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# Bethlehem, NH: A Hay-Fever Resort Community [Project Proposal]

Linda Upham-Bornstein  
*Plymouth State University*

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## PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

**Project Proposal Submittal Process:** All IC projects requesting funding will require the completion and submittal of three (3) forms:

- Project Proposal Form – project scope & outcomes** (*included in this document*)
- Project Guidelines Form – reflective document outlining desirable IC project attributes**
- Project Budget Form – Excel spreadsheet to facilitate budget planning**

### **Instructions for Submitting Project Proposals:**

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer [rhumer@plymouth.edu](mailto:rhumer@plymouth.edu)
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

**Project Funding Review Process:** All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

**Deliverables:** At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

**Instructions for the PSU Integrated Cluster Project Proposal Form:** Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

**PSU Integrated Cluster Project Proposal Form**

**Title:** Bethlehem, NH: A Hay-Fever Resort Community (working title)

**Project Leadership:** Linda Upham-Bornstein, Ph.D.

**Project Description:** Public History class exhibit with Bethlehem Heritage Society

**Project Goals and Outcomes:**

**1. Project Goals – Briefly identify and describe the objectives of this project**

- a. Utilizing course content, technology, historical research, exhibit design and productions the students will create a multifaceted exhibit on Bethlehem, NH as a retreat for those afflicted with Hay-Fever. This project connects PSU faculty, students and the MWM next exhibit to the North Country.

**2. Student Learning Outcomes – Outline the expected student learning outcome**

- a. Demonstrate an understanding of the public history field in its various manifestations.
- b. Critically evaluate the major historical concepts, ideas, events, and people that shaped both New Hampshire's and the nation's culture and institutions.
- c. Understand the ethical considerations posed by using technologies for historical research, storage, and presentation.
- d. Appreciate how historians have engaged various audiences and public history issues in museum exhibits, historical societies, historic preservation, archives, and cultural resource agencies.
- e. Analyze the public construction of history and of ideas of the past.
- f. Explore how emerging technologies can help public historians push the boundaries of how people understand their communities and their history.

**Project Synopsis (objectives & outcomes):** 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

**Project Synopsis (objectives & outcomes):**

Objectives: create a public history exhibit on Bethlehem, New Hampshire as a favored destination for persons suffering from seasonal allergies. Outcomes: integrate public and state/national history; educate and engage the public.

**Project Documents/Pictures/Videos On-line Archive:** post the link to on-line project resources captured in this project, especially, pictures, videos, “Quotable Quotes” and other project documents.

**Project Documents/Pictures/Videos On-line Archive:** Available at the conclusion of the project on May 18, 2017.

**Rationale and Impact:**

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

**Project Rationale and Impact Statement:**

This project will promote collaboration across disciplines in that (1) it will allow the public history students, all of whom are taking HI 3345 Health and Illness in American History, to examine a subject that relates directly to this course and develop practical skills to create a multifaceted public history exhibit centered on health in United States History; and (2) the students will be collaborating with the Museum of the White Mountains, where the exhibit opening will be held in conjunction with the museum’s exhibition “*Summer Camps: The White Mountains Roots of an Iconic American Experience.*” The student exhibit panels will also be hosted on the Museums website.

Moreover, the project addresses relevant social issues concerning (1) the intersection of public health and private health, and (2) class and ethnic tensions in Bethlehem, New Hampshire mainly between the early health tourist upper-class Protestants, and the urban Jews who sought the same relief from pollens in the 1930s. The project will establish a working relationship with the Bethlehem Heritage Society, with which the students will work and where the exhibit will reside during the summer months. The Bethlehem project will make impacts by educating and engaging the public on health concerns in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and on their connection to the North Country by fostering a constructive connection with many of Bethlehem’s residents.

The Public History project will serve as a vehicle by which the students (1) integrate knowledge and skills from the fields of history, sociology, ethnicity, and technology; (2) work with the Museum of the White Mountains and a local heritage society; and (3) create an exhibit that will engage the public in an interesting, user-friendly and meaningful way. In doing so, it will promote high impact teaching and learning, cross-disciplinary collaboration, student engagement, partnership involvement, and real world problem exploration.

Finally, the project is a new endeavor that dovetails nicely with the Health and Illness course taught by team leader Rebecca R. Noel, and the mission of the Museum of the White Mountains, whose director, Marcia Schmidt Blaine, is also a team leader.

**Project Team**

**PSU Project Participants** (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Linda Upham-	Teaching Lecturer	Project Director	History	luphambornstein@plymouth.edu

Bornstein, Ph.D.				
Marcia Schmidt Blaine, Ph.D.	Interim Exec Director of the Museum of the White Mountains	Team Member	History/Museum/ Administration	mblaine@plymouth.edu
Rebecca Noel, Ph.D.	Associate Professor	Team Member	History	rrnoel@plymouth.edu

**Non-PSU Project Participants** (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Clare Brown	Bethlehem Heritage Society	Community Partner	President of Society	clare.brown67@gmail.com
Paul Hudson	Bethlehem Heritage Society	Community Partner	Local Historian	
Christopher Jensen	Bethlehem Heritage Society	Community Partner	Journalist	ChristopherJensenNH@gmail.com

**Student Participant Profile** (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)\*

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
HI 4358.01	Project team	Junior/Senior	History	8

<b>Public History</b>				

\*This project is the basis if the Public History Course.

### **IRB (Institutional Review Board) Compliance**

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

### **Project Management: Timeline and Milestones**

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

**Project Start Date:** 2/2/2017

**Project Complete Date:** 5/18/2017

<b>Project Milestone</b>	<b>Milestone Description</b>	<b>Target Completion Date</b>
<b>Exhibit Opening</b>	<b>Unveiling of student exhibit and website</b>	<b>5/18/2017</b>

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Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: