



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management

PPPM 4/510 Event Management – Winter 2022
Tuesdays, 5:30-8:20 p.m.
Gerlinger 301

Instructor: Katie Gatlin, MPA

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Office Hours: by appointment via zoom

Course Description

This course presents the fundamentals of Events Management for nonprofit organizations and public entities. The class encompasses events management from a holistic perspective, including: defining an event, finance, marketing, operations, volunteer management, risk management, sponsorships, impact and evaluation. A graduate from this course should be well prepared to support a successful event.

Learning Outcomes

Upon completion of this course, students will be able to:

- 1) Explain the management functions used to create and implement events
- 2) Analyze the meanings and values of events for the community
- 3) Articulate professional standards
- 4) Perform professional habits

Course Website

The course website is located on the University of Oregon's Canvas system (Canvas.uoregon.edu). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. This will be the address used for course communication.

Note: all course information and discussions will be posted in the combined PPPM 410/510. Grades and due dates will be posted in individual segments (either PPPM 410 or PPPM 510).

COVID-19 Information for the Classroom

I am very excited to be back in-person with you! Please note that masks will be required in the classroom. Per university guidelines, I will occasionally be un-masked (at least six feet away from the front row) during class. Our guest speakers may also choose to be at the front, distanced, and un-masked. Students are required to have their masks on in the classroom at all times. There is no eating or drinking allowed in the classroom at this time. I understand this is a

long class and right during prime eating-hours, so we will work on a way to ensure our needs can be met.

For more details about the university's COVID-19 regulations, you can visit coronavirus.uoregon.edu.

Professional Practice

This course is an elective course in the PPPM undergraduate and graduate professional degree programs. As such, students are expected to behave in a professional matter at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in the workplace.
- All communication relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place focused on learning. This requires that students arrive on time, stay until the end of the class period, and refrain from non-learning activities (phones, email, etc.).

Classroom Environment

A variety of opinions and ideas are encouraged and appreciated. In order to create a classroom in which students are comfortable expressing their opinions and perspectives, all students shall please approach the readings and others' contributions with both an open mind and willingness to question one's own assumptions and biases. In this course, the privacy and property of all participants will be respected.

In this course, we expect and respect diversity. All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Accessible Education

UO Standard Syllabus Statement: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu.

Technical Requirements

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

541-346-4357 | livehelp.uoregon.edu

Your Well-Being

Life can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor, if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The UO Basic Needs Resource Guide includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.”

Inclusion Statement

The School of Public Policy Planning and Management is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at bias.uoregon.edu/index.html or by phoning 541-346-2037.

Academic Honesty—Avoiding Plagiarism

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

- The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in response to the exam prompts.

Instructor Communication

Talking with my students about our course material is a true pleasure—confused or excited about something? Wondering how what we’re learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also feel free to let me know how you are doing — are you having trouble with some aspect of the course? I would like to strategize with you. You are my student in a term coming off a very rough couple of years. I will do everything I can to help you succeed.

Canvas is the preferred method of communication. Please allow 72 hours for response time. Be sure to review all files on Canvas and the syllabus prior to sending a note about course logistics.

Office hours may be made available via appointment. I will have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer.

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications.

I will be utilizing Modules in Canvas, which will be published Tuesday after class for the following week.

Missed Class and Late Assignment Policy

Assignments should be submitted to the instructor via Canvas by the due date. The universal deadline for assignments, with the exception of the final exam, are Sundays at 12 p.m. noon. Late assignments will have 10% deducted the first day and 5% additional deduction each day the assignment is late. Tests must be taken on the day they are administered.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with the university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Required Reading

There is one required textbook for this class, available at the UO Bookstore. This is also available on audiobook.

- Diess, Darren, and Michelle Gilmore. *Eventology: the Science behind Nonprofit Fundraising*. Merack Publishing, 2019.
 - Also available on audiobook. Read time: 4 hrs 36 min

There is one option textbook for this class, available at the UO Bookstore.

- Rosen, Rudolph A. *Money for the Cause: A Complete Guide to Event Fundraising*. Texas A&M University Press. 2012.

Students will select one of the following books to read for the term, available at the UO Bookstore.

- Heath, Chip & Heath, Dan. *The Power of Moments*. Simon & Schuster, 2017.
 - Also available on audiobook. Read time: 6 hrs 24 min.
- Parker, Priya. *The Art of Gathering*. Riverhead Books, 2018.
 - Also available on audiobook. Read time: 9 hrs 22 min.
- Simon, Nina. *The Art of Relevance*. Museum 2.0. 2016.
 - Also available on audiobook. Read time: 4 hrs 49 min.
 - You can also read Nina Simon’s book for free online [here](http://artofrelevance.org/read-online) (artofrelevance.org/read-online)

Other articles will be available via Canvas and will be assigned at least one week ahead of the class in which the reading will be required.

Grade Composition – Undergraduate (410)

The course grade will be based on the following components.

Homework	Two Assignments (1) Event Timeline (2) Event Sponsorships	25%
Journal	Eight Journal Entries	20%
Book Club	Five Minute Group Presentation and One-Sheet	15%
Interview Report	Three Minute In-Class Presentation	15%
Final Paper	Case Study Report	20%
Participation	Including: in-class participation, professionalism	5%

Grade Composition – Graduate (510)

The course grade will be based on the following components.

Homework	Two Assignments (1) Event Timeline (2) Event Sponsorships	25%
Journal	Eight Journal Entries	20%
Book Club	Five Minute Group Presentation and One-Sheet	10%
Interview Report	Three Minute In-Class Presentation	10%
Research Paper	Current Event Trend	15%
Final Paper	Case Study Report	15%
Participation	Including: in-class participation, professionalism	5%

Grade Distribution

A+	96-100%	C+	76-79.99%
A	94-95.99%	C	74-75.99%
A-	90-93.99%	C-	70-73.99%
B+	86-89.99%	D+	66-69.99%
B	84-85.99%	D	64-65.99%
B-	80-83.99%	D-	60-63.99%
		F	under 60%

Readings

All reading should be complete prior to class for the week they are assigned.

Case Study

Each student will select a nonprofit or public event to reference over the course of the class. The event does not have to be local. You will use this event to show that you understand best practices of event management. You will make comparisons and use examples from your case study in class discussions.

Submit your event via the discussion board posted in Module 2 by the start of Week 2, Sunday the 9th at noon.

Homework Assignments

Homework assignments are to be submitted to Canvas by Sunday at noon of their due date. They are generally 2-pages (1 page, front/back), single-spaced.

Your case study event will be the basis for your homework assignments. This is to allow you to do a deep dive into a specific event of interest to you and apply the concepts we are learning in class. You are not expected to know everything about this event – in these homework assignments, you will be creating content, not necessarily researching how the actual organizations run the event.

Details will be posted when the homework is assigned.

Journal Assignments

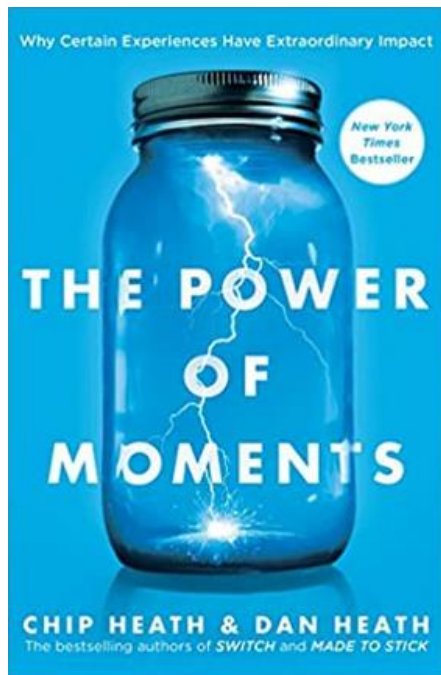
Journal assignments are to be posted to Canvas by Sundays at 12 p.m. noon for weeks 3-10 (reflecting on weeks 2-9).

Journals should not be written as a cohesive paper but rather organized in concise thoughts in separate paragraphs, that address the following questions:

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
<ul style="list-style-type: none">(1) Three take-aways from the lecture. The answer shall consist of three bullet points containing one sentence each.(2) How is this topic reflected in your case study? What did you learn regarding or from your case study?(3) What follow-up or remaining questions to you have following the lecture? (Required – “None” will not count as a response.)	<ul style="list-style-type: none">(1) Three take-aways from the lecture. The answer shall consist of three bullet points containing one sentence each.(2) How is this topic reflected in your case study? What did you learn regarding or from your case study?(3) What follow-up or remaining questions to you have following the lecture? (Required – “None” will not count as a response.)(4) Name question(s) or area(s) of interest in which you may pursue additional research or information based on this topic.

Book Club

Each student will select which of the following books most appeals to them:



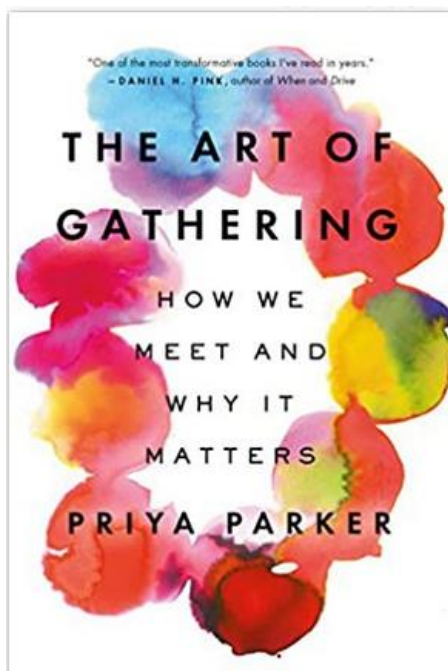
The Magic of Moments (Chip Heath & Dan Heath)

In this latest bestseller by the authors of *Switch* and *Made to Stick*, Chip and Dan Heath explore why certain brief experiences can jolt, elevate and change us - and how we can learn to create such extraordinary moments in our own life and work.

