

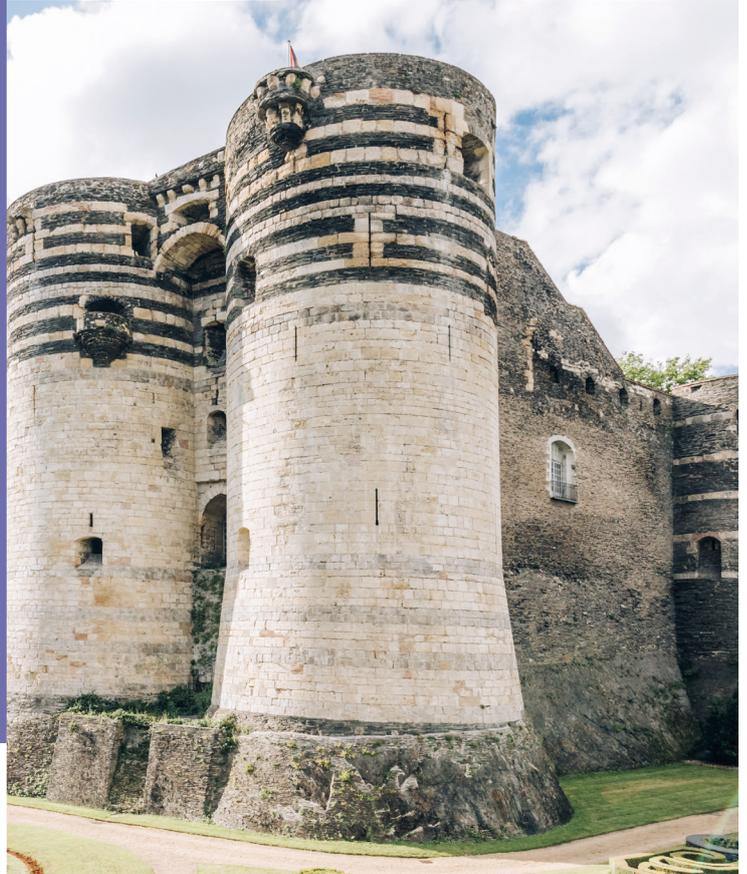


BACHELOR'S DEGREE

THIRD YEAR

INTERNATIONAL HOSPITALITY & TOURISM MANAGEMENT

ANGERS, FRANCE



ENGLISH LANGUAGE DEGREE
INTERNATIONAL STUDENTS ONLY



APPRENDRE



APPRENDERE

APPRENDER

LERNEN

LEARN



ESTHUA, National Institute of Tourism - INNTO France is the leading European center for higher education in tourism fields.

The Faculty of Tourism, Culture and Hospitality known as ESTHUA was established in 1982. In 2024, it became ESTHUA-INNTO, National Institute of Tourism. It offers innovative training programmes in tourism combining business and academic aspects, including a strong international dimension. Over the past 40 years we have reinforced these principles and created a unique center in Europe, training nearly 3200 students a year, with 80 teachers and more than 450 professionals providing our students real field expertise.

**TODAY'S TALENT
TOMORROW'S SUCCESS**

High-level, innovative and professional academic programs for tomorrow's managers which meet the expectations of professionals and recruiters. Career conferences, online courses (SPOC) and a successful support system enable students to gradually build an individualised study programme in accordance with their career plans. Combining theoretical teaching and research curiosity, students acquire the necessary skills, tools and methods to become a future executive.

Leading European center for higher education in tourism. ESTHUA is also the headquarters of the the Campus of Professions and Qualifications in Tourism, Food Service Catering and Internationality in Pays de la Loire and the SIGs (Scientific Interest Group) for Tourism Studies.

DÉCOUVRIR



ENTDECKEN
DESCUBRIR
SCOPRIre
DISCOVER

Angers is ideally situated in the West of France, with Nantes airport only 40m by train and Paris just 1h30 by train.

It is famous for its 'douceur angevine' - meaning an easy, calm lifestyle and also for the quality of life in the town and its surrounding river region. It's a place where we like to take our time and enjoy each moment! Furthermore, Angers is also named as the greenest town of France with a young population (48% under the age of 30 and 25% students).

The Saint Serge Campus - where ESTHUA is situated - is very accessible and in the city center.





angers





Anne O'Riordan-Beaupere

*Director of the Bachelor's Degree in International
Hospitality & Tourism Management*

Do you wish to study at a French University for your semester abroad in the areas of Tourism, Culture, Hospitality and Management?

Then the Year 3 of Bachelor degree in Tourism is made for you. This one-semester course takes place from January to May each year & all the classes are given in English.

At ESTHUA 25% of our students are International. They come from our 113 partner universities in 43 different countries. In this international setting, you will spend 5 months experiencing a unique course program.

- A multi-disciplinary approach: Management, Tourism, Heritage, Culture & Languages are integrated in a balanced programme through English.
- You can learn about French language & culture, experience wine & gastronomy tasting in the vineyards & castles in the Loire Valley, learn from experts in the fields of events, hospitality & business management.
- This semester has an international dimension. It is fully taught in English with our international academic and industry partners. Classes are focused on a 'hands on' approach which will teach you to be critical & autonomous.
- You will learn to deal with different cultures on a day-to-day basis & learn how to manage intercultural situations.

TOURISME



TOURISMUS

TURISMO

TURISMO

TOURISM





Language & Communication



FRENCH LANGUAGE

Stéphanie Verschueren - 2nd semester

2 ECTS credits, 24h

COURSE DESCRIPTION

The objective is to get some knowledge about cultural fundamentals and vocabulary in France.

Key competences: how to greet people, how to introduce oneself, basic shopping to get some food, physical appearance and clothes, accommodation and lodging, the weather, the seasons, time and date, how to get to know people, to tell about one's family.

The students should attend classes. 50 %

The students take a final exam -50 %- in face to face with their teacher. They have to introduce themselves in French for ten minutes, give as much information as they can about their likes and dislikes, families, place of studies, life in France, the flat they live in, their general experience in France.

COURSE OUTLINE

- Written exercises and genuine documents.
- Videos on the Internet.
- Personal documents.
- Songs.
- Vocabulary games.
- Oral expression: sketches/roleplays/dialogues

A minimum level is required: at least A1. Students should have studied before some basics in French to introduce themselves and say hello. Regular homework is important to make progress.

REFERENCES

Personal documents.
Le point du fle.net
Les experts fle.com

LEARNING OBJECTIVES

- To get a little autonomy to live in France, see a doctor, take common transportation, do shopping, socialize with other students.



FRENCH CULTURE

Hélène Genin - 2nd semester

2 ECTS credits, 16h

COURSE DESCRIPTION

The objective of the course: Presentation of French culture in the broad sense, then zoom in on Angevin culture. Understand the host country, region and city through their history and customs.

Teaching methods: face-to-face, case studies, field studies (Angers).

Powerpoint presentations to be made on elements of French culture (list provided). Discovery in situ of the main historical buildings of the city of Angers. Visit of the Museum of Fine Arts (historical department) and the Museum of Tapestry (The Song of the World echoing the Apocalypse studied in the «Châteaux de la Loire» course).

| MAIN ELEMENTS OF THE COURSE

- French culture: definition, history (the origins of France, Gaul and the Romans, the expansion of the Frankish empire, Hugues Capet, the basilica of Saint Denis, the kings in the Loire Valley), food and wine in the history of France, French cuisine (haute cuisine), fashion, painting, sculpture, literature, architecture (religious and civil) from the Middle Ages to today, destructions and reconstructions with Prosper Mérimée, culture and identity.
- History of Anjou and the city of Angers: origins of the city with the tribe of Andécaves, traces of the Gallo-Roman period, the creation and development of the county of Anjou after the dislocation of the Carolingian Empire, Principal Counts of Anjou; the creation and development of the Duchy of Anjou, modern and classical periods with architectural examples in Angers, main monuments to visit (museums, cathedral, etc.).
- Anjou: an essential tourist destination: culinary specialties, wine, Angevin architecture (houses, churches, abbeys and castles), troglodyte dwellings,



INTERCULTURAL PROJECT

Anne O'Riordan Beaupere - 2nd semester

1 ECTS credit, 16h

COURSE DESCRIPTION

The course:

- Involves lectures followed by class discussion.
- Students will work in groups to analyse & reflect on the theories studied based on their personal experiences & cultural backgrounds.
- Students will also collaborate with a group of French students studying Culture in Year 3 Tourism & Leisure – French track.
- This will give them an opportunity to work on a project with French students thus learning about this culture & putting into practice the theories & methods studied in class.

COURSE OUTLINE

- What is Culture?
- The concepts of time & space within culture.
- Culture & Perception. Beliefs, values, attitudes.
- The Cultural Map
- Culture Shock & Cultural adaptation.
- Identity & Intercultural Communication
- Group work with French students : Discussion & Analysis.

LEARNING OBJECTIVES

By the end of this course, students will:

- Understand what culture is & what guides the behaviour of cultural groups.
- Understand the complexities of personal & social identities.
- Raise awareness of what cultural sensitivity is.
- Engage in thinking of how all these factors influence your communication with others.

REFERENCES

- Bennett, Milton J. Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practices. London: Nicholas Brealey Publishing, 2013.
- Goman, Carol, K. How Culture Controls Communication. Forbes online. NOV 28, 2011.
- Hofstede, Geert, and G.J Hofstede. Cultures and Organizations: Software of the Mind. New York, NY: McGraw-Hill, 2005.
- Hofstede, Geert. «Dimensionalizing Cultures: The Hofstede Model in Context.» Online Readings in Psychology and Culture2, no. 1 (2011). doi:10.9707/2307-0919.1014.
- Meyer, Erin. The Culture Map: Breaking through the Invisible Boundaries of Global Business. New York: PublicAffairs, 2014.
- Meyer, Erin. Navigating the Cultural Minefield. HBR. May 2014. <https://hbr.org/2014/05/navigating-the-cultural-minefield>. Last access: 30.03.2018.



VISITING PROFESSORS

Guest Lectures, - 2nd semester

1 ECTS credit, 18h

MAIN TOPICS

Tourism marketing and destination

Alan Fyall, Rosen College, University of Central Florida, USA

Gastronomy and consumer behavior

Johye Hwang, Kyung Hee University, South Korea

Pricing management and hospitality

Cindy Y. Heo, Ecole hôtelière de Lausanne, Hospitality Business School, Switzerland

COURSE OUTLINE

- (1) Revisit some marketing basics, especially as they relate to customer needs, customer satisfaction, and value generation
- (2) Explore the dimensions of service quality, as perceived by visitors
- (3) understand service quality gaps, their causes, and how they can be mitigated
- (4) Address the tourist experience in its entirety (pre-, during, and post-experience)
- (5) Customer satisfaction and loyalty
- (6) Service design
- (7) Personas and customer journey maps
- (8) Service blueprints

LEARNING OBJECTIVES

By the end of this course, students will:

