Summer Term 2017

MPA 851: Public Policy and the Third Sector
April 28 and 29: 1:00 – 4:00pm
May 15-19: 1:00pm – 4:00pm
June 5-9: 8:30 – 11:30am
Robert Sutherland Hall: Room 448
Professor: Wenjue L. Knutsen, Ph.D.
Office: Robert Sutherland Hall, Room 315
Tel: 613.533.6000 ext.79379
Fax: 613.533.2135
Office hours: by appointment
Email: wenjue.knutsen@queensu.ca

Students should read this syllabus carefully.

COURSE DESCRIPTION AND COURSE OBJECTIVES

Welcome to Public Policy and the Third Sector! MPA 851 is a survey course and it is designed to introduce you to the most important topics about nonprofit and voluntary organizations in the broad context of public administration. This course has two parts. The first part focuses on the role of nonprofit organizations in the public policy process and the second part focuses on Canada’s third sector and its current and future challenges.

There are three levels of learning in this course:

• Conceptual level: You are expected to know the fundamental knowledge in the area of study. For example, you should know the classic theories about the role of nonprofit organizations in the context of public policy and the current challenges and trends of nonprofit and voluntary organizations.

• Application level: You are expected to be able to apply learned knowledge to relate to your own experience and relevant current public policy debates. You are required to make contributions to the class discussions and engage with various class exercises/debates by applying the knowledge we learned in class.

• Critical thinking level: Students should be able to engage with controversies and understand the multiple facets in the nonprofit and voluntary sector, such as various definitions, ways of financing, accountabilities, etc.
REQUIRED TEXTS AND CASES

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

COURSE EXPECTATIONS

This is a graduate level course, which means that students ultimately are responsible for what they learn or do not learn. Students are expected to attend the class having done the assigned reading (guided by study questions) in preparation for serious discussion about the readings.

It is highly unlikely that I will summarize the assigned reading in class. I only will only walk through difficult concepts or theories in class and you are encouraged to ask questions. You are responsible to take your own notes for later review and exam preparation.

You need to remain open-minded. There is often no single right answer in many topics. Not only are you not always offered the correct answer, but you are also asked to challenge the existing ideas or stereotypical thinking.

You should be aware of some prominent features of graduate level social science courses:
• I will assign 3 or 4 reading items, normally within 50 pages.
• You often do not need to read all materials word-by-word, but only focus on the study questions and the key issues discussed in the reading material.
• You will not learn “universal principles,” but only empirically tested possibilities that are mostly likely to happen in prescribed situations.
• You will not be lectured or instructed. You will engage with others’ ideas and contribute your own thoughts.
• You are expected to constantly apply the learned knowledge to cases, examples, and scenarios. You need to reflect your own experience with subject topics throughout the course.

Class participation: Given the interactive nature of this course, actively participating in class discussion is critical to the learning process. Your participation will contribute to the learning process of others, and other students’ participation will also contribute to your learning. You are expected to make such contribution, and failure to do so will reflect on your final grade.

COURSE WEBSITE

• Administration of this class will operate through the OnQ website: https://onq.queensu.ca/
• Please visit this website regularly.

ASSESSMENT

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<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Date</th>
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<tbody>
<tr>
<td>1  In-class open-book exam</td>
<td>40%</td>
<td>May 19, 2017</td>
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<tr>
<td>2  Final take-home exam</td>
<td>40%</td>
<td>TBD, generally a week after the last class</td>
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In-class open-book exam: This exam will cover materials from Class #1 to Class #6. The exam format is essay questions. You will be given two questions, and you are to finish the two questions within two hours and forty minutes, which is our class time. You should adjust the length of your questions according to the duration of the exam. This exam is an open-book exam. You can use any of the class materials to help you answer the questions, including class notes, PowerPoint slides, assigned reading materials, and class handouts. Materials not related to this course are not permitted to be used during the exam. You are to complete the exam by yourself, without consultation with other classmates or visiting the Internet.

Final take-home exam: This is an open-book, take-home essay exam. You need to complete this exam by yourself, without consulting with other students or any other persons. There will be two essay questions. You can use required class readings, various handouts, your own class notes, and other class materials to answer the essay questions. The final take-home exam will cover the materials that we learned within the entire course. Your answers to the questions need to be brief but to the point, and be sure to limit your answer within the work limit.

Attendance and Participation Policy: Your attendance at all classes is critical to your learning and academic performance of this course. Your attendance will be evaluated as one important component of your participation.

The participation grade will be based on evidence of preparation for each class, knowledge of the readings, contributions to group and class discussions, and attendance. Marking criteria will include quality of work, questions and comments, familiarity with the course readings, willingness to challenge accepted ideas, concern for views expressed by others, solicitation of others’ ideas, and ability to respond creatively to challenges and criticisms. Thoughtful questions that assist the class in achieving a better understanding of the material are encouraged. Both quality and quantity are important.

One free class absence policy. Considering our students often participate in various professional or extra-curricular activities, you will be permitted one absence from class without penalty. It is your responsibility to catch up on the missed materials.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Descriptions</th>
<th>Queen’s Grade Points</th>
<th>Queen’s Percentage Conversion*</th>
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<tr>
<td>A+, A, and A-: all three grades indicate that your class contribution contains original contribution with your own creativity.</td>
<td>A+</td>
<td>Exceptional: wow! Your class contribution is beyond most of your peers. Your contribution is thoughtful and original. You contributed often, beyond average frequency. Your peers have benefited from your contribution.</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>Excellent: Your class contribution is thoughtful and original, although sometimes</td>
<td>4.0</td>
<td>85-89.9</td>
</tr>
</tbody>
</table>
you may have committed some minor errors. You contributed often; however, it can be improved. Your peers have benefited from your contribution.

| A- | Excellent | Your contribution is thoughtful and original, although sometimes, you may have committed one or two minor errors. You contributed on an average frequency. Your peers have benefited from your contribution. | 3.7 | 80-84.9 |

Grades that are below A- indicate that your class contribution does not demonstrate original contribution with your own creativity.

| B+ | Very good | Your contribution is thoughtful, although sometimes, you may have committed some errors. You contributed on a below average frequency. Your peers may or may not have benefited from your contribution. | 3.3 | 77-79.9 |

| B  | Good      | Your contribution is thoughtful, although sometimes, you may have committed some errors. You contributed on a low frequency. Your peers may or may not have benefited from your contribution. | 3.0 | 73-76.9 |

| B- | Borderline failure | None to very limited contribution | 2.7 | 70-72.9 |


Grades for class participation will follow the same guidelines as grades for all other assignments – grades are normally distributed around a mean score of 70%. Students who detract from the learning experience of other students will receive lower participation grades. Missing classes, coming late to classes or leaving early, not following the class discussions actively and animating other students to do the same, not reading assigned cases, chapters, or articles in advance are some examples of behaviour that would lead to low participation scores.

The participation marks are designed to encourage participation but not to penalize students. It is meant to foster class engagement but not competition.

**OFFICE HOURS AND COMMUNICATION**

**Office Hours:** by appointment
Email me to book an appointment for meetings.

**Email communication before exams/assignment deadlines:** 24 hours before
If you have a question regarding exams or assignments, you need to send your questions to me at least **24 hours** prior to the exam or the deadline of the assignment. I cannot guarantee I will be able to respond to your questions that are sent within 24 hours prior to the exam or the deadline.
of an assignment.

**Communication upon returning of the exams/assignments: 48 hours after**

I also require that, in order to speak with me about an assignment or examination I may have returned to you, you **wait 48 hours** after I have returned the assignment or examination to reflect on my comments and grading rationales. The reason behind this policy is that it is most productive to talk to you **after** you have read my comments, read the posted exemplary assignments (if available), and did your own thinking.

**Late Assignment Policy**

All assignments are required to be submitted in hardcopy. 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 **at least one week** before the due date.
## 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.

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Notes</th>
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| 1 April 28 | Introduction of the course | Distribute syllabus  
Communicate course expectations, assessment, etc.  
| 3 May 15 | The role of the third sector in public service delivery: the nonprofit sector | **Theoretical Background:** Young, D. R. (2000). Alternative models of government-nonprofit sector relations: theoretical and international perspectives. *Nonprofit and Voluntary Sector Quarterly*, 1, 149-172. (Require the first 9 pages only)  
<table>
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<tr>
<th>Date</th>
<th>May 16</th>
<th>May 17</th>
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<tbody>
<tr>
<td>7</td>
<td>May 19</td>
<td>In-class open-book exam (two hours and 40 minutes)</td>
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<tr>
<td>9</td>
<td>June 6</td>
<td>Governance &amp; Accountability</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>10</td>
<td>June 7</td>
<td>Current Trends and Challenges</td>
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<td>Imagine Canada, Sector Monitor Report: <a href="http://sectorsource.ca/sites/default/files/resources/ic-research/sector_monitor_v4_n1_2014.pdf">link</a></td>
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<tr>
<td>Controversies: Watch videos (required): “The way we think about charity is dead wrong” <a href="http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html">link</a></td>
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<td>11</td>
<td>June 8</td>
<td>Future Trends and Challenges: Social Impact Bonds</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings</td>
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<td>----------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
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</table>
Review of previous assignment and Q & A for Final Take-Home Exam |
APPENDIX A: ACADEMIC INTEGRITY

• Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see 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 http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

• 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/SGSAcademicIntegrityPolicyasofFeb2012.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.

APPENDIX B: 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: http://www.queensu.ca/studentwellness/accessibility-services/