

**PUBLIC ADMINISTRATION AND POLICY 7920**  
**EEO, Affirmative Action, and Diversity**  
**Spring 2008**  
**Tuesdays 6:30–9:15**  
**Room 202 Baldwin Hall**

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**Office Hours:**  
**Tuesdays 1:00 – 2:30**  
**Thursdays 1:00 – 2:30**  
**Or by appointment**

**Course Objectives**

The United States is becoming an increasingly diverse society. The metaphor of American society as a “melting pot” where individuals are expected to melt into, and adapt to the dominant culture has been replaced by that of a “salad bowl,” where the value of recognizing individual differences is affirmed.

It is paramount, then, for public administrators to recognize that traditional ways of managing organizations and delivering services are no longer adequate. It is essential that we understand the ways in which conventional organizational processes can inadvertently subvert the full inclusion and participation of all societal groups. There is a particular reason why this is important to public administrators. For many years, policymakers have realized the importance of having a civil service that “looks like America.” This is because the civil service has always had a political role to play in sending important signals about the nation’s priorities to the citizenry. Over the past few decades, it became important for government to demonstrate to the nation that it values equal opportunity and social equity for women, minorities, and the disabled. In addition, as the nation’s largest employer and enforcer of its laws, government has a particular responsibility to ensure that its’ own house is in order with respect to equal opportunity.

The purpose of this class is to provide you with the knowledge and understanding required to meet the challenges presented by our increasingly diverse society. An important component of the class will be examining the role the Courts have played in defining the legal rights of diverse groups. It is the Courts, rather than Congress or the Executive, who have set the parameters of policies concerning such important diversity-related issues as sexual harassment, affirmative action, and disability policy. Laws regulating the public sector in this respect are different than those regulating the private sector, and, in some cases, state and local governments are held to different standards than the federal government. It is important for public administrators to understand these important distinctions. In addition, in light of an important case recently decided by the Supreme Court, *Grutter v. Bollinger*, we will look in particular at whether or not it is important for institutions of higher education to seek to maintain a diverse student body, and, if so, what means should be employed to achieve that diversity.

The format and assignments for this class are designed to build the skills you need as public administrators. Since public administrators are not usually required to take written tests, such a test will not be given in this class. However, public administrators *are* required to prepare for, attend, and actively participate in meetings with their colleagues and supervisors. Therefore, an important component of this course is demonstrating that you have read the material required in advance and have understood and thought about it. Additional assignments will test your ability to conduct independent research and analysis, and clearly and concisely present your findings in writing.

## **Required Texts**

Naff, Katherine. 2001. *To Look Like America*. Westview Press.

Kellough, J. Edward. 2006. *Understanding Affirmative Action*. Georgetown University Press.

Kahlenberg, Richard D. 1997. *The Remedy: Class, Race, and Affirmative Action*. BasicBooks.

Katznelson, Ira. 2005. *When Affirmative Action was White: An Untold History of Racial Inequality in Twentieth-Century America*. W.W. Norton.

Friedman, Thomas. 2007. *The World is Flat: A Brief History of the Twenty-first Century*. Picador,

Course Packet available at Bel-Jean Copy/Print Center, 163 E. Broad Street, Downtown Athens. They can be reached by phone at 706-548-3648.

## **Course Requirements**

**Attendance, Participation and Discussion Questions (10% of grade)** This is a course based primarily on class discussion so class attendance is required. This class will be in a seminar format. Students will be expected to arrive on time ready to share their knowledge and opinions of lectures, required readings and related materials. To facilitate discussion each student should bring three discussion questions to class each week. The questions can be points of interest you feel need to be highlighted or better explained, or just something you found interesting. The questions do not need to be lengthy, they just need to show that you have read the assigned material and thought about the topic in a critical manner. Randomly, I will ask students to share their question(s) with the class and collect the questions.

**Advocacy Memo (20% of grade)**. In this memo, addressed to the (hypothetical) head of an organization, you are to argue for the adoption or elimination of an organizational policy that promotes (or impedes) the interests of a particular group or groups (e.g., older employees, employees of color, gays and lesbians, women, non-minority men). Your argument should be buttressed by research in scholarly journals and cite relevant laws. This memo should be 5 pages in length. This paper is due February 12<sup>th</sup>. A style sheet that explains this paper in greater detail will be available early in the semester.

**Class Based Affirmative Action Policy Recommendation (20% of grade)**. For this assignment you will be asked to write a policy recommendation for the adoption of a class-based affirmative action program by the federal government in employment. What would this policy look like? How does it differ from race-based affirmative action? What issues would have to be addressed? Who is likely to support and oppose this policy? How should this policy be introduced and “sold” to the public? You should address these issues and any others you believe are relevant in a 7 -10 page policy recommendation. Scholarly work should be used to buttress your arguments. This paper is due March 18<sup>th</sup>. A style sheet that explains this paper in greater detail will be available later in the semester.

**Group Diversity Training Plan and Presentation (20% of grade)**. For this assignment you will work in groups. Your group should choose a local, state or federal agency and develop a diversity training plan for the organization. Each group will submit a written plan/outline (10-12 pages) for the training and make a presentation (15-20 minutes) to the class. Your written plan should include: goals of the training, the training approach, methods and materials, how you would implement the training, and how you would evaluate the training. Your presentation should provide an overview of your plan and include one activity from the proposed training session. Presentations and plans are due April 8<sup>th</sup>.

