



OUTD 3175 WA
Agritourism
Winter 2020

Instructor Information

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Office Hours: Thursdays 9 – 11am
or by appointment

Course Identification

Course Number: OUTD 3175 WA
Course Name: Agritourism
Lecture: Thursdays 2:30pm - 5:30pm
Location: RB 3046

Course Description/Overview

Agricultural tourism, or agritourism, describes the activity of holidaymaking in rural areas, and is geared towards tourists specifically seeking an agriculture-based experience (Sznajder & Scrimgeour, 2009). Activities can include: brewery, apiary and vineyard tours, local food festivals, participation in the rural or agricultural lifestyle and local community, pick-your-own harvesting, and enjoyment of the natural environment combined with the opportunity to enjoy locally produced foods.

Agritourism forms a significant proportion of the tourism sector, and its growth can be seen in both developed and developing countries, across types of tourism activities (e.g. festival tourism and volunteer tourism), and geographic locations (urban, rural and peri-urban zones).

This course is designed as a continuation and further development of previous courses in tourism and rural geography and consists of an introduction to key concepts of agricultural tourism through the provision of information relevant to the history and development of agritourism, and through discussions of both the potential for agricultural tourism as a vector for sustainable rural community development and the social movements behind this sector's recent growth.

Course Details

This course aims to build on students existing knowledge of tourism and / or human geography while comparing the many incarnations of agricultural tourism. Students will have an opportunity to engage in self-directed regional agricultural tourism opportunities and explore the underlying social and economic principles underlying the recent growth in agricultural tourism opportunities.

This course differs from other courses in rural tourism in that it is focused solely on agritourism while providing an interdisciplinary approach to the course content (drawing on literature from sociology, anthropology, and geography) and that it consciously addresses the unique nature of agritourism within the larger field of rural tourism.

Throughout the course, we will explore: the interrelated theoretical dimensions of (sustainable) agriculture, rural community tourism development, the local and organic food movements and volunteer tourism; and, the practical issues related to agricultural tourism through regional, national, and global case studies.

Course Learning Objectives

This course builds the foundations developed in OUTD 2755 (Natural Areas Tourism) and aims to apply this foundational knowledge to a specific subgroup of rural tourism: agricultural tourism.

Upon successful completion of the course, students will be able to:

1. Understand and critique the history and development of the dominant agricultural paradigm and alternative agricultural practices;
2. Define agritourism and differentiate it from food tourism, culinary tourism and gastronomic tourism, and articulate the latest trends and changing demographics influencing the development and growth of agritourism;
3. Understand the history and development of agricultural tourism and its relationship to the dominant agricultural paradigm and alternative agricultural practices;
4. Understand the role of value-added products to both tourism and food security;
5. Critically examine the issues underlying the growth of agricultural tourism and understand how agricultural tourism is situated within the related fields of farm diversification, rural community tourism development, sustainability and food security;
6. Assess the ability of agricultural tourism to contribute to achieving rural economic development and community development goals through case studies;
7. Link the promotion of sustainability and community resilience to agricultural, gastronomic, and other modes of tourism;
8. Explain the regulations, impediments, key organizations and partnerships required for small scale farmers to get involved with tourism opportunities;
9. Discuss interdisciplinary academic approaches, theories and critical lenses on agritourism; and,
10. Reflect on the application of theory to practice.

Additional Course Information

Students should be aware of the following important academic dates:

Final Date to Register (Add)	Friday, January 17 th , 2020
Final Date to Withdraw (Drop)	Friday, March 6 th , 2020
Examination Period	Monday, April 6 th , 2020 - Sunday, April 19 th , 2020
Exam Contingency Date	Monday, April 20 th , 2020

Course Resources

Course Website: There is a Desire2Learn companion site for this course accessible through myCourseLink. Students are expected to access it consistently and frequently throughout the course. Course readings and notetaking guides, and supplemental course information and announcements are made available through this site. Assessment submissions are also facilitated through this site with student's marks and feedback subsequently available for review.

Required Texts:

Required readings are available via hyperlink on the Desire2Learn site for this course and are noted in the class schedule by author(s) and date; a full list can also be found at the back of the syllabus.

Other internet sites and hard-copy material on reserve in the library may also be assigned as mandatory readings for this class. Specific readings allocated for each week are detailed within the class schedule below. Additionally, a comprehensive list of required readings, and their associated read-by dates, can be found at the back of this syllabus.

Course Schedule and Detailed Course Outline

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students. Inclement weather may also impact the schedule. Any changes to said schedule will be discussed in class and posted on Desire2Learn.

Course Schedule				
Week	Date	Topic	Readings	Assignments
1	Jan 9 th 2020	Introduction to the Course	Newman et al. (2017).	In Class Activity: Defining Rural and Periphery
		Rurality and the Rural Idyll		
		Conceptualizing Agricultural Space		
2	Jan 16 th 2020	Food Safety, Security and Anxiety	Gottlieb & Fisher. (1996). Lockie. (2008).	
		Ethical Considerations in Food Consumption		
		In-Class Viewing: Food, Inc. (1h 30min)		
3	Jan 23 rd 2020	Guest Speaker: Dr. Charles Z. Levkoe - Canada Research Chair in Sustainable Food Systems	Selfa & Qazi. (2005).	
		Defining and Reconnection Producers and Consumers		
4	Jan 30 th 2020	Food, Culture and Consumption	Bessiere. (1998).	
		Terroir, and the Intangible Cultural Heritage of Food		
		In-Class Viewing: Culinary Tourism in Järpen, Sweden (46min)		
5	Feb 6 th 2020	Guest Speaker: Sean Murray – Nor'Wester Maple Company	Harrington & Ottenbacher. (2010).	Critical Reflection on Topics 1 – 3 Due
		Emerging Trends: Foodie Culture and the Rise of Culinary, Gastronomy and Wine Tourism	Ignatov & Smith. (2006).	
6	Feb 13 th 2020	Kitchen Table Tourism: Commensal Eating as Tourism Co-Production	Bezzola & Lugosi. (2018).	Kitchen Table Tourism Presentations
		Student Presentations: Kitchen Table Tourism		
7	Feb 20 th 2020	No Class - University Closed Winter Semester Break		

Course Schedule				
Week	Date	Topic	Readings	Assignments
8	Feb 27 th 2020	Guest Speaker: Annet Maurer - Thunder Bay Country Market	Busby & Rendle. (2000). Di Domenico & Miller. (2012).	Critical Reflection on Kitchen Table Tourism Due
		Agritourism I: Introduction		
		Agritourism II: Agritourist Farms – Agricultural Operation or Tourist Destination?		
9	Mar 5 th 2020	Guest Speaker: Randy Creighton- Hymers Fall Fair	Phillip, Hunter, & Blackstock. (2010). Carpio, Wohlgenant, & Boonsaeng. (2008).	
		Agritourism III: Understanding Types of Agritourism		
		Agritourism IV: Who Participates and Why?		
10	Mar 12 th 2020	Guest Speaker: Sue Gammon - Gammondale Family Fun Farm	Tew & Barbieri. (2012). Mostafanezhad, Azizi & Johansen. (2016).	Critical Reflection on Topics 4 – 6 Due
		Agritourism V: Benefits to Producers and Consumers		
		Agritourism VI: Benefits to Communities		
11	Mar 19 th 2020	Guest Speaker: TBC - Thunder Oak Cheese Farm	Flanigan, S., Blackstock, K., & Hunter, C. (2015).	
		Agritourism VII: Social and Economic Implications of Agritourism		
		Agritourism VIII: Agritourism as a Vehicle for Rural Development		
12	Mar 26 th 2020	Guest Speaker: Jonathan Hollway – Corbett Creek Farm & Creative Centre	Colton & Bissix. (2005). Keith, et al. (2003).	Agritourism Case Study Final Paper Due
		Agritourism IX: Agritourism Entities, Regions and Cooperation		
		Agritourism X: Regulating Agricultural Tourism		
13	April 2 nd 2020	Debate: Is Agritourism sustainable in Thunder Bay?	Hurley. (2015).	Critical Reflection on Topics 7 – 9 Due
		The Future of Agritourism		
		Course Conclusion and Wrap Up		

Assignments and Evaluation

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method are provided in the Assignment Descriptions below. Additional details regarding expectations for in-class assignments will be delivered in class.

Assessment	Due Dates	Weight
Participation	On-Going	15%
Critical Responses (3)	Feb 6 th , March 12 th & April 2 nd 2020	30%
Kitchen Table Tourism Presentation	Feb 13 th 2020	5%
Critical Reflection on Kitchen Table Tourism Activity	Feb 27 th 2020	10%
Agritourism Case Study Report	March 26 th 2020	40%
Total		100%

Grading:

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	90 to 100%	
A	80 to 89%	1st class standing
B	70 to 79%	
C	60 to 69%	
D	50 to 59%	
E	40 to 49%	Failed
F	1 to 39%	Failed
F	0	Academic Dishonesty

Note:

Unless otherwise specified, final grades will be calculated to 0.01 decimal points.

