# TAH 361 Local Food & Agritourism

CMHS, Muskie School of Public Service, Tourism & Hospitality Program

Fall 2024

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| Instructor Info **Dr. Tracy Michaud**  **Phone:** (207) 780-5410  **Email:** tracy.michaud@maine.edu  **Zoom:** (email for Virtual Office hours)  **Office:** 307, Masterton Hall, Portland Campus  **Hours:** email to set up meeting time | Course Meetings Room, Building, Campus  Fridays, 9-11:30 am  QR code for Student Services and Polices Hub. Link URL found in the footnotes on the first and last page.  [Student Services and Policies Hub](about:blank)[[1]](#footnote-1) |

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## 1. Course Information

### 1A. Course Description

This class explores “Local Food” as it relates to agritourism. The interest in “Local Food” is reflected in the study of farmer’s markets, farm to fork restaurants, food supply and security, the slow food movement, sustainability labeling, fair trade, and a desire to buy and eat “locally." A sector of Culinary Tourism, Agritourism, is a significant aspect of the Local Food Movement not only because it preserves agricultural heritage, but because it acts to both globalize and localize food consumption, create new foodways and commodity chains. This course counts for the Sustainable Development concentration and as an elective for the Hospitality Management concentration in the Tourism and Hospitality BA Degree and minor. No Prerequisites.

### 1B. Course Materials & Books

#### Required

* Pasta, Pane, Vino: Deep Travels Through Italy's Food Culture by Matt Goulding, c 2018, Harper, ISBN 978-0062655097
* “Will Write for Food” by Dianne Jacob, c 2021 Hachette Go Publishing, ISBN*-*13. 978-0738214047
* All additional readings and videos to be posted on Brightspace
* 1 Composition Book or Dedicated Google Folder for Journal Writing

For Brightspace tech requirements, see the [Student Services and Policies Hub](about:blank)[[2]](#footnote-2).

#### Supplemental

* N/A

### 1C. Course Format

This class is hyflex, meaning you can chose to participate in person during designated class times or online during designated class times. There is no asynchronous online format offered. You must attend to pass this class. In this class, we will “LEARN BY DOING” and engage in the development of a COOKBOOK project. Students will research, write, interview,

source, and learn about cooking local foods. Students will develop an online interactive resource and potentially a print cookbook for the final project. Additional examples of Agritourism from Maine and other places will be studied.

### 1D. Program Learning Outcomes

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| --- |
| **This class satisfies the following USM Tourism and Hospitality Program learning goals:**   1. Students will understand the local and global implications of tourism and the role tourism plays in the economy, communities, nature and culture as well as foster the ability to apply this knowledge to real word industry issues, policy, planning and destination development. 2. Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning. |
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### 1E. Course Learning Outcomes

Students in this class will gain:

1. Knowledge in how local food and agritourism provides authentic and sustainable experiences with working farms and fisheries;
2. Knowledge of policies that promote sustainable practices in local food and agritourism;
3. Knowledge of Maine’s local food and agritourism sector;
4. Skills in discussing and analyzing the issues, challenges, and consequences of agritourism;
5. Interviewing skills;
6. Research, presentation, and communication skills;
7. Development of a creative voice through social media, marketing, and food writing.

## 2. Coursework & Grading

### 2A. Grade Scale

| **Grade Percentage** | **Letter Grade** |
| --- | --- |
| 100-93% | A |
| 92-90% | A- |
| 89-87% | B+ |
| 86-83% | B |
| 82-80% | B- |
| 79-77% | C+ |
| 76-73% | C |
| 72-70% | C- |
| 69-60% | D |

### 2B. Course Grade Breakdown

Grades are assigned based on the quality of final product and the level of following directions outlined in the assessment.

| **Assessment Name** | **Value** |
| --- | --- |
| **Reflection Journal Entries** | 25% |
| **Podcast Reviews** | 10% |
| **Research Article and Presentation** | 10% |
| **Class Participation** | 20% |
| **Final Project: THE COOKBOOK** | 35% |
| **Total:** | **100%** |

### 2C. Assessment Descriptions & Requirements

**Reflection Journal Entries (25%)**

Throughout the semester, students will have opportunities to learn about agritourism, local

food, events, and practitioners in Maine and across the globe. After each week, students

will submit a minimum of 500-word as a reflection “virtual journal” entry and can include

writing, recordings, and photos. The following themes should be covered:

*1. What did you learn?*

*2. What was most intriguing to you and why?*

*3. What questions/ideas this brought up about agritourism/local food?*

*4. For assigned Book Chapters: What was the relevant theme(s) that applied to local food or agritourism?*

*Spelling, clarity of voice, and grammar matter - so edit yourself and read your writing out loud to make sure that your writing makes sense.*

Reflection journal entries and social media posts will be due at the start of the next class.

Late journal entries will not be accepted. Class attendance is, therefore, CRUCIAL to this

part of the grade. All journal entries must be saved in a shareable Google Folder and labeled with the date, author, and title and will be shared as part of the collective final project.

**Podcast Reviews (10%)**

Each student will sign-up to review 10 episodes of ONE podcast from the list below. You are

required to listen to each of the podcast episodes; provide a 300+ word synopsis of each

episode; and a 500+ word review of the series that includes a short interview with the

podcast creator(s).

1. [Agritourism](C:\\Users\\tracy.michaud\\Downloads\\Agritourism) Ideas: https://www.podchaser.com/podcasts/agritourism-ideas-201671/episodes/recentMaine Department of Inland Fisheries & Wildlife: https://www.maine.gov/ifw/news-events/podcasts/fish-game-changers.htmlWorld Food Travel Association: <https://www.worldfoodtravel.org/business-food-travel-podcast>
2. Maine Department of Agriculture, Conservation, & Fisheries: <https://www.realmaine.com/harvesting-maine-podcast/>
3. Maine Aquaculture: <https://open.spotify.com/show/69ulKsI2epsendBObL26RN>
4. Maine Farm Podcast: <https://podcasts.apple.com/us/podcast/two-rock-radio-a-maine-farm-podcast/id1603108063>
5. Working Waterfronts: https://www.islandinstitute.org/stories/podcast/
6. Maine Coast Fisherman’s Association: https://www.mainecoastfishermen.org/docktalk
7. University of Vermont Agritourism Webinars: https://www.uvm.edu/vtrc/past-webinars

**Research Article and Presentation (10%)**

Each student will be responsible for reading their article of choice in depth. Then students will present this information to the class in a 10-minute PowerPoint presentation consisting of:

A. Summary of their selected article, links to the article, and photos

B. Ideas on the relevancy of the article to current and past Agritourism practices and/or agritourism in Maine

C. Facts, figures, or policies specific to the country, region, or state

D. Two quiz questions which other students in the class will answer

The quiz questions should be the last PowerPoint slide of the presentation. The quiz

questions should have students demonstrate they understood the information presented

and/or can apply the information presented. The quality of the quiz questions will be a part of the grade for this assignment. There is no make up for missing this assignment.

Use this list of articles for inspiration for your own article research. You will need to research and find your own article to present:

1. A Chocolate Tour of the Caribbean: [http://www.nytimes.com/2012/11/11/travel/a-chocolate-tour-of-the-caribbean.html](about:blank)
2. Ecotourism a Natural for Belize: [https://www.bostonglobe.com/lifestyle/travel/2015/05/23/belize-ecotourism-prospers/edq](about:blank)
3. Salmon fishing in Alaska: https://www.forbes.com/sites/larryolmsted/2022/07/05/the-worlds-best-fishing-tripsput-alaskan-salmon-on-your-bucket-list/?sh=20901351323a
4. Agritourismoin Italy: https://www.nytimes.com/2007/08/13/travel/13iht-sardinia.7098185.html
5. Fishing & foraging in Norway’s southern fjords: <https://www.nationalgeographic.com/travel/article/fishing-and-foraging-in-southern-fjords>
6. Georgian red wheat bread revives tradition and sparks agritourism potential: https://www.fao.org/fao-stories/article/en/c/1470621/

Please use the following parameters to find an article an article worthy of presenting: 1) describes a specific region or destination in the world; 2) describe an experience connected to farmers or fishermen, not just “about food”; 3) includes a first person account of an experience; and 4) incorporates some statistics about the type of agritourism described.