- Understand concepts and principles related to consumers' perceptions of service quality in hospitality and tourism
- Identify some key service quality performance indicators
- Learn and practice tools such as journey mapping and service blueprint
- Understand the importance of service quality management in employee and customer retention

REFERENCES

Andrades, L., & Dimanche, F. (2018). Co-creation of experience value: A tourist behavior approach. In N. Prebensen, J. Chen, & M. Uysal (Eds.), *Creating experience value in tourism* (2nd ed., pp. 83–97). CABI. https://www.researchgate.net/publication/264042921_Co-creation_of_experience_value_a_tourist_behaviour_approach

Dimanche, F. (2022). Service design for visitor economy engagement. In W. Jamieson and T. Griffin (Eds.), *Main street reimagined through a visitor economy lens: A planning, design, economic and regeneration handbook* (pp. 72–78). <https://www.torontomu.ca/content/dam/htmresearch/main-street-reimagined/handbook/Main-Street-Reimagined-Feb-2023.pdf?>

Arlen, C. (n.d.) The 5 Service Dimensions All Customers Care About. <https://www.serviceperformance.com/the-5-service-dimensions-all-customers-care-about/>

Robledo, M. A. (2001). Measuring and managing service quality: integrating customer expectations. *Managing Service Quality: An International Journal*, 11(1), 22–31. DOI: 10.1108/09604520110379472

Stickdorn et al. (Eds.) This is service design doing. <https://www.thisisservicedesigndoing.com/>

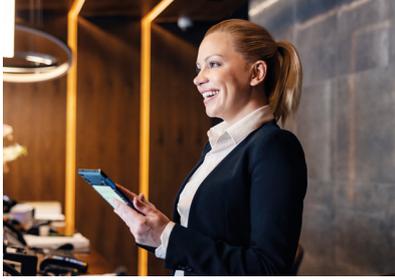
About the loyalty gap: <https://hyken.com/customer-service-strategies/the-loyalty-gap/>

About the great realignment (Labour crisis): <https://www.goodtourismblog.com/2023/02/tourism-labour-crisis-how-to-fix/>

About service design and design thinking: <https://www.spotless.co.uk/blog/what-is-design-thinking-and-how-is-it-different-from-service-design/>



MANAGEMENT



STRATEGIC HOTEL MANAGEMENT

Jean-Christophe Vittet - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

The purpose of the course is to prepare them to manage a team as a head of department in an international chain of hotel

The course:

- Present the different outlets.
- Understand the competition
- Know mix segment
- Explain source countries.

| COURSE OUTLINE

- Mission/ Vision/ Objective
- Brand platform
- Objectives/ Rolling forecast
- How to understand client's behaviour
- B2B market segments
- Touch points
- Customer journey
- Blue Print/ Wahou effect
- Personalized service
- Market analysis
- Positioning
- Action plan
- Global sales offices
- Business displacement
- Daily business review
- Booking guidelines
- Payments
- Brand platform
- Values
- Slogan
- Internal customers
- Culture
- Fierce conversation

| LEARNING OBJECTIVES

By the end of this course, students will:

- Know how to present a business plan to his President.
- Work closely with other departments.
- Be confident to manage a sales force.
- Understand better the competition.

REFERENCES

Jean Viart (socio)
Nestlé Headquarter (market)
Plaza Athénée (Service).
Hyatt (Sales)
Pierre et vacances (Business plan).
ACCOR (Key Account Management).
Intercontinental (Sales offices)
CGT (Unions)
Hôtels et résidences du Roy (CEO's approach).



LEADERSHIP & TEAM MANAGEMENT

Marta Cuevas Serrano - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

The course has no specific requirements or prerequisites.

This course will equip students who intend to become supervisors and managers with the basic knowledge to provide effective leadership and to effectively build and manage teams. Each session is designed to be interactive and participatory using a combination of techniques, including case studies, role-plays, small group exercises, working in pairs, large group discussions, and individual reflection.

| COURSE OUTLINE

- Management : setting the organization's strategy.
- Leadership : achieving a common goal.
- Teambuilding : turning a group of employees into a cohesive team.
- Teamwork : integrating collaboration into the company culture.
- How to run a meeting : planning and preparation.
- Business communication : encouraging two-way communication.
- NVC : the art of nonverbal communication.

| LEARNING OBJECTIVES

Targeted skills :

- Management Development
- Communication Skills
- Strategic Planning
- Team behaviour
- Becoming A High-Performance Team
- Managing Difficult People
- Resolving Conflict



CROSS CULTURAL COMMUNICATION & COMMERCIAL NEGOTIATION

Gerold Beyer - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

After some theoretical courses on cross-cultural communication students will have to acquire negotiating techniques and strategies that they will have to apply as part of case studies. This course on negotiation relies on elementary knowledge of commercial language. This course aims at having students further their knowledge of commercial languages as well as of different countries and cultures. Students will be prepared to meetings with professionals in the fields of negotiation, sales, export, imports...

COURSE OUTLINE

Part 1 Cross Cultural Communication :

- Basics about communication
- Verbal, non-verbal communication, gestures etc.
- Definitions of culture and Hofstede's model of "mental programming"
- What are an intercultural conflicts and how can they arouse?
- Cultural dimensions and country/culture comparison tools

Part 2 Case study – International Negotiation :

- During the second part of the course, students will work in groups and prepare a negotiation between firms from two different countries.
- Each student will play the part of the employee of a given company. In small groups students will discuss the strategy and procedure to make an agreement with the other groups.

