

JSGS 811 – Non-Governmental Organizations and Alternative Service Delivery

| UNIVERSITY OF REGINA CAMPUS | |
|-----------------------------|---------------------------------|
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| OFFICE HOURS: | By appointment, via Zoom |
| TERM: | Winter 2022 |
| ROOM: | Web-based Delivery |
| DATE AND TIME: | January 6, 2022 - April 7, 2022 |

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands; please take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see the details on academic integrity at the JSGS, which follow), we are committed to upholding the Academic Honour Code.

ACADEMIC HONOUR PLEDGE

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS graduates will be prepared to meet the policy challenges of a rapidly changing world:

1. **Management, Governance, and Leadership:** Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. **Communication and Social Skills:** Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. **Systems Thinking and Creative Analysis:** Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. **Public Policy and Community Engagement:** Ability to understand how public policies are formulated, and the interplay between public policy and community engagement.
5. **Continuous Evaluation and Improvement:** Ability to engage in on-going evaluation for continuous organizational and personal improvement.
6. **Policy Knowledge:** Ability to analyze and contribute content to the policy field.

CALENDAR DESCRIPTION

This course examines the increasing role played by the third sector in Canada. Students will examine alternative allocations of responsibility for solving particular social and public problems – voluntary, not-for-profit, for-profit, joint public/private, publicly encouraged/subsidized, and publicly coerced – along with examples, reasons, and theories for particular forms of organization, new methods of accountability and tensions between government and its new partners.

COURSE OVERVIEW & LEARNING OBJECTIVES

The non-profit sector in Canada is not only an economic driver employing 12% of the Canadian labour force, but also a reliable provider of public goods and services. As government depends more on the third sector to deliver public services to its citizens, it is important to study the increasing role played by the third sector in Canada. JSGS 811 provides a descriptive and analytical overview of the Canadian voluntary sector. This graduate course focuses on the structure of the voluntary sector, its history and relationship with government. It also explores basic pressures of operating nonprofit organizations, both within historical and contemporary contexts. This course challenges students to assess criteria, which determine the enabling policy environment for non-profit organizations. It seeks to answer questions such as: What is the role of non-governmental organizations in Canadian society?; What program areas do these organizations fund?; How are these organizations funded? and, How do non-profits participate in the creation of good public policy?, among others.

By the end of this course, students will understand how non-governmental organizations operate, the regulatory environment that shapes the non-profit sector and the role of non-profit organizations in the public policy debate. More specifically, learners will:

1. Gain an understanding about the purpose of non-profit organizations;
2. Know the composition of the non-profit sector and its governing structures;
3. Evaluate policy frameworks that guide the operation of non-profit organizations; and,
4. Critically assess policies that advance the functionality and greater contribution of the sector to our society.

COURSE CONTENT AND APPROACH

This course is designed to provide an overview of the non-profit sector within historical and contemporary contexts. While the focus of the course is on non-profit organizations in Canada, students will have an opportunity to draw from the non-profit sectors in the United States and the United Kingdom. The course will provide students with an overview of the non-profit scene in Canada, including the role of charitable foundations in Canadian society. Time will be spent on establishing the regulatory environment in which non-profit organizations operate. Students will learn how non-profits are established, governed, and financed. Given that non-profits are addressing significant community needs with constricting financial resources, the roles of the boards in ensuring financial sustainability will be discussed. Other topics will be centered around the role of charities in contributing to public policy debates and whether the current policy environment promotes the non-profit sector in Canada. This course will be based on a combination of readings, presentations, and discussions of relevant literature.

Please note that detailed material with readings will be posted on *Canvas* for each week. Below are high-level topics that will be covered in the course:

1. What is a non-profit sector and why do we need it?
2. Legitimacy of non-profit organizations
3. Government and non-profit relationships
4. The United Way Phenomenon
5. Canada's Non-profit Data
6. Non-profit Financing: Sources of Support for Operating Non-profit Organizations
7. Leadership and Governance in the Non-Profit Sector
8. The Role of Non-profits in Public Policy

TEXTBOOK

Phillips, Susan D. and Wyatt, Bob (Eds). (2021). *Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector*. Edmonton, AB, Canada: Muttart Foundation.

ASSESSMENT & EVALUATION

1. Reading & Viewing Responses (30%) – Midterm: February 18th, 2022; Final: April 1st, 2022

We will provide evidence of our engagement with course content through our reflection on course readings and viewings.

1. For each week, we will prepare and post a brief response (250-500 words for written responses

or 1-2 minutes for video responses) to the required reading(s) and/or viewing(s).

2. Our response will: provide a summary of the main point(s)/argument(s) from the required reading(s) and/or viewing(s); make linkages between the required reading(s) and/or viewing(s); and provide a critical assessment of those required reading(s) and/or viewing(s).
3. For each week, we will prepare and post a brief response (125-250 words for written responses or 30-60 seconds for video responses) to the contribution of a colleague.

Please note: a chronological overview of the reading(s) and/or viewing(s) is not the intention of this assignment.

2. Response to Media on Non-Governmental Organizations and Alternative Service Delivery – (20% - Paper; 10% - Presentation) – February 4th, 2022 – March 25th, 2022

Purpose: The purpose of this assignment is to engage in interpretation, analysis, critique, and consider implications and/or application of non-governmental organizations and alternative service delivery to a recent story or event discussed in the media.

Details (Paper – 20%): We will write a five-paragraph response with a minimum of 1250 words and maximum of 1500 words. Our entire submission will reflect the most current American Psychological Association (APA) format – this applies to our entire submission including headers/footers, page numbers, font, line spacing, indentation, references, among many other components. Our response will have a title page in APA format. Tip: Create a title page using the proper format and use “save as” for every paper thereafter... remembering to change the relevant information for each assignment/class. Our response will include

1. An introductory commentary on the story or event;
2. A thesis statement – (e.g., “This current story or event is a strong illustration of the following topics related to non-governmental organizations and alternative service delivery” or “This current story or event provides an illustration of...”);
3. A minimum of three topics discussed in the course which will comprise the body paragraphs of our responses. Please note that we may have more than one paragraph to discuss each topic; and,
4. A solid conclusion summarizing our paper and our individual learning.

We will use content, theories, and terms from our class for our essay and ensure that it is well-organized, highly effective in holding the evaluator’s attention throughout, and has clear, appropriate, and artfully planned transitions. It is highly likely that what we will be writing about is not new. Therefore, we need to include in-text citations (and cite and include on our References page). Research-informed writing strengthens our argument. It is important that we do not make broad statements with no supporting research as this weakens our argument.

Our research is only expected to include items provided within the course content. If we choose to access other research, we will ensure it is from peer-reviewed sources contained in credible journals; we will not access freely available websites as these are often commercial in nature and almost never peer-reviewed. On a separate page following our response, we will cite our sources in a thorough References page in APA format.

1. We will be sure to use formal, scholarly language only, no colloquialisms.
2. We will be clear and concise; eliminate the fluff and the fancy words. Consult Chapter 4 of the APA style guide for guidance with this.
 - a. Say only what needs to be said in our writing: The author who is more concise - that is, more frugal with words - writes a more readable paper.
 - i. at the present time = now
 - ii. for the purpose of = for
 - iii. there were several students who completed = several students completed
 - b. Writing that is clear and precise is more accurate and transparent.
 - c. Wordiness can impede readers' understanding by forcing them to sort through unnecessary words to decipher our ideas.
3. We will not use abbreviations (e.g., preparation time will be used *not* prep time), unless they occur in a source that we are quoting.
4. We will use acronyms only after fully articulating what the acronym represents on the first occurrence (i.e., "The Saskatchewan Teachers' Federation (STF) represents..." STF will now be used for future occurrences of Saskatchewan Teachers' Federation).
5. We will be aware of the difference between words that are similar (e.g., than, then; affect, effect, etc.)
6. We will not use contractions (e.g., can't = cannot; isn't = is not)
7. We will be cognizant of repetition and eliminate it.
8. If we do not know how to use commas properly, it is recommended that we use them less often. They interrupt the flow when they end up in places they do not belong.
9. We will listen to our word processing program (e.g., Microsoft Word). It is not always right...but do not ignore the blue and red lines! These are generally obvious errors.
10. We will follow the assignment instructions and the evaluation rubric as closely as possible, organizing our submission the way our instructor has directed:
 - a. Introductory paragraph with thesis statement as last sentence of this paragraph.
 - i. Long, wordy preambles are distracting without getting to the important aspects of the assignment. Get to the point.
 - b. Three body paragraphs, each at least 10 sentences long
 - i. Each body paragraph has a clear topic sentence and explanation of the component that will be discussed
 - ii. Each body paragraph explains why the component is important
 - iii. Each body paragraph has at least once source
 - iv. Each body paragraph has at least one quote
 - v. Sentences do not begin with quotes
 - vi. Each body paragraph has a concluding sentence
 - vii. Writing will be clear, and ideas will be fully developed, flowing seamlessly from sentence to sentence
 - c. Concluding paragraph with our thesis re-stated in different words.
 - i. No new ideas are presented in the concluding paragraph
11. Our written communication is important. We need to be concise and direct when we write. One way to do this is to remove unnecessary words. It is a best practice to read through our work a few times over a few days before submitting it. Likely each time we do this we will remove unnecessary words.
12. Be careful when using a thesaurus. It may give us an acceptable alternative, but this new word might change the meaning of our sentence more than we think. This can confuse the reader or send the wrong message. When in doubt, keep it simple.

Details (Presentation – 10%): We will prepare a video-recorded presentation that is no less than 20 minutes and no more than 30 minutes which provides perspectives related to non-governmental organizations and alternative service delivery based on a recent story or event discussed in the media.

Our presentation will include:

1. A summary of the media related to non-governmental organizations and alternative service delivery (approximately 5 minutes in length);
2. Linkages to three topics discussed in the course related to non-governmental organizations and alternative service delivery to our selected media (approximately 10 minutes in length); and,
3. An activity to engage our colleagues as they consider implications and/or application of non-governmental organizations and alternative service delivery in relation to our selected media (approximately 10 to 15 minutes in length).

Our presentation will: include evidence of content, theories, and terms from our course; be well organized; be effective in holding the viewer's attention throughout; have clear, appropriate, and artfully planned transitions; demonstrate a sense of rhythm and variety; reflect a structure which is clear and consistent.

3. Case Study Presentation (20%) – February 11th, 2022 – March 25th, 2022

Purpose: The purpose of this team assignment is to identify a non-profit in Saskatchewan and complete a short case study of it. The case study presentation will demonstrate how the non-profit that we have chosen conducts itself within one of the three broad themes of our course: non-profit finance, non-profit governance and leadership, and the role of non-profits in public policy.

Details: We will work in a team of 2-3 colleagues to conduct at least one informal interview with a leader from our chosen non-profit and then prepare a video-recorded presentation that is no less than 20 minutes and no more than 30 minutes.

Our presentation will include:

1. An overview of the non-profit we have chosen (approximately 5-10 minutes in length);
2. An overview of which broad theme from our course was chosen and why (approximately 5 minutes in length); and,
3. Explicit linkages to one of the three broad themes of our course (approximately 10-15 minutes in length); and,
4. Key learnings of the team through the completion of the assignment (approximately 5 minutes in length).

4. Personal Learning Summary (20%) – April 1st, 2022

Purpose: The purpose of this assignment is to reflect on our overall journey at the end of the course by creating a digital story that summarizes our learning in a creative way. Storytelling and learning are inextricably intertwined because the process of composing a story is also a process of self-reflection and meaning making. By creating a personal narrative, we are invited to further reflect on what we have learned and record the process of the learning that took place. By creating a digital story as part of our culminating assignment, we will be tapping into the affordances of storytelling as well as continuing to develop our digital literacies.

