

HIS 626 - Management and Leadership in Public History

Fall 2006, Wednesdays, 3:30-6:20 p.m.

HHRA 2210

Professor Benjamin Filene

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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:

- **reading and analyzing** thoughtfully and with an eye for new ideas
- **speaking** with passion, clarity, and respect
- **writing** clearly and persuasively
- **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

William Chafe, *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom* (1981).

Jennifer Deutsch and Tamara Real, *Just Who Do Your Customers Think You Are? A Guide to Branding Your Organization*, (Michigan Museums Association, 2002)

Hugh Genoways and Lynne M. Ireland, *Museum Administration: An Introduction* (2003).

Stephen C. Lundin, Harry Paul, and John Christensen, *Fish! A Remarkable Way to Boost Morale and Improve Results*, 2000.

Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (2000).

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. 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?

Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (2000). [can skip chapter 5]

William Chafe, *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom* (Oxford University Press, 1981), 1-152.

Meadow Dibble-Dieng, "A Modest Proposal," *Brown Alumni Monthly* (September-October 2004): 30-33.

Jim Carrier and John Lewis, *Traveler's Guide to the Civil Rights Movement* (2004), 83-86.

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

Roger Fisher and Alan Sharp, "Lateral Leadership," In *Getting It Done: How to Lead When You're Not in Charge* (1998), 14-34.

Michael Schrage, "Collaboration & Creativity," *Museum News* (March/April 2004): 44-48.

Zenger-Miller, Inc., "The Four Phases of Team Development," In *Building A Foundation of Trust*, 16-17.

Dale Hunter, Anne Bailey, and Bill Taylor, chapters 3-5 and 7, In *The Zen of Groups: A Handbook for People Meeting with a Purpose* (1995), 17-51, 61-78.

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

Creative Process,” In *Aha! 10 Ways to Free your Creative Spirit and Find Your Great Ideas*, 23-49.

William Chafe, *Civilities and Civil Rights*, 153-255.

Reaching Audiences

September 6: Making Public Institutions Matter and mission statements

David Carr, “In the Context of the Possible,” In *The Promise of Cultural Institutions* (2003), 37-54.

Gail Anderson, ed., *Museum Mission Statements: Building a Distinct Identity* (2000 [1998]), 12-24.

Liz Sevckenko, “Putting Mission First,” In *The Importance of Mission in Guiding Museum Practice* (2003), 9-11.

John Durel, “Mission and Profit,” In *The Importance of Mission in Guiding Museum Practice* (2003), 21-23.

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

One-page project proposal due

B. Joseph Pine II and James H. Gilmore, “Welcome to the Experience Economy,” *Harvard Business Review* (July 1998): 97-105.

Jennifer Deutsch and Tamara Real, *Just Who Do Your Customers Think You Are? A Guide to Branding Your Organization*, (2002)

Genoways and Ireland, Chapter 11, 247-272.

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

Carr, David: “Museums and Public Trust,” In *The Promise of Cultural Institutions* (2003), 109-131

Ron Chew, “Taking Action!” *Museum News* (March/April 2004): 38-43.

Willard L. Boyd, “Museums as Centers of Controversy,” *Daedalus* 128 (summer 1999): 185-228.

David Crosson, "Museums and Social Responsibility: A Cautionary Tale,"
History News (July-August 1988): 6-9.

John Simmons, "Managing Things: Crafting a Collections Policy," *Museum News*
(January/February 2004): 28-31.

James B. Gardner and Elizabeth Merritt, "Collections Planning: Pinning Down a
Strategy" (2002), In *Reinventing the Museum: Historical and
Contemporary Perspectives on the Paradigm Shift*, Gail Anderson, ed.
(2004): 292-6.

Genoways and Ireland, Chapter 10, 223-245.

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

In class: "Team Self-Evaluation" sheet

Reaching Partners

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

Revised one-page project proposal due

Robert Archibald, "Friends and Colleagues," In *A Place to Remember: Using
History to Build Community* (1999) 155-178.

Robert R. Archibald, "Introduction," In *Mastering Civic Engagement: A
Challenge to Museums* (2002): 1-6.

Ellen Hirzy: "Mastering Civic Engagement: A Report from the American
Association of Museums," In *Mastering Civic Engagement: A Challenge
to Museums* (2002): 9-20.

Daniel Kertzner, "The Lens of Organizational Culture," In *Mastering Civic
Engagement: A Challenge to Museums* (2002): 39-48.

David Thelen, "Learning Community: Lessons in Co-Creating the Civic
Museum," *Museum News* (May/June 2001): 56-59, 68-9, 71, 73, 92, 94-5.

Emlyn Koster, "The Relevant Museum: A Reflection on Sustainability," *Museum
News* (March/April 2006): 65-70, 85-89.