REFERENCES

Books :

Cultures and Organizations, Geert Hofstede, McGraw-Hill Professional, 3rd Edition, June 2010

Mirroring Hands, Richard Hill and Ernest L. Rossi, Crown House Publishing Limited, August 2018

How to Negotiate Anything with Anyone Anywhere Around the World, Frank L. Acuff, Amazon, 3rd Edition April 2008

Web :

<https://www.hofstede-insights.com>

LEARNING OBJECTIVES

By the end of this course, students will:

- Understand concepts and principles of communication, culture and intercultural interaction
- Identify cultural differences and the importance of cultural sensitivity
- Have an idea of an international negotiation and the impact of cultural differences during a negotiation (first approach)
- Understand that intercultural knowledge is as important in a negotiation as other "material" factors (prices, delivery, services, product quality...)



PRICING BUSINESS GAME

Patrick Legohérel - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

Revenue Management function is central to hospitality and tourism companies. Yield/revenue management rests on the principle of strong price variation adapted to the market context. It contributes to the protection of high-contributing clients while enabling access at more attractive prices in off-peak periods or for bookings made long before the booking date (early booking). The system pre-supposes client segmentation based on the consumers' sensitivity to price and quality. The purpose of the course is to examine the revenue management function and to explain the mechanism of commercial decision making, from the definition of segmentation grids and pricing policy to the final decision to accept or refuse to sell a service at a given price on a given date.

The course :

- presents the foundations of yield/revenue management: its origins, principles, and the evolution of the revenue management function.
- deals with the components of revenue management, from marketing fundamentals (customer analysis, segmentation, definition of the pricing policy, etc.) to the more specific elements (performance indicators/KPIs and optimization levers).
- details the revenue managers operational approach : data management, forecasting, and decision making regarding capacity allocation and optimization.

COURSE OUTLINE

Part 1 : Revenue management course (8 hours)

- History
- Capacity and unstockability: key issues
- Managing prices and capacity
- Principles of revenue management
- Differential pricing
- Marketing actions: demand analysis, segmentation, pricing – theoretical background
- Controlling demand and risk
- Revenue management tools: capacity allocation, overbooking
- Revenue management levers/boosters: route or length of stay, group, contract, distribution
- Implementing RMS (Revenue Management System): forecast, software, human resources
- New trends: Total revenue management.

Part 2 Business Game : RevSim – Revenue Simulation (8 hours)

- During the second part of the course, students will play with the simulation game RevSim. It helps students to understand that they have to consider many data in their environment in order to take relevant decisions, analyse various KPIs and understand the meaning of each of them in order to improve decision making and watch carefully their competitors' decisions and performance.

LEARNING OBJECTIVES

By the end of this course, students will:

- Understand concepts and principles of pricing and revenue management.
- Identify some key performance indicators.
- Have a better knowledge of revenue management tools and levers.
- Understand the challenges revenue management is facing (including: big data, distribution, loyalty, etc.), and therefore being in a position to anticipate revenue management trends (including: total RM, profit RM, net revenue).

REFERENCES

Textbooks :

- Cross R.G., La tarification flexible, Les Editions d'Organisation, 1998.
 Fyall A., Legohérel P., Frochot I., & Wang Y., Marketing for tourism and hospitality, Routledge, 2019.
 Forgacs G., Revenue Management: Maximizing Revenue in Hospitality Operations, AHLEI (American Hotel & Lodging Educational Institute, 2nd edition, 2017.
 Legohérel P. et Poutier E., Revenue management, Dunod, 2nde éd., 2017.
 Legohérel P., Poutier E. & Fyall A., Revenue Management for Hospitality & Tourism, Goodfellow Publishers, London, April 2013.
 Mauri A.G., Hotel Revenue Management, Pearson Italia, 2012.
 McMahon-Beattie U. & Yeoman I., Revenue management and pricing: Case studies and applications, 2nde edition, Palgrave MacMillan, 2011.
 Ng Irene C.L., The pricing and revenue management of services: a strategic approach, Routledge, 2008.
 Talluri K. & Van Ryzin G., Theory and practice of revenue management, Springer-Verlag, 2005.
 Tranter K., Stuart Hill T. & Parker J., An introduction to revenue management for the hospitality industry: Principles and practices for the real world, Pearson Education, 2nd edition, 2013.
 Wirtz J. & Lovelock C., Services Marketing: People, Technology, Strategy, World Scientific Co. (USA), 9th edition, 2022.

Professional/industry journals (Hospitality On...)

Academic journal (including Journal of Revenue and Pricing Management)



DESTINATION COMMUNICATION MARKETING

Feriel Gadhoumi- 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

- In the realm of tourism marketing, communication stands as a cornerstone of any promotional strategy for destinations. Mastering the art and the science of communication is essential to raise awareness, foster attachment and inspire dreams. This course aims to delve into the critical role and significance of tourism communication within a constantly evolving environment. The primary objective is to understand the unique characteristics of communication as applied to tourist destinations, encompassing content, techniques, tools, mediums and the broader context. This exploration will be conducted by intertwining theoretical insights with practical applications, illustrated through examples and case studies.

| COURSE OUTLINE

- **1. Revisiting Core Principles:** An in-depth exploration of the essential concepts in tourism marketing, with a particular emphasis on the critical role of communication within the sector. Special attention will be given to the techniques, tools, and communication channels, as well as the adaptability of communication strategies in response to various contextual factors.
- **2. Emerging Trends in Destination Communication:** A thorough examination of contemporary developments in communication, particularly in the realm of digital platforms and influence marketing.
- **3. Crisis Communication Management in Tourism:** A study of effective strategies and best practices for managing communication during crises, supported by a range of concrete and diverse examples.

