

Chilometro Zero: Teaching Sustainable Tourism in the Italian Language Classroom

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Abstract

Environmental pedagogy and education to sustainability have become increasingly popular among language instructors, meeting the growing demand for meaningful and relevant language instruction and a global shift toward learner-directed and problem-based methodologies. This article illustrates an example of curriculum development centered around sustainability in an intermediate-level Italian course, combining curriculum development and project-based language teaching. The project led students to explore issues relevant to the Italian discourse, such as overtourism, the conservation of Alpine communities, the design of urban spaces, and sustainability in the food industry, while applying relevant language skills to real-life communicative tasks. Additionally, the project prompted students to rethink critically their own approach to Italy and reflect on the ways in which touristic images are reshaped by today's influencer culture, encouraging them to deepen their personal connection to the target culture with a positive effect both on program retention and on study abroad participation.

Keywords: *curriculum development, classroom teaching, project-based language learning, environmental language teaching, sustainability*

Introduction

Since the United Nations adopted the Agenda 30 Sustainability Framework and its 17 Sustainable Development Goals in 2015 (United Nations, 2015), the field of language teaching has increasingly opened itself to the methods and practices of environmental pedagogy, heeding the call for interdisciplinary approaches in order to face the challenges posed by climate change. Furthermore, the Agenda 30 Call for Action adopted by UNESCO in 2018 directly mobilized language educators to integrate sustainability into curricula (Maijala et al., 2023). This “green turn” of language teaching also meets a growing consensus toward

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content-based and learner-centric methodologies that promote engagement inside and outside the classroom by applying language learning processes to relevant real-world issues (Nur et al., 2022). Consistent with these trends, second language acquisition (SLA) has long redefined itself as a space for cultural analysis, far beyond the vertical transmission of grammatical and lexical elements, which further justifies and encourages the inclusion of sustainable practices in the language classroom (Küchler, 2024).

Content-based instruction (CBI) has been an especially fertile ground for environmental pedagogies and ecocritical approaches due to its learner-centric orientation, its transformative nature, and its potential for its inclusive education (Majjala et al., 2023; Nur et al., 2022). Modern language education can promote awareness of power imbalances while also encouraging imagination of different futures (Barbas-Rhoden, 2022). Finally, the burgeoning field of education for sustainable development has increasingly recognized the need to expand approaches beyond the current dominance of English and the importance of including diverse languages and local contexts (Holden & Airas, 2025).

Content-based approaches have found success by addressing environmental issues related to specific local communities (e.g., air pollution in Asia or desertification in Northern Africa; Hauschild et al., 2012), by highlighting the link between ecopedagogies and professional skills in post-secondary language teaching (Liu & Qi, 2021), or by prompting student engagement through environmental-themed writing tasks (Kazazoglu, 2025). Transcending specific methodologies and cases, many practitioners today call for holistic approaches that go beyond superficial attempts at greening the classroom (Nur et al., 2022) and instead open the language learning process to broader reflections on environmental and social justice. This greening of the language classroom, as it is often dubbed in pedagogy research, meets a widespread need to embed sustainability throughout the education process, while at the same time recognizing the specific power of language instruction in reshaping perceptions and attitudes (Yu et al., 2024), changing values, and, hopefully, producing meaningful and lasting change.

Given Italy's intense vulnerability to climate change—all but underscored by floods in Venice and Emilia Romagna, fires and catastrophic droughts in the South, and recurrent avalanches in the North—it is not surprising that these practices are taking roots in a growing number of Italian language programs. Since Italy became the first nation to make climate education mandatory (Jones, 2019; Smaniotta et al., 2023), environmental language pedagogy has slowly but surely made its way into the Italian language classroom, often through project-based learning approaches (Trebaiocchi, 2022) and interdisciplinary, content-based perspectives (Formato, 2020).

This article presents and analyzes an experience that took place in a fourth-semester intermediate-level Italian language class at Cornell University, a large, private R1 institution, in Spring 2025. The project involved a complete curriculum redesign, resulting in a new thematic syllabus centered around issues of sustainability and environmentalism applied to specific territories and Italian landscapes. While this project falls within the overall greening of the language classroom, it has a distinctive focus on geographies, territories, and local spaces that sets it apart from similar projects implemented in other institutions. In particular, the project focuses on issues relevant to the Italian discourse and the perception of Italy abroad, such as the impact of overtourism on the most popular tourist hubs, which makes it particularly relevant to the survival and success of Italian language instruction at the institutional level. Under the new curriculum, students explore issues of sustainability in industries that are key to the Italian economy,

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such as oenogastronomy and the tourism sector, while also questioning the increasing commodification of Italian landscapes and the specific ways in which the Italian peninsula is often represented in traditional course materials, commercial textbooks, and established language curricula.

Is Italy for Sale? Teaching Sustainability in the Age of Overtourism

The *Belpaese* [beautiful country], as it is commonly nicknamed, faces specific environmental challenges rooted in its unique history and perception. Italy is the quintessential tourist destination, a brand that represents timeless beauty, a slower pace of life, and the enjoyment of simple pleasures such as food, wine, and good company (Hom, 2015). This is not only true of Italy as a travel destination but, to some extent, also of the Italian language as an object of study. Gaze plays a fundamental role in the construction of the tourist experience (Urry, 1990), a phenomenon that has all but accelerated in the era of rapid photo sharing enabled by social media (Haslebacher et al., 2019; Martin & Martin, 2004). The version of Italianness endlessly repackaged in Instagram stories and TikTok reels is a mashup of decontextualized icons: Milan's fashion and luxury brands, Tuscany's sun-kissed hills, the timeless beauty of Florence, Venice, and Rome, and even fictional towns such as #LakeComo, the Instagram-generated sensation that led crowds of bewildered tourists to an impossible quest in the summer of 2022 (Solito, 2023). Unsurprisingly, most of these landscapes are the same ones prominently featured in many textbooks of Italian as a second language, particularly those targeting American university students.

The rise of overtourism, of which Italy is a prime example, is intimately related to issues of sustainability and environmental conservation. Koens et al. (2018) described overtourism as the “excessive negative impact of tourism on the host communities and/or natural environment” (p. 2), noting how the phenomenon, virtually nonexistent before 2017, has rapidly taken hold as a legitimate object of academic study. Unsurprisingly, Italy leads the field, both as a country affected by overtourism and as a producer of academic research on it (Santos-Rojo et al., 2023). No corner of the country is virtually immune from this phenomenon, from relatively unknown destinations (such as the mountains of Roccaraso in the Abruzzi region, recently swarmed by unprecedented numbers of visitors after a viral TikTok trend) to historical cities teeming with iconic landmarks and selfie-taking visitors. As the mayors of Venice and Florence, faced with unprecedented rates of overtourism and in danger of losing their highly coveted UNESCO designations, weigh on draconian measures to limit the daily influx of visitors, influencer culture is met with mounting resistance and resentment in a country whose GDP significantly relies on the tourism industry (nearly 11% in 2025, according to World Travel and Tourism Council estimates, 2025).

This complex imagery, amplified by today's social media but dating back to the earliest sketches hand painted by Dutch landscape painters in the 18th century (Hom, 2015), offers both an opportunity and a challenge to language educators. Desire can be instrumental in increasing motivation, driving up enrollments and enhancing participation in study abroad programs and other authentically immersive experiences. While research on student motivation has historically lagged in the field of Italian as a second language (D'Orazi & Hajek, 2021), visiting Italy is a recurrent goal among Italian learners. The most comprehensive study of motivation conducted so far, based on a large-scale survey of university learners of Italian in Australia, listed among the motivating factors “a desire to travel to Italy and meet Italian people” (D'Orazi & Hajek, 2022, p. 363), while Palmieri (2019), in a qualitative study of the motivations of Australian adult learners of

Italian, highlighted recurrent associations with an “aesthetic package” (p. 183) and other values that propel the Belpaese as an ideal travel destination.

Post-pandemic trends in study abroad are consistent with this tendency. Since 2020–21, Italy has been the leading destination of U.S.-based university students earning credits abroad; in 2022–23, 14.9% of exchange students spent time in Italy, closely followed by the UK (12.5%) and Spain (11.9%) (Open Doors, 2024). A 2024 survey curated by the American Association of College and University Programs in Italy (Duranti et al., 2024) confirmed the fundamental relation between Italy’s lure and its leading role in the study abroad industry. Furthermore, Tuscany and Lazio are the top destinations for U.S.-matriculated students (46.5% and 39.1% respectively), with Emilia Romagna coming in a distant third place (4.1%). The infrastructures of study abroad programs seemingly cluster along the routes of international travel. Similarly, the main associations in respondents’ memories were with arts and beauty, closely followed by food and quality of life. This is consistent with Italy’s idealized perception abroad shown by surveyed students’ qualitative responses that listed, among the terms most often associated with Italy, items such as “beautiful,” “cultural,” “historical,” “walkable,” and “cappuccino” (Duranti et al., 2024, p. 17).

While tourism as an end goal can orient learner motivation, the reverse is also true: Different learning motivations can shape different kinds of engagement and result in vastly different travel experiences (Niezgoda, 2019). In this respect, the fascination that many students seem to share toward Italy and its beauty represents a precious opportunity to encourage respectful cultural encounters that do not leave behind a trail of endless litter and environmental devastation.

Centering the Italian language curriculum around sustainability allows the instructor to promote ethical approaches to tourism and its mediatic representations, incorporating real and urgent themes into the curriculum and allowing students to place themselves into the equation—not merely as customers and future consumers (whether of a landscape, social media content, or university credits), but as informed and respectful global citizens. The project presented in this article directly addresses these issues through a consistent redesign of the curriculum for an intermediate-level, fourth-semester Italian class centered around urgent issues of environmental justice, sustainability, globalization, migrations, and climate change.

Project Description, Goals, and Rationale

The project was implemented for the first time in Spring 2025 in an intermediate-level, fourth-semester language class, selected due to its position in the curriculum as the highest language level offered in the program, as a required course for all majors and minors, and as a recommended course for participation in the institution’s flagship study abroad program. Being the first course after the required language sequence in the program, the course usually sees a dramatic drop in enrollment, consistent with low retention in the language program beyond the lowest levels of proficiency—a known struggle for programs of Italian (and other modern languages) across the U.S. (Lusin et al., 2023)—and with the negative impact that official requirements and curriculum policies can have on the vitality of modern language programs (Cinaglia, 2023; Diao & Liu, 2021).

The project implementation included three separate but interdependent components:

1. A complete course redesign centered around an environmentally themed syllabus, delivered to students in the form of a custom-made e-reader disseminated as a searchable pdf. The course reader incorporated

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classroom activities as well as homework assignments based on authentic and (in a few cases) semi-authentic texts, promoting reading, writing, listening, and speaking skills as well as vocabulary scaffolding and metalinguistic analysis.

2. A debate with a guest speaker and expert in the history of Italian tourism, Professor Stephanie Malia Hom (UC Santa Barbara). Students prepared through a set of listening, reading, writing, and speaking activities, which they later reported on in written form.
3. A final project-based assessment. Students contributed to a password-protected classroom blog in the target language, titled *Non solo paesaggi* [More than a landscape], choosing between different formats (such as videos, infographics, and audio narrations).

These three components systematically align with best practices in the field of engaged learning (Henshaw & Hawkins, 2022; Oga-Baldwin, 2019) as well as with the principles of project-based learning (PBL) and CBI, two of the methodologies most often connected with green language pedagogies (Nur et al., 2022). At the same time, the project design is fundamentally rooted in the belief—crucial to the field of environmental language pedagogy—that language learning can powerfully reshape attitudes and values, invite to reconsider long-held beliefs and established worldview, and effect meaningful change.

This project promotes a deeper awareness of sustainability, applicable to a variety of real-life themes and contexts such as food production, global migrations, the environmental and economic impact of tourism, and landscape conservation. This philosophy aims to overcome the reductive approach seen in many courses, which limit the discussion of sustainability to a unit or chapter on the environment; on the contrary, the project systematically integrates the study of territory and geographies in language instruction, creating spotlights on less commonly known sites, landscapes, and cultural practices—not instead of, but side by side with popular travel destinations such as Venice, Florence, and Rome. In this respect, the redesigned course meets students' expectations and builds on their preexisting knowledge, but also allows them to expand their perception of Italian-ness to include less-commonly known aspects. Finally, and most importantly, it empowers students to question their personal relationship to Italy, either as a future travel site or as potential hub for a study abroad experience. This allows learners to make a real impact through their learning, to communicate with purpose (e.g., debating a topic with a bona fide expert in the field or sharing materials meant to raise awareness on a relevant issue), and to take responsibility for their own learning, for instance by planning and researching their final project early on during the course.

Project Component #1: The Course E-Reader

The course curriculum for Italian IV was redesigned around five thematic modules (see Appendix A), each exploring a specific aspect of sustainability and rooted in the analysis of specific territories and textual genres. This new syllabus, which is primarily organized around a spatial logic, invites students to explore different landscape typologies, each one rooted in a specific aspect of the Italian culture, cinema, and literature.

As their main material of study, students used a custom-made e-reader titled *Chilometro Zero* [zero kilometers], disseminated as a searchable pdf. The e-reader supported both classroom activities and homework, including reading comprehension activities, writing prompts, lexical exercises, and metalinguistic and grammatical observations based on authentic or semi-authentic texts. The curricu-

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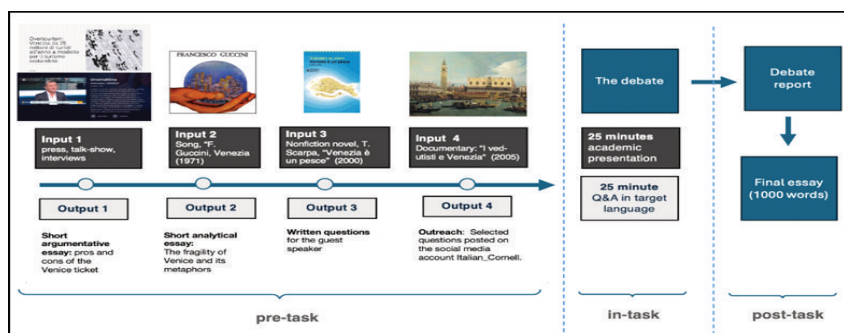
lum was primarily content- and task-driven, rather than shaped by a predetermined list of grammatical topics as it still happens at many institutions due to the lagging implementation of task-based methodologies (Kim, 2019). Consistent with the tenets of engaged learning, students were invited to participate in purposeful communication and to generate output on targeted structures in the context of authentic tasks (Henshaw & Hawkins, 2022).

Project Component #2: Debate with a Guest Speaker

As the culmination for Module 4, centered on overtourism and its impact on Venice, students met virtually with a guest speaker, Professor Stephanie Hom (UC Santa Barbara), who was selected as an expert for her seminal work on the visual representations of Italian landscape and its commodification in today's media culture. The organization of activities around the debate followed a rigorous three-step approach (Figure 1), with a sequence of pre-task activities preparing for the main task, then a task and within-task activities, followed by a post-task conclusive stage (Ellis et al., 2019).

Figure 1

Task Sequence for Module 4



Before the meeting, students read, viewed, and debated a selection of authentic texts presenting the issue of overtourism in the target language. These activities, organized in three clusters, accomplished the basic goals of the pre-task stage (Ellis et al., 2019): *motivating* students by addressing the relevance of the task, *preparing* them for the task by sharing relevant information, and providing *specific language skills* related to the task (e.g., vocabulary scaffolding, language modeling, and some related form-focused grammatical instruction).

First, students focused on the issue of overtourism in Venice through a journalistic lens. They read newspaper articles and watched news specials on the issue. These materials were introduced through vocabulary scaffolding activities, reading comprehension exercises, prompts for group conversations, and metalinguistic analyses of aspects of journalistic language. After completing several scaffolding and analytical activities, students produced a short argumentative in Italian on the pros and cons of this measure. Then, the module focused on Venice as an icon of tourism, questioning how long-lasting visual conventions could have contributed to the present-day issue of overtourism. Students listened to "Venezia," a 1981 song by Francesco Guccini often cited as one of the earliest pop culture products that raised alarm on this issue. Students then compared the song's lyrics, highly evocative and rife with poetic language, to the metaphors used by

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Tiziano Scarpa in the opening chapter of his 2000's literary guide of Venice, *Venezia è un pesce* [Venice is a fish]. A series of speaking, reading, and writing exercises guided students to identify tropes commonly associated with Venice, particularly its beauty and fragility. Finally, students watched, analyzed, and discussed the initial sequence of a documentary on the rise of Venice's painted landscape, exploring the connection between the rise of the *veduta* [landscape] as a pictorial genre and the Modern Era Grand Tour, and connecting the early use of *camera obscura* (a device used to create accurate reproductions of landscape before the advent of photography) to later instances of commodification of the Venetian cityscape. Equipped with these new layers of knowledge and critical analysis, students then prepared for the guest lecturer, creating a series of questions for the debate (Output 3 in Figure 1), which were then distributed ahead of time to the guest speaker.

As part of their written output in the pre-task phase, students were invited to produce materials shareable on social media (Output 4 in Figure 1). A selection of the questions prepared by students for the debate were also posted on the official Instagram account of the Italian program, with minimal editing and in a visually appealing format. Students not only gave explicit consent for their contributions to be shared, but they often expressed pride and enthusiasm at seeing their Italian skills used for meaningful public communication beyond the classroom.

The debate took place on Zoom over the course of two consecutive 50-minute sessions. Both sessions followed the same structure. The first half of the meeting was devoted to a research presentation of the guest speaker; the second half was devoted to a Q&A session in Italian about the topic, consistent with task-based language teaching best practices, recommending that tasks be as interactive as possible (Van Gorp & Bogaert, 2006).

Initially, students heavily relied on the questions they had prepared in advance. However, as the debate progressed, they were able to spontaneously interact in the target language, asking clarification and follow-up questions without relying on a script. Being able to listen to an academic presentation and having a stimulating debate in the target language had a tangible effect on the students' motivation and confidence. The exchange served as a measure of their own learning gain, as students realized that they were able to use their language skills effectively in an authentic, meaningful, and purposeful interaction.

In the post-task stage, students recapped the meeting, reinforcing their new knowledge through structured content repetition; finally, they put their analytical skills to test by writing a 1,000-word essay in the target language about the issues of overtourism in Venice. These essays, by far longer than any writing assignment completed in the class up to that point, displayed a much more advanced range of forms and techniques, including features of essayistic and academic writing, specialized vocabulary acquired through the meticulous scaffolding, and overall, a much stronger command of argumentative style. While still displaying level-appropriate performance mistakes, several of these essays pushed the level of written proficiency above the intermediate and well into the advanced-low range, thus showing that, because of this project, students were far better equipped than in previous years to continue successfully taking classes in Italian, even advancing at the third-year level.

Project Component #3: The Classroom Blog

The course followed the principles of project-based language learning, “a transformative learning experience designed to engage language learners with real-world issues and meaningful target language use through the construction of

products that have an authentic purpose and that are shared with an audience that extends beyond the instructional setting” (NFLRC, 2022). In the field of modern languages, PBL has been related to successful acquisition of relevant life skills (Ghosheh Wahbeh et al., 2021) as well as to work in areas related to sustainability and power imbalances (Bivens et al., 2009). In addition to contributing to the classroom blog, students developed their presentational abilities by illustrating their projects to their classmates in a mini conference.

Project Assessment

Data on the effectiveness of the project were collected over a period of four months (January–April 2025), consisting of a survey and other program metrics, including retention data based on pre-enrollment for Fall 2025 in continuing Italian courses and study abroad applications received for the academic year 2025–26, to determine the impact on the curriculum and its potential scalability.

The Survey

The survey was distributed at the end of the semester (April 2025) to the 10 enrolled students and contained both quantitative and qualitative items to determine the impact of the project on students’ motivations and attitudes. The survey consisted of three 5-point Likert-scale items about the new curriculum, specifically asking for rankings on their satisfaction with the curriculum, the reinforcement of skills, and the topics presented in the e-reader. Additionally, four open-ended questions asked students to reflect on the materials and their experience in the class.

