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# Exploring New England Culture and Heritage Tourism [Project Proposal]

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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:** Exploring New England Culture and Heritage Tourism

**Project Leadership:** (Identify Project Director/Manager or Co-Manager/s : Adam Keul

**Project Description:** This project aims to give students a first-hand account of how New England native and historic cultures are presented to visitors by visiting and analyzing two renowned tourism destinations, The Mashantucket Pequot Museum in Ledyard, CT and the Mystic Seaport and downtown Mystic, CT. The core activity of the project will be a one-day visit to these sites, though instruction will be given beforehand and analysis completed afterwards. The trip will include approximately thirty students from the GEO, History, and Social Science Education clubs as well as the TMP3000 Culture and Heritage Tourism class. Students will be required to participate in online education about the two sites beforehand and to contribute findings to the post-trip analysis of the sites. Students will be chosen on a first-come first-served basis until the trip's seats are filled.

### **Project Goals and Outcomes:**

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

This project has three primary goals. First is to expose students to these culture and heritage tourism topics through experiential learning. While New England native cultures and the heritage of New England and the sea are discussed in a variety of PSU courses, an in-depth experiential account would give students a more thorough understanding of these important periods and social groups. Second, the trip aims to give students a broader perspective on how culture and heritage are presented through tourism. Tourism economies are vital to New England and the trip is intended to be a *study* of tourism alongside the *practice* of tourism. Finally, the project aims to connect groups of students who are somewhat disparate due to current university department structures. The intention here is to identify students and clubs who are interested in culture and history as a way to lay the groundwork for future collaborations or cluster projects in these topical realms.

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

*Experiential learning of basic information about New England's native and maritime cultures*

This outcome will be achieved by visiting the sites and taking in the information they provide.

*Reflexive understanding of the roles of sites in writing the place-narratives of history and culture* This outcome will be achieved by pre-trip education and post-trip analysis of the experiences.

*Insight into the operations of these popular tourism destinations*

This outcome will be achieved by participating in both guided tours and lectures/Q&A session with management of the two destinations.

**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):** A variety of students will visit two major cultural tourism destinations with the goals of learning about New England history while gaining insight into how cultures are presented to visitors.

**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:** N/A

### **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 multi-disciplinary project will connect several populations of students and faculty around the themes of tourism culture and heritage. Preliminary investigations by the PI have indicated significant student interest in visiting the two sites as well as more generally in the topics of

native and maritime history. Further, in a survey of the TMP3000 Culture and Heritage Tourism course (where a number of the project participants will be drawn) none had visited these sites before. Thus, a market exists for educating students on these topics. The project addresses the roles tourism plays in constructing knowledge of New England. As tourism plays an important economic role in New Hampshire and New England more generally, understanding how tourism is produced on-site is an important social issue in the region. The project will also connect PSU faculty with professional interpreters and museum managers at both the Mashantucket Pequot Museum and the Mystic Seaport. Both institutions are recognized as centers of academic analysis beyond simple museum displays. Thus, the project aims to connect their academic staff to PSU's faculty for future collaboration. Furthermore, both institutions have programs for interns and intensive study programs with which students will be familiarized. The project will also be fostering these novel connections with institutions that are beyond our local region and thus giving PSU greater visibility in the greater region.

The project explicitly advances the TESD mission by seeking to "understand and positively impact contemporary social, economic and environmental challenges and opportunities in tourism and economic development". Though the focus in the TESD cluster (via faculty research specialties and projects to date) has been on nature tourism, the project also furthers the Cluster's mission by "protecting the vast natural *and cultural richness* in the New England region". This project will help diversify the topics of inquiry in the TESD cluster.

Though many of the involved students will come from the TMP3000 Culture and Heritage Tourism course, this course is populated by a variety of majors. The broader audience will also be the GEO club (comprised of Geography, Tourism, Environmental Science and Policy and other Social Science majors); the History and Social Science Education clubs, and other interested students for a total of about thirty students and faculty.

## **Project Team**

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

<b>Name</b>	<b>Position/ Title</b>	<b>Project Role</b>	<b>Discipline/ Specialty</b>	<b>Email</b>
<b>Adam Keul</b>	<b>Asst Prof Tourism Management and Policy</b>	<b>PI</b>	<b>Tourism</b>	<b>awkeul@plymouth.edu</b>
<b>Patrick May</b>	<b>Assoc Professor of Geography</b>	<b>Assistant PI</b>	<b>Geography</b>	<b>pmay@plymouth.edu</b>
<b>John Krueckeberg</b>	<b>Professor of History</b>	<b>Consulting PI</b>	<b>History</b>	<b>jkruেকেberg@plymouth.edu</b>

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

<b>Name</b>	<b>Organization</b>	<b>Project Role</b>	<b>Discipline/ Specialty</b>	<b>Email</b>
	<b>Mashantucket Pequot Museum and Research Center</b>			
	<b>Mystic Seaport</b>			

**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
TMP3000 Culture and Heritage Tourism	Participant	Undergraduate	Tourism Management and Policy	20
GEO Club	Participant	Undergraduate	Various	5-10
History, Philosophy and Social Science Education Club	Participant	Undergraduate	Various	5-10

### **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:**

**Project Complete Date:**

Project Milestone	Milestone Description	Target Completion Date

<b>Identification of student participants</b>	<b>Narrowing down from possible to planned participants</b>	<b>3/1/2017</b>
<b>Dissemination of materials</b>	<b>Delivering educational materials to students electronically and examining student work</b>	<b>4/1/2017</b>
<b>Travel</b>	<b>Taking the trip to the two sites</b>	<b>4/21/2017</b>
<b>Post-trip evaluation</b>	<b>Evaluation of students photo and written impressions of the sites.</b>	<b>5/1/2017</b>

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: As noted above, students who elect to participate will be required to complete academic analysis of their experience (those in the TMP3000 course will be completing this as a part of the course). Students will be given readings and reading assignments prior to the trip. The readings and questions will focus on the sites themselves and the development of tourism destinations more generally. Students will be asked to document their visits with cameras and through written narrative. They will return these materials in May so that the PI can write an overall evaluation of the trip.