What you’re getting yourself into:
This course is not an instructional in how to claw your way to the top; rather it’s an introduction to what it is like to work to within a public history institution and what it takes to thrive in one.

“You gotta serve somebody,” croaks Bob Dylan. Everyone at every level of every organization is simultaneously a leader and a follower. This course is about understanding both sides of that relationship and how to do productive and fulfilling work from both ends.

The course starts from a few key premises:
- The nuts and bolts processes of management and leadership take on life only when you understand the goals they were created to achieve. The policies, procedures, and programs that fill professional manuals and “how to” books exist to achieve big-picture goals for institutions.
- Fundamentally, these goals involve relationships—relationships between
  - an institution and its constituencies (“Reaching Audiences”)
  - an institution and other institutions (“Reaching Partners”)
  - an institution and its employees (“Reaching Colleagues”)

The course is structured around the theory and practice involved in building these three kinds of relationships. Throughout, the course links practical skill—writing a mission statement, creating a marketing plan, writing a budget—with discussion of the broader purposes these tools are intended to accomplish.

How we’ll go about it
The course doesn’t pretend that public history is either rocket science (specialized and really complicated) or theoretical physics (fascinating to talk about but tough to try out in practice). The best way to learn about public history work is to do some. So, in this course you will not only have regular readings, discussions, and writings but as well you will each be involved in designing, collaboratively, a history project that would be practical, useful, and enticing to a real, local public history institution—the International Civil Rights Center and Museum, 301 N. Elm Street, Greensboro.
How you’ll be evaluated
The skills that you need to succeed in this course are ones that you will need to thrive in
the workplace:
  o **reading and analyzing** thoughtfully and with an eye for new ideas
  o **speaking** with passion, clarity, and respect
  o **writing** clearly and persuasively
  o **collaborating** with energy, sensitivity, and an awareness of how much you can
    learn from your peers

You will be graded on
  **Class participation—15%**: attending class, doing the reading, writing thoughtful
  and on-time weekly responses to the reading (see below), speaking up in
  discussions, and helping to foster a sense of shared exploration within the
  classroom
    *Weekly responses*: Each week, short, informal reactions to that
  week's readings (roughly a couple of paragraphs) will be due.
  These must be posted on our class’s Blackboard Discussion Board
  **by 8:00 a.m. each Wednesday.**

  **Essay #1—10%**: Information interview + reflection essay + 10-minute in-
  class presentation: students sign up for due dates—**August 23-**
  **November 15**

  **Essay #2—20%**: Analytical essay: institutional “personality assessment,”
  assessing the clarity and coherence of a local institution’s mission, brand,
  marketing, fund-raising, and interpretive program—**due October 4**

  **Final Project and Presentation—30%**: project plan for International Civil
  Rights Center and Museum—**due November 29**
  *Note:* Each student’s grade for the collaborative final project will be
  determined by the quality of the product and presentation and, as well, by
  each individual’s contributions to the project. Each student will be asked
  to assess the contributions that each team member (*including they
  themselves*) made to the project and to the collaborative process.

  **Final paper—25%**: reflection essay on the final project—**due December 6**

If things go awry…
…it’s your responsibility to tell me—right away. If papers are late without direct, prior
approval from me, I deduct ½ a letter grade per day—no exceptions

If your project is dead-ending or your peer collaboration imploding, I need to hear about it before it’s too late to resolve the issues.
Books to Buy


Academic Integrity Policy
All students have a responsibility to uphold the standards of “Honesty, Trust, Fairness, Respect, and Responsibility” detailed in the Academic Integrity Policy. Instances of cheating, plagiarism, misuse of academic resources, falsification of information, and facilitating of academic dishonesty are treated with utmost seriousness by the history department and dealt with severely by the University administration. The full policy appears in the *Student Calendar/Handbook* and at [academicintegrity.uncg.edu](http://academicintegrity.uncg.edu). Per university policy, you will be asked to sign a copy of the Academic Integrity Pledge for each major assignment in this class.

Special Needs
If you require accommodations for special learning needs, please do not hesitate to contact the Office of Disability Services, located within the Elliot University Center (334-5770)—and please let me know!
Whose History? Who’s History?
August 16—Introductions
Assignment: administer audience survey

August 23: Whose History? Who’s History?


printed materials from International Civil Rights Center and Museum

website materials of International Civil Rights Center and Museum at www.sitinmovement.org

In-class screening: *February One*

Reaching Colleagues I
August 30: Working Collaboratively and team dynamics


Jordan Ayan, “You Do Have a Creative Personality” and “Tapping into the


**Reaching Audiences**

**September 6: Making Public Institutions Matter and mission statements**


**September 13: Getting on the Radar Screen and marketing plans/branding**

**One-page project proposal due**


Genoways and Ireland, Chapter 11, 247-272.

**September 20: Preserving (and Deserving) the Public’s Trust and ethics and collections management policies**


Genoways and Ireland, Chapter 10, 223-245.

**Optional:** Genoways and Ireland, Chapter 8, 175-195.

**In class:** “Team Self-Evaluation” sheet

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**Reaching Partners**

**September 27: Collaborating with Communities and organizing for civic engagement**

**Revised one-page project proposal due**


October 4: Pursuing Outreach vs. “In-Reach” 
and diversity hiring plans

Essay #2 due


“Diversity Statement,” Eiteljorg Museum (Indianapolis, IN)


“Seek and You Shall Find,” Minneapolis Star-Tribune, (February 16, 2005): D1, D6. [Not on e-reserve--BF will hand out in class]

October 11: Collaborating with Donors I—Listening 
and development plans


Salvatore G. Cilella, “The Administrator and Fund Raising: A Beginning,” 7-25. [Not on e-reserve—BF will hand out in class]


Genoways and Ireland, Chapter 6, 121-160.

October 18: Collaborating with Donors II—Stating Your Case and budgets and grant-writing

In class: 10-second and 1-minute project presentations


“Five Steps to Easier Proposal Writing,” 2-9. [Not on e-reserve—BF will hand out in class]


Genoways and Ireland, Chapter 5, 91-119.

Reaching Colleagues II
October 25: Building a Vision and board management


Genoways and Ireland, Chapter 3 (excerpt), 39-55.

November 1: Managing Change

and strategic planning


Genoways and Ireland, Chapter 4, 75-90.

November 8: Leading from Below

and human resources/personnel management


Genoways and Ireland, Chapter 7, 161-175.
November 15: Finding Your Niche
and job interviewing

Drafts of full project due


Handouts from Frank Parson, Consultant, Brentwood, TN
“The Vital Signs of ‘Being’”
“Job-Related Criteria Guidelines—Development Director”
“Arthritis Foundation Interview Questions”
“Interview Guide and Follow-Up Questions”


November 22: No Class

November 29: In class: final project presentations

December 6: Final papers due/Celebration!