin (PDO), the Protected Geographical Indication (PGI) and organic EU food Labels

Explore the website that describes EU schemes for promoting and protecting the names of quality agricultural products: [http://ec.europa.eu/agriculture/quality/schemes/index\\_en.htm](http://ec.europa.eu/agriculture/quality/schemes/index_en.htm)

### ***Independent Research Project***

Work on final report

*Internship* continues

## **Week 12 | 21 November ~ 25 November: sustainability and justice**

### ***Agriculture and Sustainability in Tuscany***

Agriculture and social justice. “Social farming” in Tuscany and Northern Italy (farming for social integration of the disabled and the formerly incarcerated). Urban agriculture. Social farming projects in Tuscany.

EU FPVI (2006). Di Iacovo, F., Pieroni P. *Between agriculture and social work, not for profit and entrepreneurship. State of the art of “social farming” in Italy.*

### ***Economics of Sustainable Food Production***

From theory to practice (informational and market-based instruments): Alternative Food Markets and Local agro-biodiversity conservation: the case of the heirloom cherry variety “Ciliegia di Lari” and the heirloom cow breed “Calvana” in Tuscany

Simoncini, R. (January 01, 2015). Introducing territorial and historical contexts and critical thresholds in the analysis of conservation of agro-biodiversity by alternative food networks, in Tuscany, Italy. *Land Use Policy*, 42, 355-366.

### ***Independent Research Project***

Work on final report

*Internship* continues

## **Week 13 | 28 November ~ 2 December: measuring and marketing the sustainable**

### ***Agriculture and Sustainability in Tuscany***

Agriculture and cuisine. Social Green procurement (sourcing of school meals).

Agriculture and tourism.

Montanari, A. and B. Staniscia (2009). Culinary tourism as a tool for regional re-equilibrium. *European Planning Studies* Vol.17, No.10 1463-1483.

### ***Economics of Sustainable Food Production***

From theory to practice (mixed policy instruments): Measuring the social appreciation of rural landscape, the EU “Fragaria” project; traditional products (e.g. wine and olive oil) and rural tourism in Tuscany

Paracchini, M. L., Correia, T. P., Loupa-Ramos, I., Capitani, C., & Madeira, L. (June 01, 2015). Progress in indicators to assess agricultural landscape valuation: how and what is measured at different levels of governance. *Land Use Policy*, 1.)

Garrod, B., Wornell, R., & Youell, R. (January 01, 2006). Re-conceptualising rural resources as countryside capital: The case of rural tourism. *Journal of Rural Studies*, 22, 1, 117-128.

### ***Independent Research Project***

Work on final report and presentation

*Internship* continues

## **Week 14 | 4 December ~ 9 December: what does the future hold?**

### ***Agriculture and Sustainability in Tuscany***

Urban to rural migration. Lifestyle farmers. The pros and cons of rural gentrification.

Woods, M. (2007). Engaging the global countryside: globalization, hybridity and the reconstitution of rural place. *Progress in Human Geography*, 31(4), 485-507.

### ***Economics of Sustainable Food Production***

From theory to practice (mixed policy instruments): How sustainability concepts can be used to develop effective and efficient agri-environmental programs to conserve biodiversity and rural landscape: The EU “Agri-Environmental Measures for

## Biodiversity Assessment and Conservation” project

Simoncini, R. (September 01, 2009). Developing an integrated approach to enhance the delivering of environmental goods and services by agro-ecosystems. *Regional Environmental Change*, 9, 3, 153-167.

Simoncini R. (2004). How to develop local agri-environmental measure: introductory guidelines for local planners and administrators, IUCN, Cambridge, UK.

## *Independent Research Project*

Final report due

*Internship* presentations

## **Week 15 | 12 December ~ 16 December: presentations and review**

*Agriculture and Sustainability in Tuscany*

*Economics of Sustainable Food Production*

**Review of the semester: how does it all work together?**

**Presentation and discussion of research projects**

**Looking forward: how to bring the learning home?**

## **Policies across the program**

### **EVALUATION AND GRADING SYSTEM**

Assignments aim to measure student achievement and progress in each of the four courses in the program.

Grading Scale: A= Excellent; B= Very Good; C= Average, D= Below Average; F=Failing.

HECUA employs the standard grading scale used by most institutions in the U.S.:

**A** = 100 - 93%, **A-** = 92 - 90%, **B+** = 89 - 87%, **B** = 86 - 83%, **B-** = 82 - 80%, **C+** = 79 - 77%,  
**C** = 76 - 73%, **C-** = 72 - 70%, **D** = 69 - 60%, **F** = 59 - 0%

### **ATTENDANCE**

Attendance is mandatory. Punctual attendance at lectures is a requirement. Unless a student has a valid reason and has notified the Program Director in advance, marks will be deducted for missing a session/arriving late. If a student misses a class it will be his/her responsibility to catch up with what he missed (notes, readings, assignments, etc.).