| LEARNING OBJECTIVES

- **1. Grasp the complexities, significance and specificities of communication within the tourism sector.** Develop a deep understanding of the dynamics and challenges involved in promoting tourist destinations, while recognizing the strategic importance of communication in this field.
- **2. Master the concepts, tools, and strategies of destination communication.** Build expertise in applying communication theories, utilizing advanced techniques and diverse mediums to maximize the promotional impact of destinations.
- **3. Cultivate advanced crisis communication management skills.** Learn best practices and effective strategies for handling communication crises in the tourism sector, drawing on a wide range of concrete and varied case studies.
- **4. Translate theoretical knowledge into practical application.** Acquire the ability to turn theoretical insights into actionable plans by designing and executing communication campaigns that align with the realities of the international tourism market.
- **5. Embrace emerging trends in tourism communication.** Stay informed about the latest developments in the field related to digital platforms, AI and influence marketing; and learn to adapt strategies accordingly.
- **6. Enhance the adaptability of communication strategies.** Develop the ability to adjust communication approaches in response to market shifts, technological advancements and the diverse needs of target audiences.

OBSERVATION

In this module, students will be organized into cultural diverse working groups and will engage in communication exercises employing role-playing, simulations, and practical scenarios. The aim extends beyond the mere academic objectives, seeking to enhance the interpersonal skills that are crucial for their future integration into the professional world, particularly within the tourism industry.



TOURISM STUDIES



GETTING TO KNOW A TOURISM DESTINATION

Thomas Rivallain - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

Is it easy to understand a tourist destination? The aim of the course is to explore the different facets of this complex system, composed of parameters interacting with each other in a constantly changing environment. The course is based on several concrete cases throughout the tourism world, in interaction with the students and according to their own experience. Each will prepare a presentation either on a question relating to one part of the course, the challenges of tourism today or summarizing the main characteristics of an example destination.

COURSE OUTLINE

Lectures (6 hrs):

- Definitions and examples:
 - What is a tourist destination? Case studies.
 - Tourist brand and tourist icon.
 - Is it possible to know a destination from A to Z? Angers as an example.
- Knowing the people involved
 - Who is interested in a destination?
 - Factors influencing holiday choices.
 - How are the needs of French tourists evolving?
- Obtaining information
 - Sources of information, internet resources, the importance of pictures.
- Finding your way around
 - What is a map?
 - From 3D to 2D and digitalization.
- The world of travel books
 - Brief history of travel books in western countries.
 - The example of the French bestseller: Guides du Routard.
 - The job of a travel writer.
- Travelling « alternatively »
 - Social? Sustainable? Fair trade? Ethical? Ecotourism?
 - Is tourism beneficial or harmful?

REFERENCES

Textbooks, websites and professional journals/magazines:

Guide du Routard books, Lonely Planet, and other publishers

L'idiote du voyage, Jean-Didier Urbain

L'empire des cartes, Christian Jacob, éd. Albin Michel

Cartographie pratique pour la géographie et l'aménagement, Jean Steinberg, éd. Sedes

La carte mode d'emploi, Roger Brunet, éd. Fayard

L'atlas des atlas, Courrier International

www.alternatives-economiques.fr

https://ec.europa.eu/regional_policy/policy/themes/tourism_en

<http://whc.unesco.org/fr/list/>

<https://www.martinparr.com>

Plus experience/case studies as a travel writer

LEARNING OBJECTIVES

By the end of this course, students will:

- Analyse the main characteristics of a given destination;
- Demonstrate awareness of the challenges of sustainable tourism and novel forms of travel;
- Communicate effectively on current issues in tourism.



TOURISM AND TRANSPORTS

Edward Lees - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

Understanding the relationship between tourism and transport is a fundamental requirement for those wishing to work in the industry. Has the growth and evolution of the transport sector contributed to the range of tourism options now available? Or have the needs of the tourism industry inspired innovation in the transport sector?

With a few exceptions, transport is an intrinsic element of any tourism offer, whether it be on the road, on the rails, on the water or by air. Sometimes the transport is simply the means of getting to your final destination and is overlooked by the consumer as part of a complex system. Other times it is the destination itself, albeit one which moves around on a daily basis. And often it represents one of the reasons why a destination becomes popular.

The aim of this module is to understand how transport has developed over the centuries and enabled tourists (from religious pilgrims in the middle-ages to today's cruise-lovers) to see the world and why it needs to continually innovate to remain competitive.

We will look at a broad range of transport options and the role they play today, considering also whether the post-covid tourism industry will result in changing consumer priorities.

COURSE OUTLINE

The module will cover the following aspect of tourism in relation to transport:

- Types of transport (past and present).
- Which transport option is most appropriate for various tourism offers?
- How has transport evolved since the middle-ages and can we identify geographic/regional differences?
- 'The Grand Tour'.
- The impacts of the industrial revolution and global conflicts on the evolution of transport.
- Water-based tourism (rivers, lakes, and oceans) and the technology used today to entice passengers onto cruises.
- The difference between ferries and cruise-ferries, including the role played by gambling and duty-free shopping.
- Rail-based tourism (long-distance and day-tripping) and whether it has a future.
- The aviation sector and the challenges it faces.
- Vintage transport as part of the tourism offer (railway museums, preserved ships, balloon rides etc).
- How transport is used to promote tourism in the students' own countries and whether its safety reputation has an impact on consumer decision-making.