Many of the defining moments in our lives are the result of accident or luck - but why leave our most meaningful, memorable moments to chance when we can create them?

In *The Power of Moments*, Chip and Dan Heath explore the stories of people who have created standout moments, from the owners who transformed an utterly mediocre hotel into one of the best-loved properties in Los Angeles by conjuring moments of magic for guests, to the scrappy team that turned around one of the worst elementary schools in the country by embracing an intervention that lasts less than an hour.

Filled with remarkable tales and practical insights, *The Power of Moments* proves we all have the power to transform ordinary experiences into unforgettable ones.



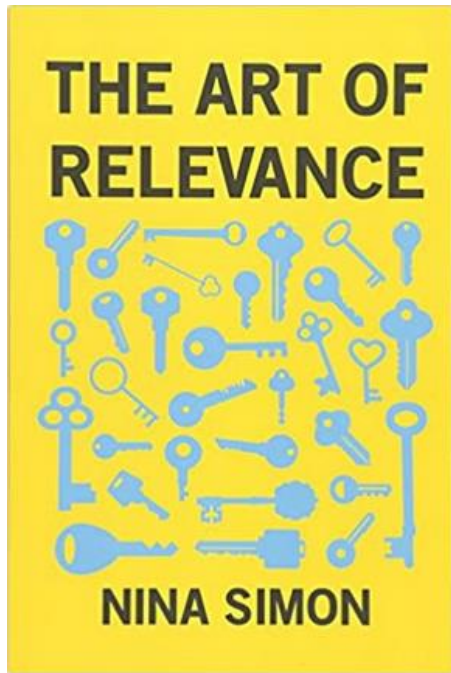
The Art of Gathering (Priya Parker)

In *The Art of Gathering*, Priya Parker argues that the gatherings in our lives are lackluster and unproductive--which they don't have to be. We rely too much on routine and the conventions of gatherings when we should focus on distinctiveness and the people involved. At a time when coming together is more important than ever, Parker sets forth a human-centered approach to gathering that will help everyone create meaningful, memorable experiences, large and small, for work and for play.

Drawing on her expertise as a facilitator of high-powered gatherings around the world, Parker takes us inside events of all kinds to show what works, what doesn't, and why. She investigates a wide array of gatherings--conferences, meetings, a courtroom, a flash-mob party, an Arab-Israeli summer camp--and explains how simple,

specific changes can invigorate any group experience.

The result is a book that's both journey and guide, full of exciting ideas with real-world applications. *The Art of Gathering* will forever alter the way you look at your next meeting, industry conference, dinner party, and backyard barbecue--and how you host and attend them.



The Art of Relevance (Nina Simon)

What do the London Science Museum, New World Symphony, and the National Park Service have in common? They are all fighting for relevance in an often indifferent world.

The Art of Relevance explores how mission-driven organizations can matter more to more people. The book is packed with dozens of inspiring examples, rags-to-relevance case studies, research-based frameworks, and practical advice on how your work can be more vital to your community.

The Art of Relevance was written by best-selling author Nina Simon, rooted in her experience as a museum director and activist for more open, inclusive, effective cultural institutions.

Once students have selected their book, they will form groups – much like a book club. Students will meet to discuss the book and create a one-sheet with the most relevant information for their classmates. The group will give a brief 3-minute review, highlighting the most impactful parts of the book for their group and share who they recommend should read it. There will be an opportunity for your classmates to ask questions after the review (not counted in the 3 minutes).

Interview Report

Students will prepare a report of an interview with an event manager in the form of a 4-slide presentation, to be approximately 3 minutes plus time for Q&A. The slides shall be organized as followed:

- (1) Education and professional background of the manager (15 sec);
- (2) Brief overview of the event they manage (15 seconds);
- (3) Skills necessary to work in the field (60 seconds); and
- (4) Your topic / question of choice (90 seconds).

Slides should be easy to read, concise, and should visually emphasize the points in the presentation. The instructor does not need a copy of the report, it will simply be presented in

class. Students will utilize a screen share function to share their presentation with their classmates.

Research Paper (*graduate level only*)

Complete a 4-page, single-spaced research paper on a current event trend of your choice. One section should include how this trend is likely to impact future events.

Final Paper

In lieu of a final exam, a 3-page, single spaced paper shall be submitted reviewing relevant information learned about your in-class case study. This will be due by Tuesday, March 15th at 7:15 p.m. via Canvas.

The final paper should answer the following questions in relation to the student's case study:

- Brief overview of your event. 5 pts
- What risks need to be mitigated? How would you do that? What expertise would you need? 15 pts
- What would an ideal team look like? 10 pts
- How do you know if your event is successful? What measurements would you need? 15 pts
- Who is your audience? How do you reach them? Does that need to evolve for future events? 15 pts
- What's the most interesting thing(s) you learned about event management this term and how does it apply to your event? 20 pts
- What role would you like to play in your event? Why? What talents would you use and what skills would you need to develop? 20 pts

Participation

A portion of your grade will be determined by your participation in lecture conversations and with our guest speakers. Although attendance is not a part of this participation grade, per se, it will be hard to earn full credit if you are not in attendance to participate.