

## Summer Term 2021

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### **MPA 851: Public Policy and the Third Sector**

May 1 – May 7: 1:30pm-3:30pm

**Professor:** Wenjue L. Knutsen, Ph.D.

**Office:** Robert Sutherland Hall, Room 315

**Office hours:** Please email to schedule an online meeting

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### 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) model<sup>1</sup>.

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.

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

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<sup>1</sup> Source:

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

analyze why a nonprofit board governance is malfunctioning. You will be able to make recommendations on how to 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	Take-home assignment	50%	Open book, individual take-home assignment: --will be available by May 7 after class --it is due by midnight May 10 --special arrangement can be made for other times
2	Self-exploratory essay	50%	1. Topic submission deadline: Topics need to be submitted by midnight May 7 2. Instructor approves topics via OnQ by May 10 3. Final essay submission deadline: Midnight, June 10

**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 multiple 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 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:

- In-depth literature review of a topic
- Report of interviewing a nonprofit organization
- Report of interviewing a government department that has a relationship with nonprofit organizations.
- 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
1	May 1	Introduction	<p><b>Definitions and laws:</b> Nonprofit Law In Canada: [<a href="https://www.cof.org/sites/default/files/Canada-201806.pdf">https://www.cof.org/sites/default/files/Canada-201806.pdf</a>]</p> <p><b>ONCA:</b> <a href="https://www.ontario.ca/page/guide-not-profit-corporations-act-2010#section-2">https://www.ontario.ca/page/guide-not-profit-corporations-act-2010#section-2</a> [Only read the section of "Not-for-profits and incorporation"]</p> <p><b>Canada's nonprofit sector:</b> Non-profit Institutions and Volunteering: Economic Contribution, 2007 to 2017: [<a href="https://www150.statcan.gc.ca/n1/daily-quotidien/190305/dq190305a-eng.pdf">https://www150.statcan.gc.ca/n1/daily-quotidien/190305/dq190305a-eng.pdf</a>]</p>

2	May 2	The role of the third sector in public service delivery	<p><b>Classic theories:</b> 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><b>A picture of reality:</b> Knutsen, W. L. (2012). Value as a self-sustaining mechanism: Why some nonprofit organizations are different from and similar to private and public organizations. <i>Nonprofit and Voluntary Sector Quarterly</i>, 42, 5, 985-1055. [Queen's Digital Library]</p>
3	May 3	Government-Nonprofit Relationship	<p><b>Short overview:</b> Bode, I. And Brandsen, T. (2014) State-third Sector Partnerships: A short overview of key issues in the debate. <i>Public Management Review</i> 16(8): 1055-1066. [Queen's Digital Library]</p> <p><b>"Becoming government-like:"</b> 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><b>Canadian example:</b> Meinhard, A., Lo. L., &amp; 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 &amp; Governance</i>, 40, 3, 281-296. [Queen's Digital Library]</p>
4	May 4	The role of the third sector in political advocacy	<p><b>Advocacy rules:</b> [<a href="http://imaginecanada.ca/who-we-are/whats-new/news/new-public-policy-advocacy-rules-charities">http://imaginecanada.ca/who-we-are/whats-new/news/new-public-policy-advocacy-rules-charities</a>]</p> <p><b>Nonprofit activity review:</b> Almog-Bar, M. &amp; Schmid, H. (2014). Advocacy activities of nonprofit human service organizations: A critical review. <i>Nonprofit and Voluntary Sector Quarterly</i>, 43, 1, 11-35. (only read: p. 15-28) [Queen's Digital Library]</p> <p><b>Canadian environment:</b> Elson, Peter: Shifting Terrain: Nonprofit Policy Advocacy in Canada: [<a href="https://www-deslibris-ca.proxy.queensu.ca/ID/452387">https://www-deslibris-ca.proxy.queensu.ca/ID/452387</a>] [Queen's Digital Library]: short chapters Chapter 1: Desantis and Mule (only read: p. 22-39) Chapter 3: Burrowes and Laforest</p>
5	May 5	The role of the third sector in	<p><b>Classic Theory:</b> Douglas, J. (1987). Political theories of non-profit organizations. (access on OnQ)</p>

		democracy and community	<p><b>Current Trends:</b> 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>Brock, K. (2018). Government and community relations. In Steel, K. <i>Management of Nonprofit and Charitable Organizations in Canada</i>. (4<sup>th</sup> edition) (Access on OnQ) [selected pages only]</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>
6	May 6	Accountability and ethics	<p><b>Accountability:</b> Ebrahim, A. (2010). Many faces of nonprofit accountability. In <i>The Josey-Bass Handbook of Nonprofit Leadership and Management</i>. (Access on OnQ) [Selected Pages Only]</p> <p><b>Ethics:</b> Jeavons, T. H. (2010). Ethical Nonprofit Management: Core Values and Key Practices. (Access on OnQ) [Selected Pages Only]</p>
7	May 7	Board Governance	<p><b>Practical nonprofit perspective:</b> 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><b>Practical governance basics:</b> 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) [selected pages only]</p> <p><b>Government perspective:</b> Van Puyvelde, S., Caers, R., and Jegers, M. (2012). The governance of non-profit organizations: Integrating agency theory with stakeholder and stewardship theories. <i>Nonprofit and Voluntary Sector Quarterly</i>, 41, 3, 431-451. (access Queen's Library) (Only Read: p. 433-438)</p>

**ACADEMIC INTEGRITY:**

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://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](http://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/SGS AcademicIntegrityPoliciesofFeb2012.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.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

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