

SYLLABUS – CSP 635 Interpretive Planning and Project Management

Faculty..... Robert Forloney
Course Number..... CSP 635
Term and Dates..... SPR 21/February 8–May 14, 2021
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Welcome to our Course!

It is a thoughtful decision-making process to determine the most effective way to communicate a message to an intended audience in support of the agency's mission.

—Lisa Brochu, Interpretive Planner

Producing interpretation which balances the needs of the visitors who will use it, the conservation of the place which is its subject, the desires of those who produce it, and the interest of those who will live with it is no simple matter.

— A Sense of Place Interpretive Handbook

This course introduces interpretive planning — a goal driven process that matches an organization's resources and its messages and helps establish thematic priorities, interpretive techniques, visitor experiences, program scheduling, and costs. This course provides an orientation to the work of creating interpretive plans and cultural programs in collaboration with the communities they represent. You will also learn about community engagement and various strategies that various institutions have developed to include communities in interpretive planning and exhibit and program development.

Working with a partner museum or interpretive facility throughout this course, you will develop a Course Project that highlights ways to engage communities in interpretive planning and exhibit and program development. You will learn how interpretive planning and project management can empower people and communities, and thus contribute to organizational, community, and resource well-being and success.

Main Course Topics

- Visitor experience
- Best Practices--Great interpretive plans, exhibits, and programs
- Working collaboratively
- Interpretive planning process
- Project management
- Designing and producing interpretation
- Evaluating interpretive plans

Program Objectives

Devise, implement and evaluate actions that support cultural sustainability such as educational programs, exhibitions, performances, workshops, projects, media productions, websites, festivals and other initiatives that align with community practices.

Identify and demonstrate a range of professional management skills that contribute to organizational sustainability such as financial skills, communications, and leadership through collaboration, teamwork, and consensus building.

Course Objectives

Through a mix of on-line classroom and project-based work, you will gain a richer understanding of the role of interpretive planning as it is used in cultural and educational organizations and the importance of interpretive planning originating from a process of dialogue and engagement with communities. Successfully completing this course you will build the skills that you will need to be an advocate for and implementer of interpretive planning in your organization and community.

This online course will prepare scholars and practitioners to –

- Summarize successful examples of community-based interpretation
- Illustrate how to incorporate communities into interpretive, exhibit, and program planning
- Assess the visitor experience of a museum or interpretive site
- Define and apply strategies in exhibit and program design and development
- Successfully manage a project
- Evaluate exhibits, programs, and interpretive plans

The centerpiece of your work this semester will be a Course Project where you will partner with a museum, park, or interpretive facility. With their support, you will research and write a final paper that would assist them in their efforts to better include their local communities in their interpretive and program planning and implementation.

Required Materials

Required Books

Lisa Brochu- *Interpretive Planning: The 5-M Model for Successful Planning Projects*

Curtis R. Cook- *Just Enough Project Management*

Wells, Butler, Koke- *Interpretive Planning for Museums: Integrating Visitor Perspectives into Decision-Making*

Suggested Books

Freeman Tilden- *Interpreting Our Heritage*

John Veverka- *Interpretive Master Planning*

Module 1: Defining the Visitor Experience

Week 1: What is Interpretation?

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- Brochu: Chapters 1- "A Planning Primer" and 2 "Who Needs Interpretive Planning Anyway?"
- Carter: Sections 1- "What is interpretation?" 2- "Why plan interpretation?" and 3- "What sort of a plan?"
- Tilden: Chapters 1 "The Visitor's First Interest" and 5 "Not Instruction but Provocation"
- Wells, Butler & Koke: Chapters 1 and 2, "Introduction" and "Conceptual Foundations,"
- Ansbacher, Ted. "Making Sense of Experience: A Model for Meaning-Making"

Supplemental Reading:

- Veverka: *Interpretive Master Planning*, Chapter 2

Week 2: The Visitor Experience

- Carter: Sections 4- "Working with others" and 5- "Putting the plan together"
- Hein: "Museum Education."
- Hennes: "Rethinking the Visitor Experience: Transforming Obstacle into Purpose,"
- National Park Service, Harpers Ferry, "Planning for Interpretive and Visitor Experience"
- Weil: "From Being about Something to Being for Somebody: The Ongoing Transformation of the American Museum."

Week 3: What is Visitor Engagement?

- Simon: *The Participatory Museum*, Chapter 1 "Principles of Participation"
- Spock: "Museum Authority Up for Grabs: The Latest Thing or Following a Long Trend Line?"
- McLean: "Museum Exhibitions and the Dynamics of Dialogue"
- Simon: "The Art of Relevance." TEDxPaloAlto. May 4, 2017

Supplemental Readings:

- Simon: *The Art of Relevance*, Part 3: "Relevance and Communities"

Module 2: Conceptual Framework of an Interpretive Planner

Week 4: Interpretive Planning Process

- Brochu: Chapters 3, 4 and 5 "Profile of a Planner, The Planning Process, Management"
- Korn: Chapter 3 "Learning about the Cycle of Intentional Practice"
- Veverka: Chapter 3 "The Interpretive Planning Process"
- Wells, Butler & Koke: Chapter 3 "Interpretive Planning"
- Review USDA Interpretive Planning Tool #2

Week 5: Mission & Vision

- Korn: Chapter 4 "Intentional Practice Principles"
- View- "Intentional Practice for Museums with Randi Korn" Balboa Park TV. March 4, 2019.

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- Wells, Butler & Koke: Chapter 4 “The Outcomes Hierarchy”
- Review Various Mission and Vision Statements
- Explore and Review various mission statements on-line

Week 6: Target Audiences

- Falk: Chapter 10 “Identity and the Museum Visitor”
- Hein: Chapter 6 “Studying Visitors”
- Brochu: Chapters 7, 8 and 9 “Message,” “Mechanics” and “Media” pp. 101 - 146
- Wells, Butler & Koke: Chapter 5 “Integrating Visitor Perspectives in Master Interpretive Planning”

Module 3: Interpretive Evaluation

Week 7: Best Practice – Plans, Exhibits, and Programs

- Review NAI Interpretive Planning Practices
- Read Sample NPS and museum LIRPs
- Planning for Interpretation and Visitor Experience
- Veverka: Chapters 4- “Planning and Designing Interpretive Self-guiding Trails, Tours, and By-ways” 5- “Planning for Interpretive Exhibits” and 6- “Planning Conducted Interpretive Programs”

Week 8: Evaluation – Interpretive Plans and Programming

- Brochu: Chapters 5 “Management” and 10 “What Happens Next”
- Carter, Section 6- “Is it working?”
- Review NAI Interpretation Standards
- Why Plans Fail

Module 4: Designing an Interpretive Plan

Week 9: Project Management

- Cook: *Just Enough Project Management*
- Kogon, Blakemore and Wood: Chapter 1- “The New World of Unofficial Project Management” and 2- “People + Process = Success”
- National Park Service, Exhibit Planning, Production, and Design Process

Week 10: Working Collaboratively

- Nina Simon, *The Participatory Museum*, Chapter 7- “Collaborating with Visitors”
- Schwartz and Adair: “Case Study/Conversation: Community as Curator: A Case Study at the Brooklyn Historical Society”
- Tchen, and Ševčenko. “The ‘Dialogic Museum’ Revisited: A Collaborative Reflection.”

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- Wells, Chapter 6- “Integrating Visitor Perspectives”
- View: “*Widening the Conversation: Involving Communities in Interpretive Planning*”

Supplemental Readings:

- N’Diaye: “Agency, Reciprocal Engagement and Applied Folklore Practice: Beyond the Smithsonian Folklife Festival”

Week 11: Developing & Producing

- Bergeron and Tuttle: “Conner Prairie Interactive History Park: Putting Guests at the Center”
- Carter, Section 7- “Designing and producing interpretation?”
- Khashan: “Catalyzing Inclusion: Steps toward Sustainability in Museums.”
- Simon, *The Participatory Museum*, Chapter 8- “Co-creating with Visitors”
- View- [106 Group Interpretation & Exhibit Design](#)
- View- [Interpretive Master Plan Interview Series Part One \(Park in Austin\)](#)

Week 12: Reviewing and Critiquing Other Interpretive Plans

- Read Sample NPS and museum LIRPs:

[Examples of NPS LRIPs](#)

[Minnesota Lakes Maritime Museum 2015 Interpretive Plan](#)

Course Format

The content of this course is delivered online using the Canvas course management system and various third-party web tools. Concepts are acquired through active learning, collaborative projects, self-study, online peer discussions, and responses, as well as individualized feedback and comments from the instructors. Students are expected to participate in asynchronous online learning activities and tasks, to engage in self-motivated learning and research, and to support each other through constructive criticism and resource sharing.

- Zoom Sessions
- Asynchronous discussion sessions
- Group exercises
- Student presentations
- Assigned readings
- Online links to videos and additional resources
- Final project including student presentations

Assignment Descriptions

Discussion Post

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KWL Interpretation- This assignment will ask you to write down what you "Know", "Wonder", and have "Learned" about Interpretation. You will begin by completing the "Know" and the "Wonder" sections in a class Google slide.

Transformational Experience-

Interpretation Scavenger Hunt

Sketch note of Interpretive Planning Process

Create a Profile of a Project Manager

Create a Job Description-

Draft a potential job description for an interpretive planner and write a paragraph or two about how you would work with an organization to develop their interpretive plan.

