

Winter 2022

MPA 851: Public Policy and the Third Sector

Time: Tuesdays 8:30 - 11:30 am

Professor: Wenjue L. Knutsen, Ph.D.

Office: Robert Sutherland Hall, Room 315

Office hours: Please email to schedule an online meeting

Email: wenjue.knutsen@queensu.ca

Class meeting zoom link:

<https://queensu.zoom.us/j/99592808644?pwd=VDRTMnh0RVdVZHRBOHluTnkzNWt1Zz09>

LEARNING OUTCOMES

Welcome to Public Policy and the Third Sector! MPA 851 is a course designed to introduce you to the most important topics about (1) the roles of nonprofit organizations in public policy, from the perspective of the government, and (2) from the perspective of nonprofits, the most important issues of managing nonprofit organizations and interacting with government.

This course is designed to achieve three levels of learning objectives based on the ICE (Ideas, Connections, and Extensions) model¹.

First, at an Idea (“I”) level, successful students will be able to recall the concepts and theories of the third sector and related policy issues. For example, you will be able to define nonprofit organizations and charities. You will be able to describe nonprofit theories explaining the relationship between the third sector and the government. You will be able to explain the role of third sector organizations in democracy.

Second, at a Connections (“C”) level, successful students will be able to comprehend third sector concepts and theories. You will be able to compare and contrast the relationship between different concepts, identify how different concepts relate to a certain theory, and distinguish different concepts distinguish from each other. For example, you will be able to explain the differences between public organizations and nonprofit organizations. You will also be able to contrast different theories and describe the merit or shortcomings of each theory.

¹ Source:

<https://www.queensu.ca/ctl/sites/webpublish.queensu.ca.ctlwww/files/files/Publications/Developing%20Effective%20Learning%20Outcomes%20Guide%20May%202015%20creative%20commons.pdf>

Third, at an Extensions (“E”) level, successful students will be able to apply the third sector concepts and theories in real life scenarios. For example, you will be able to analyze why a nonprofit board governance is malfunctioning. You will be able to make recommendations on how to manage government-nonprofit relationship and how to manage nonprofit organizations in order to maximize its contribution to provide public services as government’s partner.

COURSE EXPECTATIONS

1. Expect to read Master’s level reading materials. Therefore, the assigned readings can be dense and theoretical at times; while
2. Expect to read news materials, cases, and practical reports that provide the course with practical backgrounds.
3. The amount of assigned reading will be reasonable for this specific pandemic environment we are in and will fit the online format.
4. This course has a reasonable workload.
5. Expect to engage and make contribution during online classes. The class offers a combination of lecturing and discussion/working together.
6. Expect new computer technology will be used during classes to foster an interactive online teaching environment, such as polling, multi-media cases, and online breakout groups.

REQUIRED TEXTS AND CASES

There is no required textbook. Various readings can be accessed through Queen’s online library or provided by the instructor via this syllabus or OnQ website.

ASSESSMENT

	Assessment	Weight	Submission Deadline
1	Pre-class learning practices	28%	Complete by April 30. Special arrangement can be made if needed.
2	After-class learning practices	28%	Complete by May 7. Special arrangement can be made if needed.
3	Take-home assignment	22%	Open book, individual take-home assignment: <ul style="list-style-type: none"> • will be available by May 7 after class • three qualitative questions • due by midnight May 10 • special arrangement can be made.
4	Self-exploratory essay	22%	<ol style="list-style-type: none"> 1. Topic submission deadline: Topics need to be submitted by midnight May 10 2. Instructor approves topics via OnQ by May 13 3. Final essay submission deadline: Midnight, June 10

Pre-class learning practices: This set of quizzes is designed to credit your effort of reading and learning assigned reading materials at the “idea” level before classes. It serves two pedagogical purposes. First, due to the 7-day condensed format, the “I” (“idea” level) outcomes are mostly covered in these quizzes by students doing the carefully designed exercises while reading. Second, it is to credit students’ effort of pre-class learning and reflect such effort in the final grade. Be noted, “I” level learning outcome is the most basic level, the answers to the quiz questions should be straightforward once a student read the assigned readings. The format of these quiz questions includes “fill-in-blank”, “true or false” and short answer questions.

After-class learning practices: This set of quizzes is designed to exercise the learned skills that are taught in the online classes. It also serves two pedagogical purposes. First, due to the 7-day condensed format with a 2 hour in-class meeting, this quiz is to supplement class time to provide opportunities for students to practice learned skills at the “C” (“Connection”) or the “E” (“Extension”) level. Second, it is also to credit students’ effort of after-class exercises and learning of taught skills. Be noted, students are not expected to learn these skills alone by themselves. Students should have done similar exercise in-class and the quiz questions simply provide another opportunity to apply the skill. The format of these quiz questions is likely to be short case analysis that requires qualitative answers or short reflection pieces. Students are permitted to complete these questions together in similar ways as an in-class discussion. However, students are NOT permitted to copy each other’s answers.

Take-home assignment: This is an open-book, take-home assignment. You need to complete this assignment by yourself, without consulting with other students or any other persons. This assignment is designed to reflect the learning of the fundamental materials covered in the course. The assignment contains three short qualitative essay-styled questions.

Self-exploratory essay: This assignment provides an opportunity for students to explore an interest area that is related to the course content. The topic of this essay can be any subject that has been introduced in the course or a subject that has not been introduced in but relevant to the course. In the former situation, students are required to explore the subject in-depth and go beyond the classroom content. In the latter situation, students will explore the subject that is suitable and at a graduate level. It is mandatory for all students to communicate with the instructor to determine and gain approval of a topic. The following is some suitable content for this essay:

- A case study of a nonprofit organization
- A case study of a government department that has a relationship with nonprofit organizations.
- In-depth literature review of a relevant topic
- An in-depth book review
- Report on analyzing a current public controversy or engaging in a current nonprofit-related debate: such as nonprofit’s political activities, tax-exemption issues, nonprofit accountability and ethics, etc.

LATE ASSIGNMENT POLICY

Usually, a late submission will entail a deduction of 5% a day (both weekdays and weekends) as a penalty (with a maximal penalty of 25%). Late submission of coursework due to medical reasons must be supported by written documentation. For other special circumstances, you are responsible to communicate with me in advance if alternative arrangement needs to be made.

COURSE OUTLINE AND READING ASSIGNMENTS

- The instructor reserves the right to make reasonable changes according to the progress of teaching and learning.
- All course materials are equally important to your performance in the course, including book chapters and journal articles.

	Date	Topics	Reading	Reading Instructions
	Two weeks prior	Introduction of the course	<ol style="list-style-type: none"> 1. Finalized syllabus is uploaded by April 19th. READ it. 2. First email communication sent to students. 3. Students should take advantage of the two weeks to be prepared for a week's intensive course. 4. There are required readings that I would normally assign to students are removed for this syllabus due to the format of the one-week intensive course. However, the content of the removed readings will be taught and discussed during the online classes. 	<p>Read required readings (listed below) as much as you can, because it is likely that you won't have reading time during the week.</p> <p>When reading, you should start to think about a potential topic for the "Self-Exploratory Essay." This topic needs to be ready fairly soon by the end of the May 7's class, and it is due by May 10 on OnQ.</p>
1	May 1	Introduction	<ol style="list-style-type: none"> 1. Hall, M. Chapter 2: Nonprofit Organizations in Canada. In <i>The Management of Nonprofit and Charitable Organizations in Canada</i> (available for download on OnQ) 2. Stats Canada, 2019: Non-profit Institutions and Volunteering: Economic Contribution, 2007 to 2017: [https://www150.statcan.gc.ca/n1/daily-quotidien/190305/dq190305a-eng.pdf] 3. (optional) Imagine Canada, 2021: Ongoing Effects of the COVID-19 Pandemic (https://www.imaginecanada.ca/sites/default/files/Sector-Monitor-Ongoing-Effects-COVID-19-Pandemic-EN.pdf) 	<p>Complete the related quiz questions while reading. Facts will not be repeated in class.</p> <p>Read the "note to readers" on p. 7 before reading. This report provides more updated data than the Hall's Chapter.</p> <p>For your interest only.</p>

2	May 2	The role of the third sector in public service delivery	<p>Classic theories: Salamon, L. M. and Toepler, S. (2015). Government-Nonprofit Cooperation: Anomaly or Necessity? <i>Voluntas: International Journal of Voluntary and Nonprofit Organizations</i>. [Queen's Digital Library]</p> <p>CMAJ: For-profit long-term care homes and the risk of COVID-19 outbreaks and resident deaths. [https://www.cmaj.ca/content/192/33/E946]</p> <p>Future Trends: Social Enterprise Social Enterprises: Social Enterprises in Ontario [https://seontario.org/social-enterprise-in-ontario/]</p> <p>Social Impact Bond: Knutsen, W. L. "Social Impact Bonds: Unclocked Potential to Transform How We Fund Social Services. [https://canadiangovernmentexecutive.ca/dig/25_03/12/]</p>	<p>This reading contains almost all major theories that we will learn and use throughout this course. We will spend most of the class time to focus on these theories. You can start reading from p. 2159</p> <p>This is a quick read.</p> <p>The pre-class learning practice of this topic is only focused on these two readings and the practice does not cover any other readings. We will not discuss these two readings in class.</p>
3	May 3	Government-Nonprofit Relationship	<p>"Pros and cons of government-nonprofit contracting relationship:" Knutsen, W. L. (2017). Retaining the benefits of government-nonprofit contracting relationship: Opposite attract or clash? <i>Voluntas: International Journal of Nonprofit and Voluntary Organizations</i>, 28: 1373-1398. [Queen's Digital Library]</p>	<p>Pay attention to the "Theoretical Background" section and relate it to the theories learned in the previous class. In the findings section, understand the seven pairs of differences between the government and nonprofits and how these are related to theories that we learned.</p>

			<p>A Canadian case: Meinhard, A., Lo. L., & Hyman, I. (2016). Cross-sector partnerships in the provision of services to new immigrants in Canada: Characteristics, relevance and constraints. <i>Human Service Organizations: Management, Leadership & Governance</i>, 40, 3, 281-296. [Queen's Digital Library]</p> <p>(Optional) Brock, K. (2018). Government and community relations. In Steel, K. <i>Management of Nonprofit and Charitable Organizations in Canada</i>. (4th edition) (Access on OnQ) [selected pages only]</p>	<p>This article should not be hard to read following the previous learning. Try to take notes of the questions you may have when reading and bring them to the class. Think about how the conclusion of this article may be similar to Knutsen's article above.</p> <p>This book chapter is written by Professor Kathy Brock. For those of you that may choose to write about the topic, it can be a helpful read.</p>
4	May 4	Fundraising and Volunteering	<p>Slide show #1: "Fundraising Basics". (Available on OnQ. Based on <i>Fundraising Principles and Practice</i>. M. J. Worth (2015))</p> <p>Slide Show #2: PowerPoint slide "Volunteering Basics" (Available on OnQ. Based on the following two articles)</p> <p>(1) <i>Canadian Report (2015): Volunteering and Charitable Giving in Canada</i> http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.pdf</p> <p>(2) General knowledge: <i>Wilson, J. (2012). Volunteerism research: A review essay. Nonprofit and Voluntary Sector Quarterly</i>, 0899764011434558. [Queen's digital library]</p>	<p>I summarized the book chapter in order to save your time. You only need to read the PPT slides to complete the relevant questions in the "Pre-class learning practice".</p> <p>Again, here I provide summaries to save your time as most content in these two articles is fact-based. Read the PPT slides show to complete related questions in the "Pre-class learning practice."</p>

			<p>Canadian regulation: Phillips, S. D. (2012). Canadian leapfrog: From regulating charitable fundraising to co-regulating good governance. <i>Voluntas</i>, 23: 808-829. (only read p. 818-824) [Queen's digital library]</p>	<p>Pay attention to the highlighted pages. Before class, I would like you to learn the factual content of the regulation. In class, we will discuss controversial issues that is related to this topic.</p>
5	May 5	The role of the third sector in democracy and community	<p>Current Trends: Eikenberry, A. (2009). Refusing the market: A democratic discourse for voluntary and non-profit organizations. <i>Nonprofit and Voluntary Sector Quarterly</i>, 38, 4, p. 582-596. (access Queen's Library)</p> <p>Anheier, H. K. (2009). What kind of nonprofit sector, what kind of society? Comparative policy reflection. <i>American Behavioral Scientist</i>, 52, 7, 1082-1094. (Access on Queen's Library) [only read: p.1082-1088]</p> <p>Classic Theory: Douglas, J. (1987). Political theories of non-profit organizations. (access on OnQ)</p>	<p>The pre-class learning practice is based only on the first two articles.</p> <p>We will explain this article in class. There is no pre-class questions related to this article.</p>
6	May 6	Accountability and ethics	<p>Ethics: Jeavons, T. H. (2010). Ethical Nonprofit Management: Core Values and Key Practices. (Access on OnQ) [Selected Pages Only]</p> <p>Accountability: Ebrahim, A. (2010). Many faces of nonprofit accountability. In <i>The Josey-Bass Handbook of Nonprofit Leadership and Management</i>. (Access on OnQ) [https://www.researchgate.net/publication/281425018_The_many_faces_of_nonprofit_accountability]</p> <p>Advocacy:</p> <ul style="list-style-type: none"> • Current policy: Removing of political advocacy limit in 2018: [https://imaginecanada.ca/en/node/19269] 	

			<p>WE Charity https://www.cbc.ca/news/canada/we-charity-student-grant-justin-trudeau-testimony-1.5666676</p> <p>https://www.cbc.ca/news/canada/rcmp-investigation-we-charity-1.5931253</p> <p>https://www.wecharity.org/about-we-charity/financials-and-governance/financial-faq/</p> <p>https://www.wecharity.org/about-we-charity/financials-and-governance/good-governance/</p>	<p>We Charity's case will be discussed in class. Please scan the link content as background for in-class discussions and references.</p>
7	May 7	Board Governance	<p>Practical nonprofit perspective: Stakeholders, Governance, and Accountability book chapter from Anheier Helmut's book (available on OnQ or via Queen's Digital Library: download the chapter)</p> <p>Practical governance basics: Chapter 3: Managing the Governance Function: Developing Effective Boards of Directors by Vic Murray, in <i>The Management of Nonprofit and Charitable Organizations in Canada</i>. (2018) (access on OnQ) [p.72-76]</p> <p>Diversity of Charity and Non-Profit Boards of Directors: [https://www150.statcan.gc.ca/n1/en/daily-quotidien/210211/dq210211a-eng.pdf?st=b0qheBo8]</p>	

ACADEMIC INTEGRITY

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the Academic Integrity Policy of the School of Graduate Studies, available at <http://www.queensu.ca/sgs/forstudents/policiesprocedures/SGSAcademicIntegrityPoliciesofFeb2012.pdf>.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <https://www.queensu.ca/studentwellness/accessibility-services>

COPYRIGHT:

The link below provides copyright guidelines for students to familiarize themselves with the Copyright Act of Canada: <https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-guidelines-studentsand-users-library>

TURNITIN STATEMENT

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to

submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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