Late Assignments:

All assignments are due on the date specified, at the time specified, unless prior arrangements have been made with the instructor, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner excusing the student is provided. As per Lakehead University policy, **late assignments will be assessed at a 10% deduction per day late to a maximum of 3 days at which point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm on the due date.

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.
- This policy applies to individual, group and practicum assignments as will the application of late penalties.

Assignment Descriptions

As the course progresses, some adjustments in evaluation may become necessary, any adjustments will be discussed with students prior to evaluation.

Participation

On Going

Students' attendance at, and engagement in, theory classes will form the basis of their participation marks. Marks will be allocated based on attendance (sign in sheet) and participation (e.g. in-class activities).

Participation will be assessed using the following scale:

- 0.0 = Did not attend
- 2.0 = Attended, but did not participate.
- 2.5 = Attended, superficial participation.
- 3.0 = Attended, satisfactory participation.
- 4.0 = Attended, substantial participation.
- 5.0 = Attended, excellent participation.

NOTE: Attendance will be taken at all theory classes; students will be expected to individually sign in on the sheet provided. Participation will be evenly weighted across all theory classes.

Critical Responses

As per Syllabus

The purpose of this combined in-class activity and written assignment is twofold. At the end of each film viewing or guest speaker presentation, students will be provided with a worksheet to use to guide their reflection on and summary of the activity (e.g. film viewing, or guest speaker presentation). As film viewings and guest speaker presentations are divided into three sections, students will choose one film or guest speaker presentation from each section, and one aligned course topic, to write a critical reflection on. Critical Reflections are due one week following the last of the three activities.

Topic 1: Sustainable Food Systems

Due: February 6th 2020

Film or Guest Speaker Options	Aligned Course Topic Options
Film 1: Food, Inc.	Food Safety, Security and Anxiety Ethical Considerations in Food Consumption
Guest Speaker 1: Dr. Charles Z. Levkoe	Defining and Reconnection Producers and Consumers
Film 2: Culinary Tourism in Järpen, Sweden	Food, Culture and Consumption Terroir, and the Intangible Cultural Heritage of Food

Topic 2: Local Case Studies I

Due: March 12th 2020

Film or Guest Speaker Options	Aligned Course Topic Options
Sean Murray - Nor'Wester Maple Company	Foodie Culture and the Rise of Culinary, Gastronomy and Wine Tourism
Annet Maurer - Thunder Bay Country Market	Agritourist Farms – Agricultural Operation or Tourist Destination?
Randy Creighton - Hymers Fall Fair	Understanding Types of Agritourism Who Participates in Agritourism and Why?

Topic 3: Local Case Studies II

Due: April 2nd 2020

Film or Guest Speaker Options	Aligned Course Topic Options
Sue Gammon - Gammondale Family Fun Farm	Benefits to Producers, Consumers and Communities
TBC – Thunder Oak Cheese Farm	Social and Economic Implications of Agritourism
Jonathan Hollway – Corbett Creek Farm & Creative Centre	Agritourism as a Vehicle for Rural Development
	Agritourism Entities, Regions and Cooperation
	Regulating Agricultural Tourism

Drawing on their in-class reflection and summary of any associated activities, students will write a 4 - 6 page paper that entails a) a summary of the activity (film viewing, or guest speaker presentation and associated Q & A / activities), b) draws on theories from academic journals and / or evaluative research to explain the aligned course topic, including the connections between the themes discussed either in the film or by the agritourism operator to the aligned course topic, and c) how the film or guest speaker presentation has shaped the student's perception of the viability of agritourism development in the Thunder Bay region. A minimum of four (4) supportive journal references are required, in addition to use of relevant required readings for this course; references from the organization's website may also be included but do not count towards the required sources. Personal communications from guest speakers, and quotes from any viewings can be cited in-text as personal communications, and will count towards the total reference count for the assignment submission. All critical reflections must include a title page, introduction and conclusion, as well as a reference list.

Kitchen Table Tourism Presentation

February 13th 2020

For this assignment, students are required to identify a Recipe of Personal Significance, and:

1. Prepare the dish from the recipe and bring it to class to share with their classmates during an in-class commensal (shared) meal, and
2. Be prepared to tell a story which explains the personal and / or cultural significance of the recipe to them, and the process by which they prepared the dish to their peers.

Following the presentation of their Recipes of Personal Significance, and sharing of food with their peers, students will be expected to complete a Critical Reflection on the Kitchen Table Tourism Experience (see detailed below).

Grading of Kitchen Table Tourism Experience:

Attendance and participation in the Kitchen Table Tourism Activity will be assessed on the following scale

- | | |
|----------|---|
| 0 = | Did not attend |
| 1 = | Attended but did not participate in both the presentation of their food and Recipe of Significance, including the communal meal. |
| 2 = | Attended but did not participate in either the presentation of their food and Recipe of Significance or the communal meal. |
| 3 to 4 = | Attended, and superficially participated in both the presentation of their food and Recipe of Significance and the communal meal. |

5 = Attended, and substantial participated in **both** the presentation of their food and Recipe of Significance **and** the communal meal.

Kitchen Table Tourism Critical Reflection

February 27th 2020

Drawing on their entire Kitchen Table Tourism experience, students will write a 4 - 6 page paper that entails a) a critical reflection on the process of selecting the recipe (including details of why it is personally significant), preparing the dish, and sharing it with the class, b) a summary of the in-class experience, and c) draws on theories from academic journals and / or evaluative research to explain commensal eating as tourism co-production within the experience economy, and d) how the experience has shaped the student's understanding of commensal eating as tourism co-production.

Students are also encouraged to draw on the themes of:

- Food, Culture and Consumption,
- Terroir, and the Intangible Cultural Heritage of Food, and
- Foodie Culture and the Rise of Culinary, Gastronomy and Wine Tourism

in writing sections a) and d) outlined above. A minimum of four (4) supportive journal references are required, in addition to use of relevant required readings for this course. Personal communications from peers or the instructor from during the shared meal can be cited in-text as personal communications, and will count towards the total reference count for the assignment submission. This critical reflection must include a title page, introduction and conclusion, as well as a reference list.

Agricultural Tourism Case Study Report

March 26th 2020

This course incorporates a general case study / research project on sustainable agriculture, rural community development and agricultural tourism. Individual case study topics must be selected in discussion with the instructor. Examples can include: Willing Workers on Organic Farms, or specific agricultural tourism events, service providers or operators. **As no duplicate topics are permitted, case study topics must be approved by the course instructor.**

The assignment is due by 11:59pm on the date specified, unless otherwise arranged with the instructor. No late assignments without prior approval will be accepted, unless a doctor's medical note, excusing the student, is provided. As per the course policy, a late penalty will apply to all assignments received after 11:59pm on the due date.

The final paper will introduce the case study topic, outline the case and associated critical concepts (i.e. community development, food security, sense of place, etc) explored in the case study. In **10 - 15 pages maximum** (excluding title page, reference section and appendices) explain your ideas.

The final paper must include:

- An **Introduction**, including to the Case Study topic,
- A comprehensive **Literature Review** that explores in depth the key concepts related to the case study (i.e. community development, food security, sense of place, etc.) and demonstrates a clear understanding of the issues under consideration;
- A **Description** of the selected Case Study, that builds on the content explored throughout the course, incorporating feedback provided by your peers and the instructor on the course forum postings. This section must include a description of concept under study and exploration of underpinning socio-cultural and economic phenomena which

contributed to the Case's development (if applicable), inclusion of other relevant material (e.g. historical timeline) is expected. This section must also detail the history and specifics of the case study;

- A **Critical Exploration/ Discussion** of the concept under study in which the student explores the key concepts discussed in the literature review, evaluating their contribution to their understanding of the Case Study topic and field of agricultural tourism, and a critical reflection on their application to personal experience(s); and
- A **Conclusion** that summarizes and draws together all of the concepts explored through the paper, and highlights any conclusions drawn by the student.

It is important to note that:

- Since spelling, grammar, and APA (writing mechanics) will be worth 20% of your mark, succinctness, clarity and flow count.
- An additional 20% of your mark will be determined based upon an appropriate use of referencing (APA 6th Edition) and research.
- The remaining 60% of your mark will come from the content of your assignment.
- All papers are required to use **at least 15 references** of which at least half should be from referred journals, or acceptable peer reviewed alternatives.
 - **Students should note that meeting the minimum requirement for referencing will ensure a passing grade on the referencing section (provided all references are correctly formatted).** In order to achieve above the passing grade on this section, students must include more than the 15 minimum references.
- All cited material in the text must be documented in an APA 6th Edition fashion.
- Text must be typed and at minimum 1.5 spacing, left-justified, with margins, page numbers and manuscript headers following APA 6th Edition formatting, and using 12-point Times New Roman type.
- Students are required to use at least 15 references of which at least half must be from referred journals or acceptable alternatives.
- All assignments are due by 11:59pm on the date specified, unless otherwise arranged with the instructor.