Details: In creating our personal narrative, we will make clear connections between the course outcomes and our story. In other words, our narrative will reflect not only that we have paid close attention to themes, concepts, issues, and readings of the course, but that we have appropriated them – as in, they have become a part of how we understand non-governmental organizations and alternative service delivery. Our narrative will address these three components:

1. The evolution process of our current understanding of non-governmental organizations and alternative service delivery. Comparing our reading and viewing responses across time can reveal our understandings. We may want to ask in what ways our current understandings of non-governmental organizations and alternative service delivery are the same, in what ways they are different, and why.
2. Our approach to non-governmental organizations and alternative service delivery. This question invites us to think about our agency. Think about that day when we are a leader, a decision-maker: how will we approach non-governmental organizations and alternative service delivery? What do we see is our main role? Adjectives may be useful to explain, in succinct form, how we see ourselves approaching non-governmental organizations and alternative service delivery.
3. Uncomfortable learnings and future growth. Often, the learning process involves experiencing cognitive dissonance. Cognitive dissonance is a feeling of instability or discomfort felt at a discrepancy between what we already know or believe, and new information or interpretation. When experienced, it is a key moment in a person's learning process and future growth. If learning something has been difficult and/or uncomfortable, "people are **less** likely to concede that the content of what has been learned is useless, pointless or valueless" (Atherton, 2013). This third component invites us to reflect on the moments of cognitive dissonance that we experienced throughout the course. How did this experience reframed what we knew and what new questions have arisen from this reflective process?

Our submission, which must include our own live video and audio, will be a minimum of 7 minutes and a maximum of 10 minutes. Our digital story artifact (e.g., narrative, PowerPoint presentation, audio, video, concept map, visual, etc.) will comprehensively summarize the three elements.

ASSESSMENT & EVALUATION SCHEDULE

| Date | Assignment Due |
|-----------------------|--|
| January 6-7 | 1. Week 1 Contribution & Response |
| January 8-14 | 1. Week 2 Contribution & Response |
| January 15-21 | 1. Week 3 Contribution & Response |
| January 22-28 | 1. Week 4 Contribution & Response 2. Article Selection for Response to Media |
| January 29-February 4 | 1. Week 5 Contribution & Response 2. Response to Media Presentation 3. Case Study Selection |
| February 5-11 | 1. Week 6 Contribution & Response 2. Case Study Presentation 3. Response to Media Presentation |
| February 12-18 | 1. Week 7 Contribution & Response 2. Case Study Presentation 3. Response to Media Presentation 4. Reading & Viewing Responses – Midterm |
| February 19-25 | Winter Reading Week Break |
| February 26 – March 4 | 1. Week 8 Contribution & Response 2. Case Study Presentation 3. Response to Media Presentation |
| March 5 – 11 | 1. Week 9 Contribution & Response 2. Case Study Presentation 3. Response to Media Presentation |
| March 12 – 18 | 1. Week 10 Contribution & Response 2. Case Study Presentation 3. Response to Media Presentation |
| March 19 – 25 | 1. Week 11 Contribution & Response 2. Case Study Presentation 3. Response to Media Presentation |
| March 26 – April 1 | 1. Week 12 Contribution & Response 2. Reading & Viewing Responses – Final 3. Personal Learning Summary |

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

PARTICIPATION EXPECTATION

Students are expected to participate in the course activities.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code, noted earlier, that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

<https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

COPYRIGHT

<https://www.uregina.ca/copyright/guidelines/fair-dealing.html>

REMOTE LEARNING STUDENT RESOURCE

<https://www.uregina.ca/remote-learning/>

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

<https://www.uregina.ca/gradstudies/current-students/grad-calendar/rights-and-responsibilities.html>

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact:

Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.

<https://www.uregina.ca/student/accessibility/students/index.html>

STUDENTS EXPERIENCING STRESS

Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m., Monday to Friday.

USE OF VIDEO RECORDINGS

Students will prepare video recordings regularly for class activities.

Video recordings are not to be downloaded, copied, or shared without the explicit permission of the instructor.

For questions about video recordings, including any concerns related to your privacy, please contact the instructor.

ADDITIONAL EVALUATION INFORMATION

More information on Academic Regulations can be found at:

<https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf>