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Exploring Global Heritage in New England [Project Proposal]

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PSU Integrated Cluster Project Proposal Form

Title: Exploring Global Heritage in New England

Project Leadership: (Identify Project Director/Manager or Co-Manager/s **Whitney Howarth**)

Project Description: This project aims to give students a unique first-hand experience in exploring Hindu and Muslim culture, history and philosophy in New England. The core activity of the project will be a one-day visit to three sites, although there will be instruction and context given by Dr. Howarth before the trip, during and after.

Students will visit the Islamic Society of Boston, engage in discussions with mosque staff about Islam and the services to the community provided there, sample Indian cuisine at Dosa Temple restaurant, and receive a tour and lecture on Hinduism at the Sri Lakshmi Temple in Ashland, MA. We will examine issues of New England heritage, immigrant identity, religious practices/philosophies, and cross-cultural interaction.

The trip will include 10-16 PSU students from my classes on India (GACO), Cross-Cultural Contact in World History (HIDI), World History (GACO), as well as students from classes in Cultural Anthropology and Political Science. The trip will be open to all students campus wide. Students will be asked to fill out an on-line survey and post-trip analysis form. Students will be selected on a first-come first-serve basis until seats are filled.

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project**
 - a) **The project has three primary goals. First to expose students to cultures and belief systems associated with Islam and Hinduism, as a growing population of immigrants in New Hampshire (and New England, generally) are affiliated with these traditions.**
 - b) **Second, the trip aims to give students a broader perspective on heritage and history from a global perspective. Increasingly, PSU students will engage in business and professional relationships with populations from other parts of the world – having a deeper appreciation for and first-hand experience with community members from India, Nepal, the Middle East and Africa will enrich those future relationships.**
 - c) **Finally, the project aims to connect students, via experiential learning, to interdisciplinary education. We'll be discussing history, anthropology, politics, art and philosophy during this trip and how they are interwoven in New England heritage. Students may want to continue (through clubs and student organizations) the explorations of culture and history we begin together on this trip (and in extension from our classes!) providing a wide base for further discovery in diversity and multi-culturalism across disciplines on campus.**

2. Student Learning Outcomes – Outline the expected student learning outcomes

- a) Students shall be able to identify the roots of New England's diverse history and heritage.
- b) Students shall be able to connect classroom/text knowledge with experiential learning by interacting with diverse populations, exploring unique cultural spaces, and analyzing primary source materials/material culture.
- c) Students shall be able to reflect (via writing/discussion) on their experiential learning on historical narratives, political narratives and narratives related to cultural identity as it relates to the New American/immigrant experience.
- d) Students shall be able to compare/contrast belief systems and philosophical traditions from two of the world's major religions – and analyze how such systems impact American identity.

Project Synopsis (objectives and outcomes): Students from various disciplines will visit two significant cultural sites with the goal of better understanding the role of the global on local heritage. Students will gain insight into how Islam and Hinduism shape New England history and culture and discover new perspectives on 21st century American identity.

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:

- 1) This multi-disciplinary project will connect a wide variety of students from across campus who are interested in questions of history, culture, philosophy and heritage

studies. Faculty and staff from anthropology, political science, campus ministry, history and the humanities are inviting their students to participate in this project.

- 2) This project fosters collaboration and cross-disciplinary conversations about American identity formation and the role of multi-culturalism in New England today. National conversations about Islam and immigration are central to political and social issues today. Having the opportunity to explore these issues with Muslim, Hindu, and immigrant community members in an honest, safe and open dialogue will be beneficial to all involved.
- 3) By establishing these relationships with these two Boston area organizations we may be able to further future interdisciplinary initiatives we've been considering that could serve immigrant, refugee and New American populations. We might also be able to connect with populations from these communities in our New Hampshire schools, through our Social Studies Education programs (diversity classes, etc.) and via our work with the Bhutanese and Congolese populations in Concord, NH (New African Americans, ASCENTRIA New American Services, etc.). We've been in contact with future partners.
- 4) How do you measure the impact of experiential learning outside of a structured class setting? Although several students from Dr. Howarth's Cross Cultural Contact (HIDI) Course may be able to use this experience for a formal written assignment in class, most students will go on the trip independently. Students will be asked to fill out a survey and reflect in writing (on line) about their experiences at the mosque and the temple. Member of Dr. Howarth's history club, the anthropology club and/or campus ministry may ask students to find ways to bring their explorations/discoveries to life (via photographs and informative exhibits on campus) in the fall during PSU's International Week. Impact on student understanding and world view will best be illustrated in their on campus interactions and future connections to human beings from different religious and cultural and racial backgrounds.
- 5) The project explicitly advances the E & D mission by encouraging students to "engage in academic activities that promote curiosity and inquiry-based learning, and through their scholarship contribute to the betterment of society, locally and beyond." It is through inquiry, exploration, personal discovery and academic understanding that we can confront issues of identity and heritage through historical, philosophical and cultural contexts. It is through these

types of "encounters" that we can hope to problem solve greater solutions to the questions our society faces relative to immigration, religious difference and racial politics

Project Team

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

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Whitney Howarth	Assoc Profesor	PI	History	wbhowarth@plymouth.edu
Laura Tilghman	Assis. Professor	Assistant PI	Anthropology	ltighman@plymouth.edu
Scott Merrill	Campus ministry C3	Consulting PI	Spirituality center	Samerrill1@plymouth.edu

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

Name	Organization	Project Role	Discipline/ Specialty	Email
	Sri Lakshmi Hindu Temple, Ashland MA			
	Islamic Society and Cultural Center Boston			

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

Cultural Contact in World History	Participant	GEN ED Directions	HI	? (open) up to 34
Sex and Empire in colonial India	"	Upper level	HI	? up to 10
Open to all campus		Putting up flyers across campus and recruiting from anthro, tourism, polis ci, business,		

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: [Select an Option](#)

IRB Approval Date: [Click here to enter a 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: [Click here to enter a date.](#)

Project Complete Date: [Click here to enter a date.](#)

Project Milestone	Milestone Description	Target Completion Date
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Recruiting students and disseminating info this week	The Trip is this Saturday! We've been informing students and signing them up for a few weeks. Aim is for 8-12 students!	Click here to enter a date.
		Click here to enter a date.
		Click here to enter a date.
		Click here to enter a date.
		Click here to enter a date.

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: