



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Agrarie, Alimentari e Forestali		
ACADEMIC YEAR	2021/2022		
MASTER'S DEGREE (MSC)	LANDSCAPE ARCHITECTURE		
INTEGRATED COURSE	TRADITIONAL AGRICULTURAL LANDSCAPE - INTEGRATED COURSE		
CODE	21489		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	AGR/03, AGR/01		
HEAD PROFESSOR(S)	MOTISI ANTONIO	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	MOTISI ANTONIO	Professore Ordinario	Univ. di PALERMO
	GALATI ANTONINO	Professore Ordinario	Univ. di PALERMO
CREDITS	6		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>GALATI ANTONINO</p> <p>Monday 14:00 16:00 Dipartimento SAAF, Edificio 4, Ingresso A, Piano 1, Ufficio 110</p> <p>Tuesday 14:00 16:00 Dipartimento SAAF, Edificio 4, Ingresso A, Piano 1, Ufficio 110</p> <p>MOTISI ANTONIO</p> <p>Monday 8:00 14:00 Studio Prof. Motisi presso il Dipartimento SAAF</p> <p>Wednesday 11:00 13:00 Sede CdL Viticoltura ed Enologia</p> <p>Thursday 09:00 12:00 Sede CdL Viticoltura ed Enologia</p>		

PREREQUISITES	Knowledge required for enrollment in the Degree Course.
LEARNING OUTCOMES	<p>Knowledge and understanding At the end of the course, the student will have acquired a good knowledge of principles, techniques and tools that allow to operate in the management of traditional agricultural landscapes using the fundamental principles of sustainability as a strategic tool to ensuring businesses to gain a sustained competitive advantage within a circular business model paradigm.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - demonstrate a basic knowledge of the history of the rural landscape that characterizes the main Mediterranean ecoregions; - recognize the features of the main traditional agricultural crops, with particular attention to the Mediterranean region; - understand the meaning of multifunctional agriculture, functions ecosystems and integrated strategies for the conservation of diversity and biodiversity; <p>Autonomy of judgment At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - demonstrate an autonomy of judgment in the evaluation and interpretation of factors that determine the rural landscape in a given territorial context; - analyze an agricultural territorial context in relation to the sustainability of the farms' production processes - understand the business benefits of transitioning to a circular business model <p>Communication skills Acquisition of communication skills through the use of language and representation in the disciplinary field in digital and traditional formats. Ability to communicate policy instruments to guarantee sustainability and the role of business in shaping a sustainable economy</p> <p>The student will be able to communicate clearly and in an unambiguous way conclusions and arguments in support of their analyses, both to specialist and non-specialist interlocutors.</p> <p>Learning skills Ability to learn the contents of the lessons and exercises in through the drafting of conceptual summaries and the classroom review of different types of media and reports.</p> <p>The student will be able to study independently, demonstrating, among other things, the ability to:</p> <ul style="list-style-type: none"> - autonomously acquire information on agricultural systems and landscapes by means of bibliographic consultations of various types of databases; - use the basic cognitive tools for the continuous updating of knowledge.
ASSESSMENT METHODS	<p>Evaluation criteria. The examinee must demonstrate the knowledge and skills acquired during the course through a discussion on oral topics and delivering any graphic exercises provided by the modules of the Integrated Course. The final test aims to assess whether the student, with reference to the thematic level and problematic relating to the annuality of course attended, has developed the skills necessary for the description, control and representation of cultural landscapes, through specific representation and knowledge of related theoretical issues.</p> <p>The sufficiency threshold will be reached when the student, through any project documents and the oral exhibition, show sufficient skills in order to evaluate concrete cases and have knowledge e understanding of the topics covered, at least in general terms. The student must equally possess exhibition and argumentative skills such as to allow the transmission of his knowledge to the examiner. Below this threshold, the examination will be insufficient.</p>
TEACHING METHODS	Frontal lessons; Laboratory activities; seminars; surveys.

MODULE CIRCULAR BUSINESS MODELS FOR SUSTAINABLE DEVELOPMENT

Prof. ANTONINO GALATI

SUGGESTED BIBLIOGRAPHY

Shams, S. R., Vrontis, D., Weber, Y., Tsoukatos, E., & Galati, A. (Eds.). (2019). Stakeholder Engagement and Sustainability. Routledge. ISBN 9781032084633
Marsden, T., & Morley, A. (Eds.). (2014). Sustainable food systems: building a new paradigm. Routledge. ISBN 9780415639552

AMBIT	20873-Attivit Formative Affini o Integrative
INDIVIDUAL STUDY (Hrs)	51
COURSE ACTIVITY (Hrs)	24

EDUCATIONAL OBJECTIVES OF THE MODULE

The course "CIRCULAR BUSINESS MODELS FOR SUSTAINABLE DEVELOPMENT" is centred on the concept of sustainability, in its three dimensions, as a strategic tool to ensuring businesses to gain a sustained competitive advantage in an environment characterized by the limited availability of resources, creating benefits for all stakeholders, both internal and external. The aim of the course is to provide knowledge of the basic management principles necessary for the understanding of the organizational and operational logic of businesses oriented towards the sustainability and the skills to integrate this knowledge into business operations and functions throughout their organization and value chains." is centered on the concept of sustainability, in its three dimensions, as a strategic tool to ensuring businesses to gain a sustained competitive advantage in an environment characterized by the limited availability of resources, creating benefits for all stakeholders, both internal and external. The aim of the course is to provide knowledge of the basic management principles necessary for the understanding of the organizational and operational logic of businesses oriented towards sustainability and the skills to integrate this knowledge into business operations and functions throughout their organization and value chains.

SYLLABUS

Hrs	Frontal teaching
6	The firm as a sustainable system. The concept of sustainability applied to the firm. The sustainability approach: 4 phases. The determinants of sustainability. Sustainability and competitive advantage. Sustainable business and functional areas of implementation of the sustainability principles. Case study analysis. Environmental balance analysis.
2	Open innovation and sustainability. Open innovation and value co-creation
2	Stakeholder engagement and sustainability. How businesses can work together with external stakeholders (other business, government, non-profit actors, etc.) to reach sustainable aims. The stakeholder engagement phases. Stakeholder engagement and innovation. The materiality matrix.
4	Communication and marketing. Strategies to communicate corporate commitment in the field of sustainability to both external and internal stakeholders. Strategic and Operational marketing. Green marketing strategies and voluntary certifications as marketing tools. Green marketing strategies effectiveness.
2	Fundamentals of a circular economy and the characteristics of a circular business model, Linear and circular business models. How to circularise a linear business model, The business benefits of transitioning to a circular business model.
2	Policy instruments to guarantee sustainability and the role of business in shaping a sustainable economy. The circular economy paradigm applied to the agri-food and forestry firms
Hrs	Practice
4	How to perform a market analysis
2	How to perform a SWOT analysis

MODULE
MEDITERRANEAN TRADITIONAL AGRICULTURAL LANDSCAPES

Prof. ANTONIO MOTISI

SUGGESTED BIBLIOGRAPHY

BARBERA G., BIASI R., MARINO D. (a cura di), 2014. I Paesaggi Agrari Tradizionali. Un percorso per la conoscenza. FrancoAngeli, Milano.

SERENI E., 1961. Storia del paesaggio agrario italiano - Ed. Laterza, Bari.

BARBERA G., CULLOTTA S., ROSSI-DORIA I., RÜHL J., ROSSI-DORIA B., 2010. I paesaggi a terrazze in Sicilia: metodologie per l'analisi, la tutela e la valorizzazione. Collana di Studi e Ricerche dell'ARPA Sicilia, Agenzia Regionale Protezione Ambiente, Palermo, n° 7: 531 pp.

BARBERA, G., 2000. L'Orto di Pomona. Sistemi tradizionali dell'arboricoltura da frutto in Sicilia. Palermo: L'Epos.

BARBERA, G., BIASI, R., 2011. I paesaggi agrari tradizionali dell'albero: il significato moderno di forme d'uso del suolo del passato. Italus Hortus, 18, 23-40.

BARBERA, G., 2007: L'albero da frutto nel paesaggio agrario del giardino mediterraneo. In Sansavini, S. (ed.) Nuove frontiere dell'arboricoltura italiana (pp. 83-96). Gruppo Perdida Editore, Bologna.