Overall, survey responses showed moderate-to-high rates of satisfaction. Students expressed appreciation for the three components used in class (the e-reader; the authentic feature film studied; other classroom activities used to foster listening comprehension). Their linguistic confidence increased, although not every metric grew by the same rate: On average, students reported bigger gains in their cultural competence (4.40), followed by reading (4.20), speaking (4.10), for both presentational and conversational skills), and finally critical skills (4.00); vocabulary and writing were instead lagging, at 3.40 and 3.30 respectively. The analysis of Likert-scale responses to the five themes of the syllabus showed more polarized reactions. It is not surprising that Module 4, focusing on the issue of overtourism and involving a debate with a guest speaker, received the highest rating (4.30); also unsurprisingly, the module on urban realities and marginal identities in the suburbs was rated the lowest, perhaps due to its departure from shared expectations about Italian cities as embodiments of timeless beauty. However, the individual variance is also noteworthy here, with each category receiving a 5.00 as the highest score (the lowest score ranged between 2.00 and 3.00 for each of the five categories), showing that each topic was highly appealing to at least a subset of students.

Responses to the open-ended, qualitative items showed a similarly complex pattern, with an overall positive response highlighting a variety of individual preferences. When asked to list their favorite aspects of the class, students identified aspects such as “culture,” “environmentalism,” and “the cultural dive into aspects of Italy’s people and landscapes,” with one lone comment focusing on language skills, noting the positive impact of oral presentations on their speaking abilities. One student expressed this more lucidly: “The stories we have heard about and watched. I appreciate the inclusion of the immigrant perspective.”

However, when asked about potential improvement, students turned to pedagogical aspects, mostly asking for an increase in certain components: For exam-

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ple, they asked to incorporate “even more movies and films,” to continue to adopt the elementary-level textbook for grammar instead of the current grammar handbook used in intermediate-level instruction, and to further increase the number of oral presentations delivered in class because they found them useful for their public speaking skills. Surprisingly enough, the only openly critical comment received in response to this question was a request for more explicit grammar instruction:

I would include more extra practice for the grammar units. They are very advanced, and I feel we could use extra practice, examples, and more concrete explanations for when to use each tense. Mixing in tenses at the same time so we can learn to differentiate.

This is consistent with a large body of research showing that post-secondary students often come with their own beliefs and expectations about effective language learning, which not always align with the most current trends in SLA research (Matsuura et al., 2001), and that these beliefs and expectations must be considered to ensure successful curricular innovation.

Yet, when asked to name one concrete skill, aspect, or piece of information they plan to incorporate in their future study of Italian, the majority reported feelings of increased confidence in language skills, citing aspects such as “doing a presentation,” “speaking skills to study abroad,” and even (in apparent contrast with the quantitative responses discussed earlier) “better reading” and “writing practice around essays.” The only two responses focusing on content elements both stressed their increased awareness of tourism and overtourism, further demonstrating that this topic was indeed the heart of the learning experience.

Finally, responses to the last question highlighted some small changes in attitudes and motivations. When asked whether their perspective on Italy had changed, students reported some change, once more highlighting the topic of tourism, alongside societal issues at large. They also noted their expanded knowledge of agriculture systems and of Italian national parks. Two discursive comments provide more detail and some hope for the future. One response noted that the course has expanded their relation to Italy and deepened their desire to spend time in the country: “It has made me more eager to spend an extended period of time there and learn more about their culture directly, not just through movies and stories.” Another student further elaborated on this aspect, noting that:

[l'Italia] Rimane un posto in cui sono molto interessato, a cui [sic] vorrei visitare di nuovo e in cui passare tempo. Una cosa che apprezzo molto: l'Italia, nei corsi italiani a Cornell non solamente rimanga un paese bello, o un paese nel passato, ne anche un paese morto.

[Italy] remains a place I am very interested in, and to which [sic] I would like to visit again, and for an extended time. One thing I especially appreciated: Italy, in the Italian classes I took at Cornell, is not a merely a beautiful country, dead and stuck in the past.

Such a comment is an indirect endorsement of the curricular innovation pursued in this project, showing how it is possible to successfully invite students to explore relevant, authentic, and critical aspects of today's Italian society while still nourishing love and admiration for its rich and vast history.

Other metrics seem to confirm the largely positive impact of this project and the deepened interest into continuing to study the language and/or spending time in the country. While it is still early to assess the impact on retention for the Italian program, data on participation in study abroad programs are extremely encourag-

ing. Eight students submitted applications to take part in the study abroad program in Bologna for the following academic year (2025–26); one completed a semester abroad in Fall 2025, and the remaining seven are studying in Bologna in Spring 2026 (at the time of writing). This number presents a significant increase, and, in fact, the highest number of participants recorded since Spring 2008. While such a large gain cannot be explained with just a single factor, a correlation seems likely, particularly as the departing cohort includes students in programs and majors such as Public Policy, which are more closely related to the new curriculum (and whose students, historically, have had much lower rates of participation in the flagship study abroad program at Bologna).

Conclusion

The project “Chilometro Zero: Developing a Sustainable Curriculum in Intermediate Italian” aimed to integrate sustainability within the Italian-language curriculum through a transformative language teaching experience, with the secondary goals of prompting a positive, long-lasting change in attitudes regarding tourism in Italy while improving student retention and participation in study abroad. While further investigation is needed to determine whether the project has created effective and long-lasting change in attitudes and values, its first implementation appears to have been successful overall, both in terms of student engagement/motivation and in terms of positive effects on the program. Students’ overall responses to the survey showed a mostly positive outlook, while a small increase in retention and a marked increase in study abroad participation are strong metrics of success at the program level. Given its compact and modular nature, the project is easily replicable at other institutions, even without significant resources and investment: While dedicated software can improve the aesthetic value of a custom reader, a searchable pdf can be easily disseminated with minimal use of resources. As such, the project can serve as a useful blueprint for other experiences at other levels of the curriculum, both at its home institution and elsewhere.

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Appendix A

The Course Reader and its Five Modules

	1. Conservare il territorio	2. Vita di montagna	3. Ecosistemi urbani	4. Malate di turismo?	5. Agromafie e giustizia migrante
Themes & contexts	Natural conservation and biodiversity	The culture of the alpine region	The divide between urban peripheries and city centers	The impact of overtourism on Italian città d'arte	Sustainable and ethical food, wine, and agriculture
Cultural practices & products	National parks and conservation philosophies. Hiking culture in Italy. Environmental professions.	Alpinismo as a UNESCO-protected heritage. The <i>alpeggio</i> and its professions, practices, and culinary products.	The periphery and socioeconomic conflicts in the city; <i>abusivismo edilizio</i> and the <i>ecomostri</i> .	Landscape painting and the Grand Tour. Overtourism and sustainable tourism.	Agro-food sector, migration and workers' exploitation, the role of mafia in the food industry. Sustainable alternatives: Libera, NoCap, Slow Food.
Main texts of study	SAINT FRANCIS, "Cantico delle creature" (poem, XIII century)	P. COGNETTI, <i>The Eight Mountains</i> (novel, excerpts) F. VAN DER GROENINGEN, <i>The Eight Mountains</i> (movie)	A. VENDITTI, "Roma capoccia" (song) AMIR, "Questa è roma" (song) A. ISSAA, <i>Vivo per questo</i> (memoir) R. MILANI, "Like a cat in the highway" (comedy) I. CALVINO, <i>La speculazione edilizia</i> (short story)	F. GUCCINI, <i>Venezia</i> (song) T. SCARPA, "Venezia è un pesce" (book) "Venice and I vedutisti" (doc) Debate with guest speaker: Stephanie Malia Hom	Y. SAGNET, <i>Ama il tuo sogno</i> (memoir) D. BELOTTI, <i>Pomodori rosso sangue</i> (reportage) F. CICCARELLI, <i>Agro-Punjab</i> (reportage) Slow Food's "Manifesto"
Geographies	Basics of Italian geography	Val d'Aosta and Piedmont	Rome	Venice	Puglia (Nardò) and Lazio (Agro Pontino)
Key landscape	<i>La riserva naturale</i> (the national park)	<i>La montagna</i> (mountain)	<i>La "periferia"</i> (the marginalized suburbs)	<i>"La città d'arte"</i> (the historical city)	<i>La campagna</i> (rural world)
Written & oral genres practiced	Forum response. Volunteer application letter. Video-blog: a suggested park itinerary.	Creative responses. Journal (reported speech). Video-blog: review of a movie.	Comparison essay. Infographic. Oral presentation: journalistic article.	Analytical essay. Interview questions. Social media posts. Q&A and debate. Event report.	Advocacy article and campaign. Argumentative essay. Oral research presentation.

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