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**Winter 2022**

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

Tuesdays: 8:30am-11:30pm

**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](mailto:wenjue.knutsen@queensu.ca)

**Classroom: RSH 334**

**Class meeting zoom link (January to February):** <https://queensu.zoom.us/j/92042206471?pwd=aWxSdWMzbFBka1pEWGF6dGtTOUM2UT09>

**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) from the perspective of the government – the roles of nonprofit organizations in the cycle of public policy, and (2) from the perspective of nonprofits – the most essential issues on managing nonprofit organizations and how to interact 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 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 to 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 (for January and February).
4. This course has a reasonable workload.
5. Expect to engage and make contributions during class discussions. The class offers a combination of lecturing and discussion/working together.
6. Expect new computer technologies will be used during classes to foster an interactive online teaching environment, such as polling, multi-media cases, and online breakout groups.

**Required Readings**

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

***Perusall:***

* In order to motivate students for pre-class reading and learning, this course adopts “Perusall” for all assigned readings so students can read and annotate assigned readings and engage with the content in a group setting from different locations. This software is easy to use, and it is integrated with your OnQ Portal. Instruction and demonstration will be provided in class.
* Students [“Get Started”](https://support.perusall.com/hc/en-us/articles/360033995074-Getting-started?source=search&auth_token=eyJhbGciOiJIUzI1NiJ9.eyJhY2NvdW50X2lkIjo5NDIyNDg4LCJ1c2VyX2lkIjo0MjU0Njk3MzY3NzMsInRpY2tldF9pZCI6MjE4MzUsImNoYW5uZWxfaWQiOjYzLCJ0eXBlIjoiU0VBUkNIIiwiZXhwIjoxNjA3NzA0Njc4fQ.KJpcEmYjOQfWFa2o_6jWcrMR_sq_DA8_3w08-0IbMaQ) Instruction.
* The software will be introduced in our first class.

**Assessment**

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|  | **Deliverables** | **Weight** | **Submission Deadline** |
| 1 | Critical Essay: the role of third sector organizations in public policy cycle | 25% | February 23 |
| 2 | Group assignment: WE Charity case analysis | 25% | April 10:   * 15%: submitted work * 10%: group peer evaluation |
| 3 | Final take-home exam | 25% | Open book, individual 3 hour take-home assignment:   1. will be available on April 11 on the course website 2. three qualitative questions 3. Submission no later than: April 17 |
| 4 | Class engagement | 25% | * Two components: Evaluated by your group members via Perusall and in-class participation. * Midterm peer evaluation: 12.5%, due on Feb. 15 * Final peer evaluation: 12.5%, due on April 5 |

1. **Critical essay:** The assignment is designed for you to practice your analytical and critical thinking skills. You will identify an issue of your interest, expand the issue beyond the scope of what we have learned, and question the status quo of the role of the third sector in the public policy cycle. The essay’s goal is to collect evidence to support your argument and criticism to the current status quo. Detailed instruction is available on the course website.
2. **Group assignment: WE Charity case analysis:** The objective of this assignment is for you to utilize materials learned in this course to analyze the WE Charity controversy, and write an essay on your perspectives on what went wrong in the WE Charity case, generate lessons-learned, and come up with recommendations for the future nonprofit practice. Detailed instruction is available on the course website.
3. **Final take-home exam:** This is a 3-hour 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.
4. **Class engagement:** One major learning components of this course is in-class engagements. You learn the content by engagement. You practice your application skills, reflection of learned materials also by engagement. Engagement formats include in-class exercises in a group setting, answering questions, asking questions, and commenting on others’ comments. Class engagement will be assessed by your group members via FeedbackFruits software. However, I reserve the right to override any inappropriately assigned scores. Rubrics are available on our course website.

**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.

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|  | **Date** | **Topics** | **Reading** | **Notes** |
| 1 | Jan. 11 | Introduction of the course | * No required reading * Course syllabus * “ICE” model * Introduce Perusall | * Group sign-up at <https://docs.google.com/spreadsheets/d/1xtPz3zlVqkSQ9riljLE5N1IG1IeeC7emBckU_9drA88/edit?usp=sharing> * Deadline: January 16 |
| 2 | Jan. 18 | Introduction | 1. Frumkin, P. (2011). The idea of a nonprofit and voluntary sector. *On Being Nonprofit: A Conceptual and Policy Primer*. (access OnQ) [only p.1-p.10] 2. Hall, M. Chapter 2: Nonprofit Organizations in Canada.In *The Management of Nonprofit and Charitable Organizations in Canada* (access on OnQ) 3. [Nonprofit Law in Canada](https://www.cof.org/sites/default/files/Canada-201806.pdf) [Only first 4 pages, up to III. Relevant legal forms] 4. (Optional) Lasby, David and Barr, Cathy (2021) [State of the Sector and Public Opinion about the Sector](https://muttart.org/wp-content/uploads/2021/09/Chapter-2-State-of-the-Sector.pdf). In Susan D. Phillips and Bob Wyatt (Eds.), Intersections and Innovations: Change for Canada’s Voluntary and Nonprofit Sector. Edmonton, AB, Canada: Muttart Foundation 5. (Optional) 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>] 6. (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) | * Staring this week, all assigned reading available on Perusall for you to annotate. The frequency and quality of your annotation will be observed by your group members for later peer evaluation for engagement. |
| *Part I. The Role of Voluntary Sector in Public Policy Cycle* | | | | |
| 3 | Jan. 25 | The role of the voluntary sector in policy making (I): Policy analysis | 1. ***Overview:*** Young, D. R. (2006). [Complementary, supplementary, or adversarial? Nonprofit-government relations](https://place.asburyseminary.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1008&context=initiativespapers). Nonprofits and government: Collaboration and conflict, 37-80. [Only read p. 31-40] 2. Phillips, S. (2007). Policy analysis and the voluntary sector. In Dobuzinskis, L., M. Howlett, & D. Laycock. [*Policy Analysis in Canada: the State of the Art*](https://web-p-ebscohost-com.proxy.queensu.ca/ehost/detail/detail?vid=0&sid=3bb0846a-142a-4ef2-a83c-663946d97e25%40redis&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=682330&db=nlebk)*.* IPAC: University of Toronto Press. [Only read p. 501-516] 3. Levasseur, K. (2021). [Policy capacity: building the bricks and mortar for voluntary sector involvement in the public policy process](https://muttart.org/wp-content/uploads/2021/09/Chapter-29-Policy_Capacity.pdf). In Phillips, S. D., & B. Wyatt (Eds). *Intersections and Innovations: Change for Canada’s Voluntary Sector and Nonprofit Sector.* Edmonton, AB. Canada: Muttart Foundation. |  |
| 4 | Feb. 1 | The role of the voluntary sector in policy making (II): political advocacy role | 1. Cave, J., & Lalande, L. (2020). [Constrained or enabled? The changing role of Canada’s social sector in promoting civic discourse.](https://thephilanthropist.ca/2020/05/constrained-or-enabled-the-changing-role-of-canadas-social-sector-in-promoting-civic-discourse/) *The Philanthropist Journal.* 2. Lorinc. J. (2020). [Charitable sector gradually adjusting to a new regulatory world that allows unlimited engagement in public policy dialogue](https://thephilanthropist.ca/2020/03/7721/). *The Philanthropist Journal.* 3. Fyall, R. (2016). [The power of nonprofits: Mechanisms for nonprofit policy influence](https://onlinelibrary-wiley-com.proxy.queensu.ca/doi/epdf/10.1111/puar.12550). *Public Administration Review, 75, 6,* 938-948. 4. “[What are the rules, anyway? A guide for nonprofits to engage and advocate in elections.”](https://www.imaginecanada.ca/sites/default/files/2019-08/Imagine%20Canada%20and%20ONN.Nonprofits%20rules.FINAL_.pdf) Imagine Canada |  |
| 5 | Feb. 8 | The role of the voluntary sector in policy implementation/  service delivery role | 1. ***Classic theories:*** Salamon, L. M. and Toepler, S. (2015). Government-Nonprofit Cooperation: Anomaly or Necessity? *Voluntas: International Journal of Voluntary and Nonprofit Organizations.* 2. **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] |  |
| 6 | Feb. 15 | Managing government-nonprofit relationship | 1. Van Slyke, D. M. (2007). [Agents or stewards: Using theory to understand government-nonprofit social service contracting relationship](https://academic-oup-com.proxy.queensu.ca/jpart/article/17/2/157/897139). *Journal of Public Administration Research and Theory,* 17, 2, 157-187. [p. 157-167 only] 2. **Pros and cons of government-nonprofit contracting relationship:”** Knutsen, W. L. (2017). Retaining the benefits of government-nonprofit contracting relationship: Opposite attract or clash? Voluntas: International Journal of Nonprofit and Voluntary Organizations, 28: 1373-1398. [Queen’s Digital Library] [only p. 1375-1381] 3. **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. *Human Service Organizations: Management, Leadership & Governance, 40,* 3, 281-296. [Queen’s Digital Library] [only p. 281-285] 4. (Optional) Brock, K. (2018). Government and community relations. In Steel, K. *Management of Nonprofit and Charitable Organizations in Canada.* (4th edition) (Access on OnQ) | * Midterm peer evaluation of engagement due: Feb. 15 * Midterm teaching survey for feedback |
| ***Family and Reading Week: Classes Cancelled: Feb. 21-25*** | | | | |
| ***Critical Essay Due: Feb. 23*** | | | | |
| *Part II. Issues in the Nonprofit and Voluntary Organizations* | | | | |
| 7 | Mar. 1 | Volunteering and volunteerism | 1. ***Canadian Report (2015)*:** Volunteering and Charitable Giving in Canada (<http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.pdf>) 2. **General knowledge:** *Wilson, J. (2012). Volunteerism research: A review essay. Nonprofit and Voluntary Sector Quarterly, 0899764011434558.* [Queen’s digital library] |  |
| 8 | Mar. 8 | Fundraising | 1. **Slide show: “**Fundraising Basics”. (Available on OnQ. Based on *Fundraising Principles and Practice.* M. J. Worth (2015)) 2. **Canadian regulation:** Phillips, S. D. (2012). Canadian leapfrog: From regulating charitable fundraising to co-regulating good governance. *Voluntas,* 23: 808-829.(only read p. 818-824) [Queen’s digital library] 3. **Watch video:**[Dan Pallotta: The way we think about charity is dead wrong.](https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en) |  |
| 9 | Mar. 15 | Accountability and ethics | ***Ethics***: Jeavons, T. H. (2010). Ethical Nonprofit Management: Core Values and Key Practices. (Access on OnQ) [Selected Pages Only]  **WE Charity:** [plaque swapping](https://www.cbc.ca/news/canada/rcmp-investigation-we-charity-1.5931253)  ***Accountability*:** Ebrahim, A. (2010). Many faces of nonprofit accountability. In *The Josey-Bass Handbook of Nonprofit Leadership and Management.* (Access on OnQ) [https://www.researchgate.net/publication/281425018\_The\_many\_faces\_of\_nonprofit\_accountability] |  |
| 10 | Mar. 22 | Marketization of the voluntary sector | * Eikenberry, A. (2009). Refusing the market: A democratic discourse for voluntary and non-profit organizations. *Nonprofit and Voluntary Sector Quarterly, 38,* 4, p. 582-596. (access Queen’s Library) * Knutsen, W. L. (Forthcoming) *Social Enterprises*. In Kearns, K. P., & Wang, W. (Eds.) *Encyclopedia of Nonprofit Management, Leadership and Governance.* Edward Elgar Publishing (UK) |  |
| 11 | Mar. 29 | Board governance | * ***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) * ***Practical governance basics:*** Chapter 3: Managing the Governance Function: Developing Effective Boards of Directors by Vic Murray, in *The Management of Nonprofit and Charitable Organizations in Canada.* (2018)(access on OnQ) [p.72-76] * **Diversity of Charity and Non-Profit Boards of Directors:** [https://www150.statcan.gc.ca/n1/en/daily-quotidien/210211/dq210211a-eng.pdf?st=b0qheBo8] |  |
| 12 | Apr. 5 | The future trends | Social Enterprises: Social Enterprises in Ontario [https://seontario.org/social-enterprise-in-ontario/]  Social Impact Bond: Knutsen, W. L. “Social Impact Bonds: Unlocked Potential to Transform How We Fund Social Services. [https://canadiangovernmentexecutive.ca/dig/25\_03/12/] | * ***Peer evaluation of the course due: April 5*** * **End of the semester teaching evaluation** |
| ***Group Project Due: April 10***  ***Group Project Peer Evaluation Due: April 10*** | | | | |
| ***Final Take-Home Exam: Available on April 11 and end on April 17*** | | | | |

**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/SGSAcademicIntegrityPolicyasofFeb2012.pdf](https://qwa.queensu.ca/owa/redir.aspx?C=PAY9I5R9OU2L4PWKXcD-2mkVg0iGyNAIJSEfRgoPyS0G8JuyEhXFkdTACKOMmTDygiq4hwCzDyk.&URL=http%3a%2f%2fwww.queensu.ca%2fsgs%2fforstudents%2fpoliciesprocedures%2fSGSAcademicIntegrityPolicyasofFeb2012.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>

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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>

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)