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**Summer 2024**

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

April 29–May 3: 9:00am-4:00pm

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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 from the perspective of nonprofits, and (3) 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[[1]](#footnote-1).

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 *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.

**Assessment**

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| --- | --- | --- |
|  | **Assessment** | **Weight** |
| 1 | Attendance | 10% |
| 2 | In-Class Exercises | 10% |
| 3 | Take-Home Assignment | 40% |
| 4 | Reflective Learning Essay | 40% |

**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 five qualitative questions.

**Self-exploratory essay:** Students will choose a topic that is covered in this course, explore the topic more in-depth and write an essay reflecting learning. The essay should include resources both from and beyond the course assigned readings. The goal of this essay is beyond reviewing literature. For example, the goal can be providing a recommendation to an existing problem, constructing an argument on an ongoing issue with evidence, and providing meaningful clarifications on a common confusion, 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.

**TOPICS**

**[Topics are going to be delivered organically. Sometimes, we will cover two topics a day, sometimes may be more or fewer, depending on the progression of teaching and learning. Detailed schedule will be given in the final version of the syllabus.]**

1. Overview and basic concepts
   1. Canada’s nonprofit sector overview
   2. Legal contexts
   3. Basic clarifications: nonprofits, charities, NGOs, and more
2. Why do we have nonprofit organizations?
   1. Public Management background
   2. Economics theories
   3. Political theories
   4. Nonprofits and democracy
   5. Government-nonprofit relationship
3. Managing nonprofit organizations:
   1. Managing relationship with the government
   2. Issues with nonprofits becoming government-like
   3. Nonprofit accountabilities and ethics
   4. Board governance
   5. Fundraising: Issues with nonprofit resources and legal limitations
   6. Volunteering
4. Enterprising the nonprofit sector
   1. Issues with nonprofit becoming business-like
   2. Issues with social enterprises

# Syllabus Appendix

**Acknowledgement of Territory**

Queen's University is situated on traditional [Anishinaabe and Haudenosaunee](http://www.queensu.ca/encyclopedia/t/traditional-territories) [Territory.](http://www.queensu.ca/encyclopedia/t/traditional-territories)

# Inclusion in the Learning Environment

In this class, we will work to promote an anti-discriminatory environment where everyone feels respected, valued, and welcome. It is our intent to present materials and activities that are respectful of the diversity of students and experiences in this classroom. Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

The [FHS EDI Style Guide](https://healthsci.queensu.ca/academics/edi/style-guide) provides advice on how to engage with issues concerning race, gender, and sexual orientation, among other intersecting identities, and it is an excellent resource for FHS learners, staff, and faculty.

# Gender Identity and Gender Expression

Gender identity and gender expression definitions are available on the Ontario Human Rights Commission website at [http://www.ohrc.on.ca/en/gender-identity-](http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure) [and-gender-expression-brochure.](http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure) Gender neutral washrooms are available on Queen’s University campus (see <https://www.queensu.ca/inclusive/resources/gender-and-sexuality>).

# Name/Pronoun

Knowing and applying the names and pronouns students wish to use is a crucial part of developing a productive learning environment that fosters inclusion and personal dignity. Please inform your Course Professor of your name and/or pronoun anytime throughout the term. If you wish to change the name that appears in onQ and on class lists, you can do this by logging into SOLUS. Please follow the steps outlined below:

* Log into SOLUS
* Click on the Profile tile
* Click on Personal Details
* Click on the + Button
* Add or edit info and click ‘Save’
* Please allow 24-48 hours for this change to be registered within the system. If you have questions or concerns, please contact ITS at Queen’s University.

# Accommodations and Academic Considerations

## Accommodation for Graduate Students

Queen’s University is committed to providing accommodation for students with disabilities who are enrolled in any of its graduate programs. University administration, faculty, staff, and other students are expected to support all reasonable individualized and appropriate accommodation plans that preserve the program’s academic standards and adhere to the principles of academic integrity. For more information, please see the relevant regulation of the [School of Graduate](https://www.queensu.ca/academic-calendar/graduate-studies/admission-registration/) [Studies and Postdoctoral Affairs,](https://www.queensu.ca/academic-calendar/graduate-studies/admission-registration/) under Accommodation for Graduate Students with Disabilities.