Develop an Interpretive Plan for Partner Institution

Create Organization Partner Foundation Document

Identify target audiences

Meetings with Organization: Determine Interpretive Objectives, Resources

List stakeholders

Template of Potential Interpretive Programs

Presentation

Grading [sample text – revise]

Course components	Percent (or points)
Discussion and participation	15%
KWL	5%
Group exercise	10%
3 short papers	30%
Final project with student presentations	40%
Total	100%

Grade Scale

A	93 or more points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points

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C-	70 - 72 points
F	69 points and below

Course Policies

ACADEMIC INTEGRITY:

All final work products are to be the independent work of each student original to this course. Suspected violations of the [Academic Honor Code](#) will be referred to the Academic Honor Board.

ACCESSIBILITY SERVICES:

Please inform your instructor about any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

COMMUNICATION:

- Faculty will be available at their Goucher email address and will respond to queries within 24 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students, and student groups. In particular, participation in all discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities, and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions in a discussion forum).
- For questions about assignments that may be interesting and helpful to other class members: please use a discussion forum.
- For problems with technical aspects of the Canvas course website: chat with [Canvas Support](#).

E2CAMPUS EMERGENCY NOTIFICATION SYSTEM:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

INCLEMENT WEATHER:

Please defer to Goucher College emergency communications, and/or to your instructor, for statements concerning contingency plans for inclement weather.

LATE POLICY:

For proper student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely manner, please notify your instructor before the assignment is due so a new date can be negotiated.

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MISSED WORK:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

NONDISCRIMINATION POLICY:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).

RELIGIOUS OBSERVATION POLICY:

If you need to request accommodation for religious observance, fill out the [Religious Observation Form](#) and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

RESOURCES:

Students are provided with and encouraged to use the following resources:

[Academic Accommodations](#)

[Financial Aid Office](#)

[Career Education](#)

[Student Support and Outreach](#)

[Library](#)

[Writing Center](#)

[myGoucher](#)

[Distance Learning Resources](#)

SCHEDULE

List all course activities, including lectures, live synchronous meetings, asynchronous discussions, quizzes, exams, projects, etc. Insert opening dates and due dates. Add or delete rows as needed.

Opening Dates	Description	Due Dates
WEEK 1 - What is Interpretation? (insert topic and dates)		
February 8th	Read Materials	
	KWL: What do you KNOW, WANT TO KNOW, & LEARN assignment	
	Zoom Session	Monday, February 8 th 7:00 – 8:00pm
WEEK 2 - The Visitor Experience (insert topic and dates)		
February 15th	Read Materials and View Videos	
	Discussion Post #1: Transformational Activity: Talk about a personal interpretive experien	
WEEK 3 - What is Visitor Engagement? (insert topic and dates)		
February 22nd	Read Materials and View Videos	
	Secure Partner Organization	

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	Discussion Post #2: Explain why engaging stakeholders in planning is crucial	Monday, February 22 nd 7:00 – 8:00pm
	Zoom Session	Monday, February 22 nd 7:00 – 8:00pm
WEEK 4 - Interpretive Planning Process (insert topic and dates)		
March 1st	Read Materials and View Videos	
WEEK 5 - Mission & Vision (insert topic and dates)		
March 8th	Read Materials and View Videos	
	Discussion Post #5:	
	Zoom Session	Monday, March 8 th 7:00 – 8:00pm
WEEK 6 - Target Audiences (insert topic and dates)		
March 15th	Read Materials and View Videos	
WEEK 7 - Best Practice – Plans, Exhibits, and Programs (insert topic and dates)		
March 22nd		
WEEK 8 - Evaluation – Interpretive Plans and Programming (insert topic and dates)		
March 29th		
	Discussion Post #4:	
	Zoom Session	Monday, March 29 th 7:00 – 8:00pm
WEEK 9- Project Management		
April 5th		
	Zoom Session	Monday, April 5 th 7:00 – 8:00pm
WEEK 10: Working Collaboratively		
April 12 th		
	stakeholders for your partnered organization	
WEEK 11: Developing & Producing		
April 19 th		
	Template of Potential Interpretive Programs for their partner site	
	Zoom Session	Monday, April 19 th

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		7:00 – 8:00pm
WEEK 12: Reviewing and Critiquing Other Interpretive Plans		
April 26th		
	Discussion Post #5: Notice/Wonder - Evaluate different examples of interpretive plans	
WEEK 13: Work Session		
May 3rd		
	Discussion Post #6: Draft of Final Paper & Peer Feedback	
WEEK 14: Presentation of Interpretive Plan		
May 10th	Final Paper Due	
	Zoom Session	Monday, May 10 th 7:00 – 8:00pm