University, Faculty and Course Policies

University Policies: All students are to be aware of and adhere to the following Lakehead University policies; all University Policies can be found [here](#). Pay particular attention to those found under the Category of "Regulations" and "Student-Related". If you have a question, please let me know by email or in-class. If you have a question, it is likely that at least a few others in the class are wondering the same thing. The following policies are of particular importance:

- **Student Code of Behaviour** Students are advised that as of May 1st, 2019 the Code of Student Behaviour and Disciplinary Procedures was rescinded and replaced by the:
 - **Student Code of Conduct - Academic Integrity**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---academic-integrity/node/51262>,
 - **Student Code of Conduct - Non-Academic**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---non-academic/node/51263>, and,

- **Student Code of Conduct - Appeal Policy**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy/node/51261>,
- Furthermore, effective July 22, 2019 **the Student Code of Conduct - Appeal Policy: Judicial Panel Procedures** was also approved. It can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy-judicial-panel-procedures>.
- **Regulations** – General Information from the [Academic Calendar](#)
 - “It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.”
- **Independent Work, Unauthorized Collaboration or Communication and Plagiarism** - Students are directed to SECTION III: VIOLATIONS OF THIS ACADEMIC INTEGRITY CODE concerning regulations on cheating and plagiarism.
 - Under this policy, **plagiarism is defined as**: Presenting another’s ideas or phrasings as one’s own without proper acknowledgement.
 - Examples include: copying and pasting from the internet, a printed source or other resource without proper acknowledgement; copying from another Student, whether past or present; using direct quotations or large sections of paraphrased material in an assignment without proper acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s);
 - Under this policy, **unauthorized collaboration or communication is defined as**:
 - Examples include: unauthorized collaborating between students; communicating with anyone other than an invigilator during an examination or obtaining any non-authorized assistance during a test or examination.
 - **Plagiarism or unauthorized collaboration or communication will result in a mark of zero (0) for the work concerned, and students may face additional penalties under the Student Code of Conduct - Academic Integrity policy.**
- **Academic Misconduct** <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>, and,
- **Accommodation for Students with Disabilities** All efforts will be made to ensure that appropriate accommodations for students are provided in accordance with University policy and where documented circumstance exist. <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/accommodations-for-students-with-disabilities/node/1045>.

School Policies: All students are to be aware of and adhere to the following policies germane to the School of Outdoor Recreation Parks and Tourism, all found on the ORPT webpage under Student Resources (please see links below):

- ORPT Culture of Respect <https://www.lakeheadu.ca/academics/departments/outdoor-rec/student-resources/policies-guidelines#respect>

In keeping with the spirit of the ORPT Culture of Respect document, please keep the following principles in mind:

- We all have the right to learn.
- We all share in the responsibility to not deprive others of their right to learn.
- We are all accountable for our actions and for our words.

Course Policies: All students are to be aware of and adhere to the following course-specific policies, details of which are outlined below, can be found on the course website (under Course Policies), and will be discussed in class on the first day.

- **Technology in the Classroom** - It is the general Lakehead University policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student may use forms of technology in classroom settings but only for educational purposes approved by Instructor and/or Lakehead University's Student Accessibility Services.
 - Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking [e.g. Facebook]), online and offline "gaming" or viewing of streamed or other forms of video content online or offline (e.g. Netflix, YouTube, etc.) during scheduled class time (adapted from © S Kondrashov; used with permission).
 - **If a student is on call (for an emergency or has a child in care) then the student should switch their cell phone to vibrate mode and leave the classroom before using it.**
- **Recording Class Lectures** - Both myself (Kelsey Johansen) and Lakehead University hold copyright over the course materials, presentations and lectures which form part of this course. **No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of your instructor, Kelsey Johansen, or the guest lecturer in question. Students should note that this includes photographing slides.** Course materials (both paper and digital) are for the participant's private study and research. As such, and as per the above, they may not be uploaded to a virtual learning management system (such as Desire2Learn / myCourseLink) or any website, or otherwise distributed in print or digital format, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author.
 - **Students with an accommodation from Student Accessibility Services (SAS) will be permitted to record lectures for their personal and private use only, and in accordance with the privacy agreements stipulated by SAS.** See Accommodations below.
- **Submission of Assignments** – All course assignments are to be submitted online using myCourseLink, and are due by 11:59pm on the date specified. All in-class activities are due at the end of the class on the date the activity occurs.

- **Neither printed nor emailed course assignments will be accepted.**
 - All written course assignments must adhere to APA 6th Edition formatting guidelines.
- **Requests for Extensions** - Fair consideration of all requests for extensions on coursework will be given, provided they are requested as proactively as the situation allows. For this reason, extensions will be considered if requested 72 hours before the due date unless an emergency occurs. If you are struggling to meet a deadline, please contact me, rather than miss the deadline. Students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**. For this reason, students may be requested to provide a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner which details the length of their incapacitation.
- **Late Assignments** – As per Lakehead University policy, **late assignments will be assessed at a 10% deduction per day late to a maximum of 5 days at which point the point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm on the due date.
 - For the purpose of determining a late penalty, weekends will count as 2 days.
 - No late assignments will be accepted after graded assignments have been returned to students.
 - This policy applies to all forms of assessment in this course, as will the application of late penalties.
- **Accommodations** – Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability or medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca). Accommodations will be provided to students based on individual needs as determined in consultation with Student Accessibility Services.
- **Attendance** - Attendance will be regularly taken, and the course attendance policy will be strictly enforced in this class. Students absent from class for more than three or more hours of class due to illness are required to present a certificate from a physician. **Unexcused absences** of more than three hours of class time in an experiential learning course may result in the student being asked to withdraw from the course or may result in an "F" grade being assigned.
 - For the purpose of this policy, an **excused** absence includes:
 - Medical certificate,
 - A bonafide inter-university sport competition,
 - Permission of instructor prior to absence, or
 - Compassionate reasons to be determined by the instructor or Director.
 - **Students should be aware that as this class occurs once per week, for a 3 - hour interval, this equates to missing one class.**

- Student should also be aware of the course lab policy below.
- **Absences & In-Class Activities** - You are responsible for getting all information for any class that you miss. **You cannot make up in-class assignments or in-class viewings if you are absent.**

Teaching Style

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. The aim of these questions is not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but 'argumentative' dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs. **While I expect students to respond, I do not expect perfection.** Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged. Furthermore, to facilitate a deeper and more reflective understanding of course content, **students are strongly encouraged to ask questions, be engaged in class and come to class having already completed the readings.**

Class format and important details:

Classes will be a combination of lectures, discussions, guest speakers, and in-class activities, including small group activities and in-class viewings. Students are expected to be prepared for class, to arrive on time, and to be actively involved in class discussions. Students are responsible for all class material, readings, and announcements made in class (which may include changes in dates for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations and when guest speakers join us.

In-Class Activities:

There will be some dates when you will work with each other to complete in class activities, problem solve, or critique course readings and material. Group work is a valuable part of this course and is directly connected with Learning Outcomes (Please see 'Absences & In-Class Activities' above) and to assessments.

Notes:

Instructor's detailed notes / PowerPoints will **NOT** be provided to students. If you miss a lecture for a valid reason you are expected to obtain class notes from a fellow student, do the associated readings as assigned, and if questions persist to arrange to meet with the Instructor to review your questions about the missed material. **Material will not be re-taught one-on-one to students who are absent from class, see *Expectations* below.**

Notetaking Guides:

Notetaking guides will be posted on Desire2Learn. These guides are not intended to replace classroom learning, nor are they comprehensive. Instead, they are made available to assist students with active notetaking in class.

Desire2Learn / myCourseLink:

Desire2Learn / myCourseLink will be used by the Instructor to upload course related material (including posting durable links to supplemental required readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online

learning support tool. Check this regularly for up-to-date course related information and relevant newsworthy research and community-based service provider updates.

Expectations

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine.

My expectations of you:

- to attend all classes;
- to be punctual and engaged;
- to be prepared for class having read the assigned readings in advance;
- to read and engage with all assigned readings;
- to be responsible for all class material, readings, and announcements made in class and via Desire2Learn (which may include date changes for topics, tests or assignments);
- to actively and frequently check their Lakehead University email account;
- to listen attentively when others are speaking;
 - o this means listening to understand, not listening to respond;
- to use inclusive and person-first language when speaking and writing and to be respectful of others;
- to be self-aware, in order to ensure that all have the opportunity to speak;
- to ask for clarification when you do not understand concepts or expectations;
- to turn off cell phones in class and store them completely out of site (as per the technology in the classroom policy outlined above);
- to approach me if you have concerns about anything related to the course;
- to challenge the material, the instructor, your peers and yourself in a respectful way; and,
- to question assumptions and think outside the box, including
 - o thinking critically, reflexively and creatively.

Additionally, students are expected to contribute to creating an engaging and respectful learning environment by:

- Not using or checking cell phones or texting during class / field time – turn it off and put it away;
 - o This includes **not** taking photographs during practicum time or of course slides;
- Attending all scheduled classes / field trips / practicums and arriving on time.
 - o Late arrivals and early departures are very disruptive. Students who are late for field experiences risk being left behind, and losing out on participation marks;
- Being prepared for each class (e.g. completing readings in advance, bringing appropriate outdoor clothing, and completing any pre-assigned tasks);
- Not engaging in side conversations, as they make listening difficult for others;
- Not scheduling other activities during this class/field time;
- Using your laptop for matters that are only related to the course;
- Letting your instructor know immediately if you are experiencing a problem that is preventing you from performing satisfactorily in this class;
- Not expecting instructors to check or respond to emails according to your own tight schedule or deadline, especially in the evenings, and / or on weekends;
- Asking for help on an assignment only after you have truly tried to resolve issues; and,
- Not coming to a meeting for help on an assignment unprepared.

What you can expect from me:

In addition to the information provided above, under the heading 'Teaching Style', students can expect the following from me:

- That I will strive to foster a respectful and engaging classroom and extended learning environment, by respecting your input in class and quickly and professionally dealing with any disruptions and conflicts which may arise in accordance with [the School of Outdoor Recreation, Parks and Tourism Culture of Respect](#) document.
- That any changes to the course's scheduled delivery will be communicated and discussed with you with as much advanced notice as possible, and that changes will be emailed to the student body as well as posted on Desire2Learn.
- Timely responses to email inquiries (usually in 24-48 hours), **provided that email correspondences are sent from your Lakehead University email address**, and are professionally written, with the subject line beginning with the course number, as per the statement on 'Contact' (page 1).
 - o An automatic response to your email indicating when you can expect to have a response from me will be used when emails cannot be responded to within 24 – 48 hours (for example automatic responses will be used: during University closures, semester breaks, off campus training, workshop attendance or conference or research leave, and / or during times of illness).
- Fair consideration of all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**.
- Fair consideration of all requests to have papers remarked provided the following criteria is met:
 - o The student has taken **a minimum of 48 hours** following the receipt of their mark(s) to:
 - Review all detailed comments made on the assessment;
 - Review the assignment outline, expectations and marking rubric;
 - Listed any and all areas where they feel they were marked unfairly; and,
 - Either made an appointment to discuss the mark in question or arrived **prepared** to my next scheduled set of office hours.
- And, that I will be available for consultation regarding the course, and other academic issues, during the posted office hours associated with your course.
 - o Students are also encouraged to stop by when my office door is open, or to request an appointment outside of the stipulated course-related office hours if they are unable to attend or their inquiry is urgent.

Communication

The University requires all students to activate an official University email account. For full details of the Email Policy of Lakehead University, please visit: <https://www.lakeheadu.ca/faculty-and-staff/policies/general/email-policy-of-lakehead-university>

You are required to obtain and use your LU email account for all communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with OUTD 4611, and **must** be sent from your Lakehead University email address, as per the above.

Support for Students

There are many resources available to support our students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca).

Student Study Resources

A NOTE ON ACCEPTABLE SOURCES:

It's perfectly acceptable for an academic paper to cite non-scholarly sources. For instance, if you wanted to argue that a farm also provides agricultural tourism services, you would probably be expected to describe the farm operations and value-added experiences by quoting key phrases or from their website or including information from customers' reviews, and refer to their program offerings. **BUT: this kind of a paper wouldn't be a researched academic essay, unless** it was also grounded in recent research on such subjects as sustainable agriculture, rural economic development, and agricultural tourism. For this reason, students must include a minimum number of academic sources in each assignment. These academic sources may then be supplemented with alternative sources from government, industry, popular media, personal communications and the web. However, reputable sources must be used and ...

WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE!!!

To help you identify viable sources for your academic researched essays and critical reflections in this course, **students are strongly encouraged to book an appointment with the School's Liaison Librarian, Val Gibbons**. Appointments can be booked via [:vgibbons@lakeheadu.ca](mailto:vgibbons@lakeheadu.ca) or by calling: 807-343-8165. **Additional information regarding the role of Liaison Librarian's can be found here:** <https://libguides.lakeheadu.ca/contact-us/liaison-librarians> .

Long List of Course Readings

The following readings comprise the list of required journal article readings for this course. Students can access these article via Desire2Learn / myCourseLink, under the tab for each week's lecture.

January 9th 2020

Newman, L., Powell, L.J., Nickel, J., Anderson, D., Jovanovic, L., Mendez, E., Mitchell, B., & Kelly-Freiberg, K. (2017). Farm stores in agriburbia: The roles of agricultural retail on the rural-urban fringe. *Canadian Food Studies*, 4(1), pp. 4 – 23. DOI: 10.15353/cfs-rcea.v4i1.211

January 16th 2020

Gottlieb, R. & Fisher, A. (1996). Community Food Security and Environment Justices: Searching for a Common Discourse. *Agriculture and Human Values*, 3(3), pp. 23 – 32.