LEARNING OBJECTIVES

By the end of this course, students will:

- Be able to explain how tourism has exploited the transport sector to offer new destinations and services.
- Appreciate the role of transport across the tourism industry and the added value it can bring to a struggling destination.
- Understand the importance of innovation, and preservation of tradition, within the rail, shipping, and aviation sectors.

REFERENCES

Information, statistics, and examples will be drawn from a variety of sources.

The ever-changing nature of the industry means that the course requires updating on a yearly basis as, for example, new cruise-ships are launched and new air-links established.

Due to the covid crisis, current statistics are an unreliable indicator of the overall health of the industry and therefore 2019 is the current benchmark.

Web-based resources used in the preparation of this course include:

<https://ec.europa.eu/eurostat>
https://commission.europa.eu/statistics_en
<https://www.cruise critic.com>
<https://uic.org/passenger/tourism-opportunities-for-railways>

Various online brochures covering the rail and cruising sectors.
<https://www.marinetraffic.com>



HISTORY OF TOURISM IN EUROPE

Anne O'Riordan-Beaupere - 2nd semester

1 ECTS credit, 12h

COURSE DESCRIPTION

The course:

- Will study the history of tourism from ancient times to the early 21st century using among other things, iconographic documents, extracts from history books & travelling guides.
- Students will learn about the major developments in travel & tourism & explain the forces driving those changes.
- This class is interactive as students will research about specific topics depending on their country of origin. Findings will be presented & shared with the class.

COURSE OUTLINE

- Tourism in the Ancient Times
- The Middle Ages & Pilgrimages
- The Renaissance Era
- The Grand Tour
- Tourism in the 19th Century
- Tourism in the 20th Century.

LEARNING OBJECTIVES

By the end of this course, students will:

- Have acquired a better understanding of the evolution of tourism.
- Understand the main events and points in the history of tourism.

REFERENCES

Black, Jeremy. *The British Abroad: The Grand Tour in the Eighteenth Century*. New York: St. Martin's Press, 1992.

Brendon, Piers. *Thomas Cook: 150 Years of Popular Tourism*. London: Secker and Warburg, 1991.

Casson, Lionel. *Travel in the Ancient World*. Hopkins University Press. 1994.

Hannavy, John. *The English Seaside Resort in Victorian and Edwardian Times*. Princes Risborough, UK: Shire, 2003.



SPORTS AND TOURISM

Sylvine Pickel-Chevalier - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

The objective of this course is to explain the interactions and co-constitution processes linking tourism, sports and physical activities. We start coming back to the definitions of tourism, leisure, sport, and physical activities, explaining their contemporary radiance and why they are important international issues.

Then, we analyse the historical co-constitution of tourism, sports and physical activity, from the Grand Tour, till the nowadays society, explaining how they have both contributed to their respective changes, within the three tourism revolution's periods.

We study, then, how sporting tourism can be a lever of sustainable development, in France and in the world, enhancing the limits and ambiguities of the concept. We study how the new tendency favors the adaptation of old practices and the invention of new ones.

We finish the course by analysing an emblematic international example of sporting tourism: the Olympic Games, coming back to the history of their contemporary reinvention (from 1896), studying their issues during more than 120 years, before to focus, to the last editions, from 1996 (USA) till now. The objective is to understand how they reflect and contribute to the international contemporary societies, analysing especially of the public policies.

COURSE OUTLINE

Tourism and Sports: definitions

- Tourism: a World phenomena
 - some international statistics
- Definition of tourism
 - Sport and Physical activity
 - Old roots...
 - ...For a recent concept
 - An English invention spreading to Europe
 - Today's definition

The meeting of tourism, physical activities and sports: a long History

- The First Tourism Revolution: the synchronic invention of tourism and sport (XIX-1945)
 - The roots of tourism : the Grand Tour and health resorts of the XVIIIth century
 - The Aristocratic period (XIX-1914)
 - The "Bourgeoisie" Period (1918-1945)
- The Second Tourism Revolution (1945-1975)
 - The democratization of sport and tourism
 - The massification of equipments
- The Third Tourism Revolution: the Sustainability turn (1975-today)
 - The sustainable development concepts
 - The sustainable tourism development concepts: issues and ambiguities
 - The effects of the sporting activities: from adaptations to inventions

The Mega Sporting Events and their world impacts : The Olympic Games study case

- The Olympic Games History and Issues
 - The rebirth of the Games
 - The Summer and Winter editions
 - An international unbalanced event
 - A window for the World
- The study cases of the last editions (1996-2020)

LEARNING OBJECTIVES

By the end of this course, students will:

- Understand concepts and principles of tourism, sport and physical activities;
- Have a better knowledge of the historical-co-constitution between tourism, sport and physical activities from the Grand Tour till the XXIst century
- Understand the challenges of sustainable development that sporting tourism in now-days facing and its adaptation
- Understanding the issues of the mega-event, such as Olympic Games