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

Essay #2 due

Amalia Mesa-Bains, “The Real Multiculturalism: A Struggle for Authority and Power” [1992], In *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*, Gail Anderson, ed. (2004): 99-109.

Edmund Barry Gaither, “‘Hey, That’s Mine’: Thoughts on Pluralism and American Museums” [1992], In *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*, Gail Anderson, ed. (2004): 110-117.

Robert Archibald, “Everybody’s Business,” In *A Place to Remember: Using History to Build Community* (1999), 178-197.

Robert Sullivan, “Evaluating the Ethics and Consciences of Museums,” In *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*, Gail Anderson, ed. (2004): 257-63.

Ron Chew, “Community Roots,” In *Mastering Civic Engagement: A Challenge to Museums* (2002): 63-64.

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

Jane Lusaka, “Growing Our Own,” *Museum News* (November/December 1996): 41-43, 67.

Jane Lusaka, “Reflecting a Nation: Museum Fellows Program Expands Its Reach,” *Museum News* (July/August 2000): 36-39.

“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**

Michael Wolfe and Robert Ferguson, “New Money, New Demands: The Arrival of the Venture Philanthropist,” *Museum News* (January/February 2001): 56-59.

“The Corporate Seduction of Museums,” *Chicago Tribune* (February 16, 2003): 6 pp.

“The Enronification of a Museum Near You,” *Opinion Journal* (2/15/02): 2 pp.

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

Art Jahnke, "Losing the Win-Win Game?" *Museum News* (September/October 1993): 34-35, 50-52.

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

Holly Hall, "Campaigns With Appeal: Fund-Raising Drives Win Donors and Volunteers with New Tactics," *Chronicle of Philanthropy* (November 19, 1998): 6 pp.

"Words to the Wise," *NSFRF Journal* (Winter 1990): 19-24.

Marilyn Hoffman, "Writing Realistic Grant Budgets," *Museum News* (January/February 1980): 48-53

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

Grizzard Staff, "13 Proven Elements to Make Your Direct Mail Sizzle," 2 pp.

Genoways and Ireland, Chapter 5, 91-119.

Reaching Colleagues II

**October 25: Building a Vision
 and board management**

Howard Gardner, *Leading Minds* (1996 [1995]), prefaces and Chapters 1-3: ix – xv; 1-65.

John P. Kotter, "What Leaders Really Do," *Harvard Business Review* (May-June 1990): 103-111.

“Encouraging Leaders: New Models for Leadership in Museums: An Interview with Harvard Psychologist Robert Kegan, *Museum News* (November/December 2003): 34-39.

Harold and Susan Skramstad, “Working Model: A Mechanism for the Effective Board” *Museum News* (January/February 2003): 32-36.

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

November 1: Managing Change and strategic planning

Lois H. Silverman and Mark O’Neill, “Change and Complexity in the 21st-Century Museum: The real relics in our museums may be the ways we think and work,” *Museum News* (November/December 2004): 36-43.

John P. Kotter, “Leading Change: Why Transformation Efforts Fail,” *Harvard Business Review* (March-April 1995): 59-67.

Barbara Franco and Laura Roberts, “The Change Cycle,” 2 pp.

Laura Roberts, “Reinterpretation and Change: The Amos Smith House” and “Is It All History? The Burlington History Museum” (2004), 2-12.

William Bridges, *Managing Transitions: Making the Best of Change* (2003 [1991]), Introduction and Chapter 1: ix-xi; 1-10.

Zenger-Miller, Inc., “Creating a Safe Setting for Change,” *Building A Foundation of Trust*, 2-11.

Genoways and Ireland, Chapter 4, 75-90.

November 8: Leading from Below and human resources/personnel management

Roger Fisher and Alan Sharp, “Engagement” and “Choose to Help,” In *Getting It Done: How to Lead When You’re Not in Charge* (1998): 136-57; 200-4.

Stephen C. Lundin, Harry Paul, and John Christensen, *Fish! A Remarkable Way to Boost Morale and Improve Results*, 2000.

Genoways and Ireland, Chapter 7, 161-175.

**November 15: Finding Your Niche
and job interviewing**

Drafts of full project due

Peter F. Drucker, "Managing Oneself," *Harvard Business Review* (March-April 1999): 65-74.

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"

John Durel, "Qm2 Work Style Assessment," 2004.

Lockwood, Nancy R., "Work/Life Balance: Challenges and Solutions," *Research Quarterly* [Society for Human Resource Management] (June 2003): 1-12.

Charles F. Bryan, Jr., *Museum News*, "Am I A Historian?" *History News* (summer 2002): 5-8.

November 22: No Class

November 29: In class: final project presentations

December 6: Final papers due/Celebration!