Search using these terms (or other concepts that interest you in Agritourism) and select an article that resonates with your interests. The article should be MORE than just a promotion for a specific property. Keywords: agritourism, farm tour, aquatourism, culinary trail, cheese trail, oyster farm tour, lobster boat tour.

**CLASS PARTICIPATION (20%):**

Show up, participate, and be active. I am so very serious about this. You must engage, talk, and be a good communicator in class, online, and with your research partners. There are no such things as stupid questions or ideas. We are here to learn and to support each other.

### 2D. Writing Style & Formatting

All materials must be in APA format style guide (https://owl.english.purdue.edu/owl/resource/560/01/)

### 2E. Final Examination/Final Project

**FINAL PROJECT: THE COOKBOOK (35%)**

Students will research and write about a select food that will be included in the final cookbook and online in the project’s website. Your journal writing, day-to-day research, stories, and reflections will also support your final project submission. You and your partner must investigate the following: Your assigned food; its history and use in the indigenous culture and modern culture at-large; 1-2 recipes of your assigned food with step-by-step instructions that are WELL tested; photos of your food and who is preparing it; interviews with makers and producers of the food; personal reflections on the experience as a whole. Additional questions and discussion points to be added as we dig into the research over the course of the semester. (30%). You also must be prepared to talk about the project in a succinct, 10-15 minute presentation to your peers on one of the last day of class (5%).

## 3. Class Schedule

| **Week & Date** | **Topics & Items Due** | **Readings** | **Assigned for a Future Class Meeting** |
| --- | --- | --- | --- |
| **Week 1 – Aug 30** | **Introduction To the Course**   * This is the first class meeting. * Class introduction lecture * Review of syllabus * Writing exercise: Describe a memorable food experience you have had on a restaurant, farm, vacation, etc. |  | **Assignments:**   * Reflection Journal – Due Sept 4   *Reflect on questions you may have about the class and/or agritourism, e.g., what are you most excited or nervous about?* |
| **Week 2 – Sept 6** | **Agritourism in Maine: Maine Oyster Trail**   * Come to class having read the items assigned in the previous class meeting. * Lecture - Maine Oyster Trail and Maine Wild Blueberry Weekend: Attributes of a Memorable Agritourism Experience   Subtopics   * Benefits of agritourism to producers, communities, visitors * Experience Economy * Concept of staged authenticity | **Read or Watch the Following:**  The Magic of Experience: Agritourism as an Experiential Marketing Strategy for Maine Farm and Fishery Products (Paras & Michaud, 2023)  <https://www.uvm.edu/vtrc/international-workshop-agritourism-2022-conference-proceedings>  Agritourism: Toward a Conceptual Framework for Industry Analysis (Chase, et al, 2018)  <https://www.foodsystemsjournal.org/index.php/fsj/article/view/572> | **Assignments:**   * Reflection Journal – Due Sept 11   *Write about a fish, farm, or local food experience and where it fits on the agritourism wheel from Chase, et al (2018).* |
| **Week 3 – Sept 13** | **Site visit: Rocky Bottom Fisheries**   * Come to class having read the items assigned in the previous class meeting. * 90-minute lobster boat tour of Casco Bay * Group reflection on Portland waterfront | **Read or Watch the Following:**  The Role of Aquatourism in Sustaining Maine’s Working Waterfronts (Paras & Michaud, 2023)  <https://digitalcommons.library.umaine.edu/cgi/viewcontent.cgi?article=1940&context=mpr>  State of Maine’s Working Waterfront  <https://www.mainecoastfishermen.org/_files/ugd/01b480_e040273a8b644cc88fefcbc8862248a2.pdf>  Profiles of Maine lobstermen  <https://lobsterfrommaine.com/meet-the-lobstermen/> | **Assignments:**   * Reflection Journal - Due Sept 18   *Reflect on one of the 4P’s that resonates most with your lobster boat experience – people, place, product, participation - and how aquatourism can address a challenge on the working waterfront.* |
| **Week 4 – Sept 20** | **Indigenous Food & Culture: Wabanaki**   * Come to class having read the items assigned in the previous class meeting. * Lecture Food + Culture of the Wabanaki People. * Guest speakers TBA   Subtopics   * Native plants and animals * Indigenous knowledge & practices * Maine’s colonial history | **Read or Watch the Following:**  People of the Dawn (2018) <https://youtu.be/0QgsF4HGVnw?si=8sR8Eiz1ODV7TftU>  A Taste of Two Worlds cookbook (2023)  <https://www.maine.edu/thor/cookbook-project/>  Holding up the Sky: Wabanaki people, culture, history & art (Maine Historical Society, 2020)  <https://www.mainememory.net/sitebuilder/site/2976/page/4665/display?use_mmn=1>  Maine Eats: The food revolution starts here (Maine Historical Society, 2018)  <https://www.mainememory.net/sitebuilder/site/2768/page/4399/display?use_mmn=1> | **Assignments:**   * Reflection Journal – Due Sept 25   *Reflect on your experience with one of Maine’s indigenous foods.* |
| **Week 5 – Sept 27** | **Site visit to Jordan’s Farm or a local apple orchard**   * Come to class having read the items assigned in the previous class meeting. * Group Reflection   Subtopics   * Best agritourism practices * Logistics * Challenges at the operator and community level | **Read or Watch the Following:**  A Guide to Successful Agritourism Enterprises  <https://www.uvm.edu/sites/default/files/Vermont-Agritourism-Collaborative/2019_BestPracticesAgritourism-FINALDRAFT-lores.pdf>  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Reflection Journal – Due Oct 2   *Reflect on one or more best practices in agritourism that you observed on our site visit.* |
| **Week 6 – Oct 4** | **Developing Local Food Experiences**   * Come to class having read the items assigned in the previous class meeting. * Lecture: what makes a good food tour and food story * Guest speaker: Pamela Laskey, Maine Foodie Tours | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:** Participate in an agritourism experience on-your-own   * Maine Open Creamery Day * Maine Fiber Trail * Maine Oyster Trail * Maine Apple Sunday * Indigenous People’s Day picnic at Wolfe’s Neck Farm (extra credit) * Reflection Journal - Due Oct 9   *Reflect on your agritourism experience by describing three things you enjoyed (e.g., 4P’s) and three things that could have been better (best practices).* |
| **Week 7 – Oct 11** | **Site Visit: Rosemont Market or Fork Food Lab**   * Come to class having read the items assigned in the previous class meeting. * Meet producers * Group reflection | **Read or Watch the Following:**  ***Scaling Local: Growing Greater Portland’s Food Scene*** (2014***)***  <https://youtu.be/nkSjhmGtN2A?si=cfYZfZeoDc08yWmD>  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Reflection Journal – Due Oct 16   *Reflect on one of the stories from our site visits or in the documentary that you would like to know more about. What made the story compelling?* |
| **Week 8 – Oct 18** | **Skills Workshop: Interviewing**   * Come to class having read the items assigned in the previous class meeting. * Lecture: Best interview practices * Exercise: Role Playing * Brainstorm interview questions for producers | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Research article presentation – Due Oct 25 * Podcast Review – Due Nov 8   Schedule producer interview   * Send email to set date & time |
| **Week 9 – Oct 25** | **Research Article Presentation**   * Research Article Presentation Day Peer reviews and Q+A | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Podcast Review – Due Nov 8 * Reflection Journal – Due Oct 30   *Reflect on the interview style of your chosen podcaster.* |
| **Week 10 – Nov 1** | **Field Work check-in**   * Come to class having read the items assigned in the previous class meeting. * Discuss field work challenges * Discuss interview styles from podcast review | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Producer interview - Due Nov 15 * Reflection Journal – Due Nov 6   *Reflect on a chapter in Goulding’s book that you enjoyed.* |
| **Week 11 – Nov 8** | **Skills Workshop: Food Writing**   * Come to class having read the items assigned in the previous class meeting. * Guest speaker: Maggie Knowles, Edible Maine   Subtopics   * Building a narrative arc * Writing a hook | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Producer interview - Due Nov 15   Submit field notes and transcript   * Reflection Journal – Due Nov 13   *Draft a hook for your final project.* |
| **Week 12 – Nov 15** | **Skills Workshop: Social Media Storytelling**   * Come to class having read the items assigned in the previous class meeting. * Guest speaker TBD * Exercise: Draft Instagram blast to promote group project   Subtopics   * Photography * Differences between Tik Tok, Facebook, Instagram, X, Youtube | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Draft of final project – Due Nov 29 |
| **Week 13 – Nov 29** | **Skills Workshop: Peer Review**   * Come to class having read the items assigned in the previous class meeting. * Discussion: How to provide constructive peer review * Exercise: Read & comment on final project drafts | **Read or Watch the Following:**  Goulding chapters TBD  Jacobs chapters TBD | **Assignments:**   * Reflection Journal – Due Dec 4   *Write about what you learned and what you enjoyed most/least about the class.*   * Final project – Due Dec 6 |
| **Week 14 – Dec 6** | **Final Presentations**   * Present final contribution to group project | **Read or Watch the Following:**  None | **Assignments:**   * None |

## 4. Course-Specific Policies

### 4A. Attendance

Class attendance is required and class participation is counted toward your final grade. If you miss class you are responsible for letting instructor know ahead of time and making up any missed work.

### 4B. Late Work

Late work will have point taken off and any work not completed by the end of the semester will count as a 0.

### 4C. Revision Policy

Students will have a chance to get feedback and revise work on reports and projects before the final due date so there will be no revision of work once it is submitted.

### 4D. Class Cancellation

Students will be informed of class cancelations by BrightSpace announcement and email if instructor must cancel class for reasons other than institution-wide closures due to weather or other incidents. Students will be given instructions on how the class will be made up and ways to submit work that was due that day.

### 4E. Inclement Weather Contingencies

If USM is canceled due to inclement weather, this class will be canceled and students will be given instructions on how the class will be made up and ways to submit work that was due that day.

### 4F. Personal Device Usage in the Classroom

Laptops and personal devices are allowed during the class as long as students are using them to participate in class and take notes.

### 4G. Use of Artificial Intelligence (AI) in Coursework

AI generative tools such as ChatGPT are not to be used to create yoru reports or complete assignments unless explicitly included in a learning assignment.

### 4H. Faculty Response Time

Feedback on assignments will be provided within one week from the due date. Emails will be responded to within two university business days.

### 4I. Netiquette

Our text-based communication is vital in this course since it is one of the way we will connect with each other. Please be careful and considerate in all your communications with each other and your instructor. The online medium is poor at conveying tone. Consider what you are saying and remember that your intent might not be inferred by your readers (fellow students and instructors). Take a moment to re-read everything you write: assume that it will be taken in the worst possible light. Extend courtesy to others: assume the most charitable light possible. Both of these steps will make communication easier and far more civil.

### 4J. Additional Instructor Notes

N/A

## 5. Academic Services & Policies

Below you'll find a brief list highlighting some of the most crucial student services and supports.

* **Request disability accommodations** | (207) 780-4706 | dsc-usm@maine.edu
* **Report Interpersonal violence** | (207) 780-5767 | usm.titleix@maine.edu
* **Report on-campus emergencies and safety concerns** | (207) 780-5211 or your local
* police agency.
* **Get academic help** | mycampus.maine.edu/group/usm/learning-commons
* **Get technology help** | usm.maine.edu/computing/helpdesk
* **Meet with an academic advisor |** usm.maine.edu/advising

For USM's most complete and current information on services available to students, as well as academic policies, use the QR Code to go to the [Student Services and Policies Hub webpage](about:blank)[[3]](#footnote-3).



1. https://mycampus.maine.edu/group/usm/student-services-and-policies-hub [↑](#footnote-ref-1)
2. https://mycampus.maine.edu/group/usm/student-services-and-policies-hub [↑](#footnote-ref-2)
3. https://mycampus.maine.edu/group/usm/student-services-and-policies-hub [↑](#footnote-ref-3)