BARBERA G., CULLOTTA S., 2014. La complessità del paesaggio agrario del "giardino mediterraneo" a partire dalla tavola di Alesia. In: Bonini G., Visentin C. (a cura di), Paesaggi in trasformazione teorie e pratiche della ricerca a cinquant'anni dalla Storia del paesaggio agrario italiano di Emilio Sereni. Editrice Compositori, Bologna, pp. 242-245.

ALTRA BIBLIOGRAFIA CONSIGLIATA:

BARBERA, G., 2005: Agricoltura e paesaggio nella Sicilia arabo-normanna. I Georgofili Serie VIII, 1, 597-608.

BONINI G., VISENTIN C. (a cura di), 2014. Paesaggi in trasformazione teorie e pratiche della ricerca a cinquant'anni dalla Storia del paesaggio agrario italiano di Emilio Sereni. Editrice Compositori, Bologna.

BIASI R., BOTTI F., CULLOTTA S., MARINO D., CAVALLO A., BARBERA G., 2014. Riconoscere e interpretare i paesaggi dei sistemi arborei tradizionali: i casi studio della maremma laziale e del monte Etna. In: Bonini G., Visentin C. (a cura di), Paesaggi in trasformazione teorie e pratiche della ricerca a cinquant'anni dalla Storia del paesaggio agrario italiano di Emilio Sereni. Editrice Compositori, Bologna, pp. 465-471.

AMBIT	20873-Attivit Formative Affini o Integrative
INDIVIDUAL STUDY (Hrs)	51
COURSE ACTIVITY (Hrs)	24

EDUCATIONAL OBJECTIVES OF THE MODULE

The module aims to provide the tools to frame the concept of landscape according to the different disciplinary approaches and the difference between landscape, territory, environment, habitat, space and the like. A specific focus will be on the concept of agricultural and agro-forestry landscape as a synthesis between nature, history, land use and perception, and of Traditional Agricultural Landscape (PAT); provide notions and analytical techniques to study agricultural and agro-forest landscapes, based on a holistic approach that considers the physical, biological and anthropic aspects with specific references to the features of the Sicilian agricultural landscape, as a paradigmatic example of a Mediterranean ecosystem in which they are recognizable the traces of an evolution from an "ancient agro-forestry landscape" to the countless "traditional agricultural landscapes". The objectives will also be pursued through supplementary educational activities such as field trips to observe live the indicators of various environmental and landscape units and laboratories aimed at applying spatial indicators useful for territorial analysis and identification of the textural characteristics of the agricultural landscape.

SYLLABUS

Hrs	Frontal teaching
2	Course introduction. What is the landscape? Fundamental concepts: physical, nature, history Culture and perception
4	The landscape between identity and transformation: territorial dynamics, multitemporal analysis. Origin and evolution of landscapes and agricultural systems. The Sicilian landscape as a paradigmatic example of evolution from the "ancient agroforestry landscape" to the innumerable "traditional agricultural landscapes" (promiscuous agriculture; Mediterranean semi-closed landscapes; Mediterranean open landscapes; etc ...). History of territorial dynamics.
2	The importance of the historical path in the identification of the Traditional Agricultural Landscapes (TAP)
2	The landscape of the "Mediterranean garden": example of a complex traditional polyculture landscape. Examples of traditional Sicilian landscapes: The landscape of the Valley of the Temples and the Kolimbetra (historical features, agricultural set-up, landscape mosaic, design examples)
4	Main crops of the Sicilian agricultural landscape (wine-growing landscapes, olive-growing landscapes, cereal-growing landscapes, fruit-growing landscapes, promiscuous crop landscapes, terraced landscapes). Main natural and semi-natural coverages in the Sicilian agro-forest landscape (meadow and pasture landscapes, forestry landscapes, chestnut). Monumental trees as landmarks.
2	Traditional Agricultural Landscapes, multifunctionality, ecosystem services: Terraced landscapes of Sicily (territorial insights and case studies)
Hrs	Practice
4	Excursions to the Conca d'Oro landscape (historical aspects, Islamic landscape of Maredolce, citrus groves of Ciaculli and terraced systems, "Tardivo di Ciaculli" Producers Consortium, Monte Pellegrino).