If you think you may need accommodations, please contact **Queen's Student Accessibility Services (QSAS)** and register as early as possible using the Ventus Student Portal. Students are responsible for reviewing and applying their accommodations to the appropriate courses at the start of each term. Requests made without sufficient advanced notice will be considered on a case-by-case basis. For more information, please visit the QSAS

website at: <http://www.queensu.ca/studentwellness/accessibility-services/>.

## SGSPA Protocol for Short-Term Academic Consideration

Queen’s University recognizes that students may have extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements. Graduate students can request special consideration for extenuating circumstances that will have or have had an impact on an academic requirement or requirements.

Please visit the School of Graduate Studies and Postdoctoral Affairs website ([https://www.queensu.ca/grad-postdoc/wellness/accommodations-academic-](https://www.queensu.ca/grad-postdoc/wellness/accommodations-academic-considerations)consideration) for the procedures and forms required to request a brief absence or academic considerations for extenuating circumstances. Please submit the form and any required additional documentation to the Course Professor and/or the Associate Director, Graduate Programs.

## Religious Accommodation

Students in need of accommodation for religious observance are asked to speak to their course instructors. For more information, please visit [Religious](https://www.queensu.ca/faith-and-spiritual-life/religious-accommodation/academics) [Accommodation | Faith and Spiritual Life (queensu.ca)](https://www.queensu.ca/faith-and-spiritual-life/religious-accommodation/academics)

# Course Policies

All students must be familiar with the policies of the University, Program, and Course. Please see the resources available in the relevant Graduate Community page on onQ and the School of Graduate Studies and Postdoctoral Affairs Policies website (<https://www.queensu.ca/grad-postdoc/grad-studies/policies>) and Academic Calendar ([https://www.queensu.ca/academic-calendar/graduate-](https://www.queensu.ca/academic-calendar/graduate-studies/) [studies/](https://www.queensu.ca/academic-calendar/graduate-studies/)).

# Class Preparation and Participation

Attendance and participation in all classes is required for completion of each course. You are expected to come to class ready to discuss assigned readings. One of the most powerful learning tools is your informed interaction within the class, therefore participation in class discussion is your responsibility. Thoughtful discussion and critical thinking should be preceded by careful class preparation through completion of required learning activities prior to class.

# Writing Resources

All students are encouraged to utilize Queen’s University Student Academic Success Services (<https://sass.queensu.ca/>). SASS offers a variety of resources, workshops, and individual appointments to support academic writing. Sample topics

include: the writing process, creating an outline, developing coherent paragraphs, style and editing, grammar and punctuation, writing when English is not your first language, and writing courses available for students.

# Other Helpful Resources

Student Wellness Services: <https://www.queensu.ca/studentwellness/> Equity Office: <http://www.queensu.ca/equity/>

# Communications

Students are expected to use their Queen’s email account for all program-related correspondence. Please read *Communicating with Professors and TAs:* <https://sass.queensu.ca/resources/online/communicating>.

# Assignments and Grading

The passing grade for all courses is 70% (B-). All required assignments, tests, and exams must be completed to obtain credit for all courses.

All assignments are due as noted in the onQ course site. Assignments will only be accepted by the due date, except by prior arrangement. 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%. Please refer to the ***SGSPA Protocol for Short-Term Academic Consideration*** section above as necessary. For other special circumstances, you are responsible for communicating with the course instructor as far in advance as possible.

Course assignments are detailed in the relevant section of the syllabus. All assignments are to be computer generated using no smaller than 11 pt ARIAL type, double spacing, and 1" margins all around. All assignments should be carefully proofread and edited. The required style manual for the formatting of essays and assignments in courses is:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). [https://doi.org/10.1037/0000165-](https://doi.org/10.1037/0000165-000) [000](https://doi.org/10.1037/0000165-000).

As an additional resource, the [APA website](http://www.apastyle.org/) also offers resources/style blog. The [Purdue Online Writing Lab](https://owl.english.purdue.edu/owl/resource/560/01/) also provides a helpful overview of the General APA guidelines.

Some course assignments will follow [Vancouver referencing style](http://guides.lib.monash.edu/citing-referencing/vancouver) to align with JBI materials as appropriate.

Consider using EndNote to organize and cite-as-you-write for your assignments. EndNote can be downloaded from my.queensu.ca software centre.

# Academic Integrity

Academic Integrity provides the foundation for the “freedom of inquiry and exchange of ideas” fundamental to the educational environment at Queen’s University.

As a member of the Center for Academic Integrity, Queen’s subscribes to the definition of academic integrity as a "commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility" (Faculty of Arts and Sciences, 2018, [http://www.queensu.ca/artsci/students-at-](http://www.queensu.ca/artsci/students-at-queens/academic-integrity) [queens/academic-integrity](http://www.queensu.ca/artsci/students-at-queens/academic-integrity)).

The Academic Integrity Policy ([https://www.queensu.ca/academic-](https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/) [calendar/graduate-studies/academic-integrity-policy/](https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/)) developed by the School of Graduate Studies and Postdoctoral Affairs at Queen’s University outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. If you have any questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please seek out additional information on academic integrity from your Course Professor or other institutional resources.

## Definition of Plagiarism

Plagiarism is defined as presenting another’s ideas or phrasings as one’s own without proper acknowledgement. Examples include: copying and pasting from internet, printed source, or other resource without proper acknowledgement; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the Course Professor(s); using another researcher's data without proper acknowledgement, or specifically allowed by the instructor and the author; submission for publication of articles published elsewhere except where clearly indicated to be a republication ([https://www.queensu.ca/academic-calendar/graduate-studies/academic-](https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/) [integrity-policy/](https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/)).

Predictive language models such as ChatGPT can be used in education in various ways by providing personalized learning, language learning, and writing assistance to name a few. However, it is important to consider limitations, biases, and potential issues especially in relation to academic integrity. Any usage of predictive language models without proper disclosure is a departure of academic integrity.

For more information, please visit Queen’s Centre for Teaching and Learning website at [ChatGPT and Large Language Models | Centre for Teaching and](https://www.queensu.ca/ctl/chatgpt-and-large-language-models) [Learning (queensu.ca)](https://www.queensu.ca/ctl/chatgpt-and-large-language-models)

# Use of Turnitin

Course professors are required to make students aware via the course syllabus if Turnitin is being used alongside assignment evaluation. Students may wish to use this resource for their own academic development. Course professors may enable this function if requested.

# Copyright

Course materials (such as syllabi, notes, handouts, and lectures) are designed for use as part of each individual course at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright at: <http://library.queensu.ca/copyright/students>.

# Authorship Etiquette

Students who are considering publication/presentation of course assignments or other creative material are encouraged to have a conversation with the relevant course professor(s) and thesis supervisor(s) in advance of submission of the work to the entity. Authorship of the work in question should follow the principles in the [Intellectual Property Guidelines at Queen’s (2013).](https://www.queensu.ca/vpr/sites/vprwww/files/uploaded_files/Policies-Forms/IntellectualPropertyGuidelinesatQueens2013.pdf)

# Professional Behaviour Policy

All students must adhere to the School of Nursing Graduate Programs Professional Behaviour Policy provided in the Graduate Student Handbook (OnQ). The purpose of this document is to provide graduate students in all programs within the School of Nursing at Queen’s University with specific direction concerning professional behaviour. Responsibilities of the student, as outlined in this document, are a part of the professional requirements of the program and evaluation of professional behaviour is an ongoing and integral part of the curriculum.

# Queen’s University Child Friendly Campus (QUCFC) Initiative

The QUCFC initiative seeks to assist parents and caregivers on campus to nurture their families and pursue their scholarly and work responsibilities. More information can be found at: <https://nursing.queensu.ca/general/qucfc>.

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 [↑](#footnote-ref-1)