**The World is Flat Paper (30% of grade).** This paper has two parts. For part one you should consider Friedman's argument that the world is flattening. Do you agree with his assessment? Why or why not? What do you think "globalization" means for the development and implementation of public policy? In part two you will provide a written analysis of the place of "people like you" if Friedman's contention that the "world is flat" comes to pass. Ten years from now, how will "people like you" be affected by the flattening of the world? In order to write this analysis, you must: (a) decide which of your social identities (sex, gender, race, ethnicity, class...) you will highlight for the purposes of this analysis, (b) do research on who you are, where you live in the world, the life circumstances for people like you, and what effects the flattening of the world will have on people like you over the next ten years, (c) explain how and why people like you will be affected in the way that you suggest, and (d) discuss how people like you can best respond to the flattening of the world. This paper should not exceed 10 pages in length. This paper is due on April 22<sup>nd</sup>.

### **Late Assignments**

All assignments are due on the date indicated unless you have a documented illness or a family emergency. Assignments not turned in on the due date for any other reason will result in a decrease in your letter grade by one letter each day. Late assignments will not be accepted after the next class meeting.

### **Disabilities**

Any student who believes they are disabled under the criteria of the American with Disabilities Act is encouraged to contact the instructor to determine whether any special arrangements should be made to assist with the course content and requirements during the semester.

### **Note on Plagiarism and Academic Honesty**

Whenever words are taken directly from another author without quotation marks and direct attribution to the author, it constitutes plagiarism which is a serious and punishable offense at this university. Please ensure that your papers are written in your own words, that ideas and facts taken from others are clearly attributed to them, and that anything taken verbatim from another source is enclosed in quotation marks. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

### **Class Etiquette**

So that class is enjoyable for everyone, cell phone ringers and pagers should be turned off. Text messaging, emailing, and surfing the web are prohibited in class. Thank you!

### **Syllabus Revisions**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### **Class Schedule**

**Week 1 – January 8<sup>th</sup> – Overview of Class**

**Week 2 – January 15<sup>th</sup> – Setting the Stage**

Toosi (1-14)

OPM Report on Hispanic Employment (15-39)

Bendick and Jackson (41-65)

Slonaker, Wedt, and Williams (67-78)

Huebner et al. (79-82)

**Week 3 – January 22<sup>nd</sup> – Representative Bureaucracy**

Naff: Chapters 1 -3

**Week 4 – January 29<sup>th</sup> – Representative Bureaucracy Continued**

Thieleman and Stewart (83-88)

Keiser, Wilkins, Meier, and Holland (89-100)

Wilkins and Williams (101-116)

Hicklin and Wilkins (117-146)

**Week 5 – February 5<sup>th</sup> - Achieving a Representative Workforce: Glass Ceilings and Trap Doors and the Work Environment**

Naff: Chapters 4 - 6

Cotter et al. (147-179)

**Week 6 – February 12<sup>th</sup> – Equal Employment and Opportunity**

Naff: Chapter 7

Still (Center for WorkLife Law) (180-194)

Correll, Bernard, and Paik (195-236)

Worklife Law Issue Brief (237-243)

**\*\*Advocacy Paper Due\*\***

**Week 7 – February 19<sup>th</sup> – Affirmative Action**

Kellough book

Kogut and Short (245-254)

Cases – Please look at these cases. You can find excellent summaries at

[www.oyez.org](http://www.oyez.org)

United Steelworkers of America v. Weber (1979)

Fullilove v. Klutznick (1980)

Johnson v. Transportation Agency (1987)

Wygant v. Jackson Board of Education (1986)

Local 28 v. EEOC (1986)

United States v. Paradise (1987)

Martin v. Wilks (1989)

Metro Broadcasting Inc. v. FCC (1990)

Astroline Communications v. Shurberg Broadcasting (1990)

Adarand Constructors v. Pena (1995)

Texas v. Lesage (1999)

**Week 8 – February 26<sup>th</sup> – More Affirmative Action**

Katznelson book

**Week 9 – March 4<sup>th</sup> – Affirmative Action in Higher Education**

Leonhardt (255-262)

Bowen, Kurzweil, and Tobin (263-323)

Cases – Please look at these cases. You can find excellent summaries at

[www.oyez.org](http://www.oyez.org)

Regents of the University of California v. Bakke (1978)

Hopwood v. Texas (2001)

Grutter v. Bollinger (2003)

Gratz v. Bollinger (2003)

**March 11<sup>th</sup> – No Class – Enjoy Spring Break**

**Week 10 – March 18 Class-Based Affirmative Action**

Kahlenberg book

**\*\*Class-Based Affirmative Action Paper Due\*\***

**Week 11 – March 25<sup>th</sup> – Diversity I**

Naff: Chapters 8 and 9

Kellough and Naff (325-353)

Bergan, Soper, and Foster (355-367)

**Week 12 – April 1<sup>st</sup> – Diversity II**

Putnam (369-406)

Riccucci (407-456)

Pitts (457-473)

**Week 13 – April 8<sup>th</sup> – Diversity Training**

**\*\* Group Diversity Training Presentations\*\***

**Week 14 – April 15<sup>th</sup> – Globalization**

Friedman book – chapters 1-4

**Week 15 – April 22<sup>nd</sup> – Globalization II**

Friedman book – chapters 5-8

**\*\* World is Flat Paper Due\*\***