REFERENCES

- Augustin J.P. (1995), Sport, géographie, aménagement, Nathan Université, Paris.
- Cater C.I. (2006), Playing with risk ? Participant perceptions of risk and management implications in adventure tourism, in: Tourism Management, Volume 27, Issue 2, April 2006, pp. 317-325.
- Dunning E, Malcolm D. (2003), Sport, Critical Concepts in Sociology, vol.II The Development of Sport, Ed. Routledge, London & New York.
- MIT 2002 Tourisimes 1, Lieux communs, Belin, Paris
- MIT 2005, Tourisimes 2. Moments de lieux, Belin, Paris
- Pickel-Chevalier S., 2015, Une histoire touristique des côtes atlantiques françaises : Saint-Trojan-les-Bains, modèle de station oléronaise dans un monde en évolution, Le Croif Vif, Saintes, 192 p.
- Pickel-Chevalier S., 2015, "Can equestrian tourism be a solution for sustainable tourism development in France?", Loisir et Société / Society and Leisure, Volume 38, Issue 1, Routledge, Taylor and Francis Group, <http://www.tandfonline.com/doi/abs/10.1080/07053436.2015.1007580?journalCode=rles20#preview>
- Rauch A., Des Congés Payés aux vacances intégrées (1936-1996), in : Michel F. (sous la dir.), (1998), Tourisimes, touristes, sociétés, Ed. L'harmattan, coll. Histoire et Anthropologie, Paris.
- Sobry C. (sous la dir.), (2004), Le tourisme sportif, Presse Universitaire du Septentrion, Villeneuve d'Ascq.
- Terret T., 2007, Histoire du sport, PUF, Paris.
- Viard J. (1984), Penser les vacances, Essai, Editions Actes Sud, Paris.
- Vigneau F., 1998, Les espaces du sport, PUF, Paris.
- Vlès Vincent, (1996), Les stations touristiques, Economica, Paris.



TOURISM IN THE EUROPEAN UNION

Edward Lees - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

Europe accounts for 50% of global tourism arrivals and the European Union is at the heart of this thriving industry. However, there are significant disparities within the EU, concerning the attractiveness of individual countries, their preparedness to adapt to changing tourism trends and the type of activities they offer.

Understanding the differences between the 27 member countries, their shared or individual histories, their political systems, their geography, their choice of currency and their languages is vital when comparing their level of tourism development. Those which founded the EU obviously have a head start but tend to base their offer on more classical and traditional activities. Those which joined for financial reasons might not have seen the level of tourism growth they hoped for. And those which joined after breaking away from oppressive regimes may come to regret their decision to allow uncontrolled growth and development.

The aim of this module is to analyze tourism in the EU from north to south, east to west, hot to cold, wealthy to poor and peak to port. Where do visitors come from, and why. How do they get there, where do they stay, what do they do and what do they take away? Is price, quality, safety, or accessibility the deciding factor? Do the students in the group perceive and consume European tourism in the same way as their parents did in the 70s and 80s? And now that the UK has left the EU, and travel rules have changed, who will be the winners and losers?

COURSE OUTLINE

The module will cover the following aspect of tourism, both to and within the UE:

- What, where, who and why?
- Understanding the evolution of the EU since World War 2.
- France, the EU's most complex country (geography, development, and image).
- Comparing countries within the EU – 'Big Mac Index' or something different?
- Tourism flows – who goes where and why?
- Who doesn't go anywhere or refuses to visit other countries (continuing political and ethnic tension).
- Local standards – how to compare destinations when there are so many competing systems.
- The role of social media in decision-making for tourists and marketing for destinations.
- Where to avoid, according to TripAdvisor, and the reliability of such unregulated websites.
- The EU's newest member, Croatia, and its enviable position (the Game of Thrones effect).
- Schengen and VAT exceptions (Duty Free shopping etc.)
- The UK's departure from the EU. An opportunity for some and a disaster for others.
- Future EU members – how are they preparing and what do they offer?

LEARNING OBJECTIVES

By the end of this course, students will:

- Be able to explain the structure of the EU and its tourism offering, country by country.
- Have the knowledge to analyze the current attractiveness of individual member states and predict future trends.
- Understand the advantages, and/or problems, of having a single market, a single currency but not a single policy.

REFERENCES

Information, statistics, and examples will be drawn from a variety of sources.

The ever-changing nature of the industry means that the course requires updating on a yearly basis as tourists' expectations change and political, environmental, and economic factors shape the industry.

Due to the covid crisis, current statistics are an unreliable indicator of the overall health of the industry and therefore 2019 is the current benchmark.

Web-based resources used in the preparation of this course include:

<https://ec.europa.eu/eurostat>
https://commission.europa.eu/statistics_en
<https://www.condorferries.co.uk/tourism-in-europe-statistics>
<https://www.statista.com/topics/921/european-union>
<https://data.europa.eu/en>
https://single-market-economy.ec.europa.eu/sectors/tourism/policy-overview_en

Various websites promoting popular destinations.
<https://www.tripadvisor.fr>



HERITAGE STUDIES



LOIRE VALLEY CASTLES

Hélène Genin - 2nd semester

1 ECTS credit, 24h

COURSE DESCRIPTION

The objective of the course: Angers is located in an area which is known as «the Loire Valley», and which is was added to the UNESCO World Heritage List in 2000 for its «outstanding cultural landscape of great beauty, containing historic towns and villages, great architectural monuments (the châteaux), and cultivated lands formed by many centuries of interaction between their population and the physical environment, primarily the river Loire itself.»

Therefore, it is important for the students to discover about this aspect of the area ; hence a course on “Loire Valley Castles”, where they learn about selected castles (among the 100 which are open to the public), their architecture, and their links to French history and culture.

| TEACHING METHODS

- Face-to-face, case studies, field studies
- Powerpoint presentations to be made on castles located in the Loire Valley area (list provided)
- Discovery in situ of a few castles (Angers, Nantes, Saumur, and more to come...).



FOOD CULTURE & DESTINATION MANAGEMENT

Marie-Christine Bonneau - 2nd semester

1 ECTS credit, 12h

COURSE DESCRIPTION

The course explains food culture evolution in the contemporary world and underlines impacts on destination management especially culinary tourist destinations (in the world).

Understand food culture evolution in today society, how food culture interplays with destination management in global tourism, and acquire theoretical and practical tools for tourist culinary destination management

COURSE OUTLINE

- Commensality and solo eating as new trends.
- Time for food in today society; impact for tourism.
- Food and personal identity and links with tourism.
- Food and place identity: a path toward tourism.
- Food and Strategic Destination Management: tools at hand.
- Culinary tourist destination management : the cluster model.

LEARNING OBJECTIVES

By the end of this course, students will:

- Be able to analyse dimensions of culinary tourism: as far as society, practices and management are concerned.
- Be able to build up a cluster model based up local food culture and local industry visiting.

REFERENCES

- Ellis, A., Park, E., Kim, S., & Yeoman, I. (2018). What is food tourism ? *Tourism Management*, 68, 250-263.
- Hall, C. M., & Gössling, S. (Eds.). (2016). *Food tourism and regional development : Networks, products and trajectories*. Routledge.
- Hess J.I & Hess K. (1977). *The taste of America*. New York. Penguin Books.
- Long, L. M. (2013). *Culinary tourism* (pp. 1-8). Springer Netherlands.
- Rozin, P. and Fallon, A.E. (1981) "The Acquisition of Likes and Dislikes for Foods", in J. Solms and R.L. Hall (eds) *Criteria of Food Acceptance*, pp. 35-44. Zurich : Forster Verlag.
- Wojcieszak, M., & Gazdecki, M. (2018). Culinary trails as an example of innovative tourists products. *European Journal of Service Management*, 27, 357



MARKETING WINE AND WINE CULTURE IN TOURISM AND HOSPITALITY

Georgina Gensollen McDermott - 2nd semester

2 ECTS credits, 12h

COURSE DESCRIPTION

An introduction to wine designed to help give students a better understanding of why wine is such a unique product, how it relates to place and to discover the different aspects they need to take into account when working with wine or selling wine in wine-tourism and other wine and food related areas.

The course content is delivered through lectures, case studies, online research, wine-tasting class, group discussions, field trip to vineyard or wine cellar, group and individual projects.

COURSE OUTLINE

Part 1 - Introducing wine (2 hours 40 mins)

- What do you know about wine?
- What is wine and where did it come from? Properties of wine, the vine, how it is made, a history of wine from ancient times to today.
- Why is it so special? Wine around the world, the science of wine and what it is worth.
- Where is wine in the world today?

Part 2 - Marketing wine (2 hours 40 mins)

- Worldwide production and consumption trends
- Impacts and future of wine production with global warming.
- Focus on wine in France: French wine consumption, consumer tastes in wine and wine distribution channels.
- Packaging innovations, label design.
- Wine and people, jobs in wine business, wine makers, sommeliers, oenologists, wine critics and influencers.
- Wine and restaurants, wine bars, specialist stores, wine online.
- Wine tourism worldwide and in France.

Part 3 - Wine and place, wine and food, tasting wine (2 hours 40 mins)

- The concept of terroir, AOC, geographical indications and wine clas-sifications in France and other wine producing countries, geological structure, pruning techniques climate influence. Wine identity and taste.
- How to read a label.
- Pairing food with wine.
- Serving wine: bottles, glasses, temperature, decanting. Professional wine-tasting tools and techniques with a focus on local Loire wines, tasting 7 wines. Discussing taste experiences.

Part 4 - Developing wine-related products (2 hours 40 mins)

- Project presentations and debate. Assignments include selling wine online, inventing a wine start-up, imagining an ideal wine bar or a wine tourism experience.

Part 5 - Visiting a wine-house or vineyard in Saumur (2 hours 40 mins)

- Spotlight on sparkling wines in the Loire Valley.
- Guided visit of a Saumur Wine House including wine production, cellar visit, heritage visit, brand marketing, event marketing and sparkling wine tasting.
- Student assignment: create blogpost or social media post to de-scribe your visit.

LEARNING OBJECTIVES

This course invites students to :

- become curious about wine and learn to appreciate and share its culture
- be able to convey basic knowledge about wine, it's history, how it is made, how to taste wine and pair it with food.
- understand how to approach market research and to develop concepts for marketing wine in different situations: online, on-trade (restaurant, bars, specialist stores), for tourism and events.



GLOBAL TRENDS

Anne O'Riordan-Beaupere - 2nd semester

1 ECTS credit, 12h

COURSE DESCRIPTION

This is an online course in collaboration with one of our partner universities in Ireland or the UK.

Students will learn to organise, analyse and complete research on their own & with their partner. From a critical analysis of the main trends impacting today's society, students will use multimedia sources to transfer this analysis to their own areas of expertise in the context of their home countries.

| COURSE OUTLINE

- Students will have to identify a global trend in their country and in their area of speciality, whether it be hospitality, events, tourism, cultural etc.
- They will have to collect and manipulate information in order to answer their questions.
- Students will need to be autonomous & have good critical thinking. They will need to participate online with their partner and be able to express well in English.
- Relating the trends identified to their fields of expertise students will write a report, where they analyse & contrast their information with that of the partner university.
- This report is then graded as part of their mark for this course.



For more information

Campus Saint-Serge | Angers

7 allée François Mitterrand, 49 004 Angers
02 44 68 81 00

Course director:

Anne O’Riordan-Beaupere
anne.oriordan@univ-angers.fr

School office:

international.esthua@univ-angers.fr
licence.esthua@univ-angers.fr



institut
national
de tourisme
INATO

ESTHUA
Université d’Angers