Lockie, S. (2008). Responsibility and agency within alternative food networks: assembling the "citizen consumer". *Agricultural and Human Values* (9 pages).

January 23rd 2020

Selfa, T. & Qazi, J. (2005). Place, taste, or face-to-face? Understanding producer-consumer networks in "local" food systems in Washington State. *Agriculture and Human Values*, 22, pp. 451 – 464.

January 30th 2020

Bessiere, J. (1998). Local Development and Heritage: Traditional Food and Cuisine as Tourist Attractions in Rural Areas. *Sociologia Ruralis* 38(1), pp. 21 – 34.

February 6th 2020

Harrington, R.J. & Ottenbacher, M.C. (2010). Culinary Tourism—A Case Study of the Gastronomic Capital. *Journal of Culinary Science & Technology*, 8(1), pp. 14-32. DOI: 10.1080/15428052.2010.490765

Ignatov, E. & Smith, S. (2006). Segmenting Canadian Culinary Tourists. *Current Issues in Tourism*, 9(3), pp. 235-255, DOI: 10.2167/cit/229.0

February 13th 2020

Bezzola, T. & Lugosi, P. (2018). Negotiating place through food and drink: Experiencing home and away. *Tourist Studies*, 18(4), pp. 486-506, DOI:10.1177/1468797618791125

February 20th 2020

No Class - University Closed - Winter Semester Break

February 27th 2020

Busby, G. & Rendle, S. (2000). The transition from tourism on farms to farm tourism. *Tourism Management*, 21, pp. 635 – 642. [https://doi.org/10.1016/S0261-5177\(00\)00011-X](https://doi.org/10.1016/S0261-5177(00)00011-X)

Di Domenico, M. & Miller, G. (2012). Farming and tourism enterprise: Experiential authenticity in the diversification of independent small-scale family farming. *Tourism Management*, 33(2), pp. 285-294. DOI: <https://doi.org/10.1016/j.tourman.2011.03.007>

March 5th 2020

Phillip, S., Hunter, C., & Blackstock, K. (2010). A typology for defining agritourism. *Tourism Management*, 31(6), 754–758. <https://doi.org/10.1016/j.tourman.2009.08.001>

Carpio, C.E., Wohlgenant, M.K. & Boonsaeng, T. (2008). The Demand for Agritourism in the United States. *Journal of Agricultural and Resource Economics*, 33(2), pp. 254 – 269

March 12th 2020

Tew, C. & Barbieri, C. (2012). The perceived benefits of agritourism: The provider's perspective. *Tourism Management*, 33(1), pp. 215 – 224. DOI: <https://doi.org/10.1016/j.tourman.2011.02.005>

Mostafanezhad, M., Azizi, S. & Johansen, K. (2016). Valuing organic farm volunteer tourists in Hawai'i: farm host perspectives. *Current Issues in Tourism*, 19(6), pp. 613 – 617. DOI: <https://doi.org/10.1080/13683500.2014.961904>

March 19th 2020

Flanigan, S., Blackstock, K., & Hunter, C. (2015). Generating public and private benefits through understanding what drives different types of agritourism. *Journal of Rural Studies*, 41, 129–141. <http://doi.org/10.1016/j.jrurstud.2015.08.002>

March 26th 2020

Colton, J.W. & Bissix, G. (2005). Developing Agritourism in Nova Scotia: Issues and Challenges. *Journal of Sustainable Agriculture*, 27(1), pp. 91-112. DOI: https://doi.org/10.1300/J064v27n01_06

Keith, D., Rilla, E., George, H., Lobo, R., Tourte, L. & Ingram, R. (2003). Obstacles in the Agritourism Regulatory Process: Perspectives of Operators and Officials in Ten California Counties. *AIC Issues Brief*, 22 (6 pages).

April 2nd 2020

Hurley, K. (2015). Chapter 8. Envisioning AgriTourism 2115: Organic Food, Convivial Meals, Hands in the Soil and No Flying Cars. In Ian Yeoman, Una McMahon-Beattie, Kevin Fields, Julia N. Albrecht, Kevin Meethan (Eds.), *The Future of Food Tourism: Foodies, Experiences, Exclusivity, Visions and Political Capital* (pp. 101–113). Bristol, Blue Ridge Summit: Multilingual Matters.