PADP 7920

EEO, Affirmative Action, and Diversity in the Public Sector

Spring 2019
Wednesdays 3:35 – 6:35 pm
Baldwin Hall, Room 202

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542-0488 (Office)
e-mail: kellough@uga.edu

Office Hours:
Wed. 1:30-3:00
Other hours by appointment

Course Description and Objectives:

This course focuses on the development of efforts to combat historic patterns of racial, ethnic, sex, and sexual orientation discrimination by public sector institutions and contractors doing business with those institutions. We will consider the evolution and growth of various programs, the controversies they have engendered, federal court rulings, and associated moral/philosophical arguments. The course will be conducted in a seminar format with weekly meetings consisting of lecture, discussion, and analysis of assigned materials.

Required Texts:


Additional reading material is available on eLC.
Course Requirements:

Class Participation: Class attendance is required and expected. Students are expected to complete all reading assignments and actively participate in class discussions.

Term Paper: A paper (20 pages in length) summarizing and assessing the literature and primary arguments surrounding a key issue associated with the material covered is required. A one-paragraph paper proposal describing the topic selected by the student and explaining its significance is due on February 13. The paper will be evaluated on the basis of the thoroughness and accuracy of arguments presented and the adequacy of references to the literature. The manuscript should conform to the style suggested in the Publication Manual of the American Psychological Association. Papers are due on April 24.

Final Exam: There will be a take-home final examination covering the reading, lecture, and discussion material addressed in the course. The exam will be distributed on April 24 and will be due by 5:00 pm on May 1.

Grading: All grades will conform to the following scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 92%</td>
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<tr>
<td>A+</td>
<td>93 – 92%</td>
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<td>B+</td>
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<td>B</td>
<td>83 – 86%</td>
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<td>B-</td>
<td>80 – 82%</td>
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<td>C+</td>
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<td>C</td>
<td>73 – 76%</td>
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<tr>
<td>D</td>
<td>70 – 72%</td>
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<tr>
<td>D+</td>
<td>67 – 69%</td>
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<td>D</td>
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<td>D-</td>
<td>60 – 62%</td>
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<td>F</td>
<td>Below 60%</td>
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Final Letter Grades for the course will be based upon:

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<tr>
<th>Course Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>20%</td>
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<tr>
<td>2. Term Paper</td>
<td>50%</td>
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<tr>
<td>3. Final Exam</td>
<td>30%</td>
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Academic Honesty: All students must read and abide by the University of Georgia policy regarding academic honesty. All academic work must be performed without any form of cheating, lying, stealing, or receiving assistance from any other person or using any source of
information not appropriately authorized or attributed. The University policy on academic honesty may be accessed at http://www.uga.edu/honesty/.

CLASS SCHEDULE

January 9:  INTRODUCTION

A review of course requirements...general discussion of the content of the course.

January 16:  THE CHALLENGE OF DISCRIMINATION

A historical look at the problem of discrimination in the United States


January 23:  THE QUESTION OF FEDERAL EMPLOYMENT: THE EARLY YEARS

The struggle for equal opportunity in the federal civil service.


January 30:  INITIAL RESPONSES TO THE PROBLEM

A closer look at early efforts to address the problem of discrimination.

Kellough, Chapters 1 and 2.

“Let’s March on Washington 10,000 Strong, Urges Leader of Porters,” Pittsburgh
Courier, January 25, 1941, (Note: This is an early call for a march on Washington D.C. by A. Philip Randolph), in For Jobs and Freedom: Selected Speeches and Writings of A. Philip Randolph, Andrew E. Kersten and David Lucander, eds. (Amherst: University of Massachusetts Press, 2014), pp. 202-204.


Franklin D. Roosevelt, Executive Order 8802, June 25, 1941.

Harry S. Truman, Executive Order 9980, July 28, 1948 and Executive Order 10308, December 6, 1951.


February 6: CONGRESS ACTS AND JOHNSON SAVES AFFIRMATIVE ACTION


Kellough, Chapter 3.


February 13: THE BAKKE CASE

A look at the basis for Mr. Bakke’s challenge to affirmative action.
Ball, Chapters 1 – 4.

Paper Proposal Due

February 20: THE DECISION IN BAKKE

A discussion of the outcome of the Bakke case and its implications.

Ball, Chapters 5 – 8.

February 27: STATUTORY CHALLENGES TO AFFIRMATIVE ACTION

Consideration of the United Steel Workers of America v. Weber and Johnson v. Transportation Agency cases.

Kellough, Chapter 5


March 6: A REVIEW OF SUBSEQUENT CONSTITUTIONAL AND STATUTORY CASES

An assessment of the state of the law at the end of the 1990s.

Kellough, Chapter 6


March 13: SPRING BREAK

March 20: THE MICHIGAN CASES

The background of the *Gratz* and *Grutter* cases from 2003.

Perry, Chapters 1 – 4.

March 27: THE COURT’S DECISIONS IN *GRATZ* AND *GRUTTER*

Consideration of the implications of the Court’s decisions.

Perry, Chapters 5 – 8.

April 3: THE RISE OF DIVERSITY MANAGEMENT PROGRAMS

A discussion of the emergence of the diversity management movement.


**April 10: DISCRIMINATION AND SEXUAL ORIENTATION**

A discussion of the issue of discrimination against the LBGT community and efforts to combat that discrimination.


**April 17: MORAL DISAGREEMENT**

Reviewing arguments on both sides of affirmative action.

Kellough, Chapter 4.

Moses, Chapters 1 – 4.

**April 24: LOOKING TO THE FUTURE**

A discussion of progress made and prospects for the future.
Kellough, Chapters 7 and 8.

Moses, Chapters 5 and 6.

**Paper Due**

**Final Exam Distributed**

**May 1:** Final Exam Due at 5:00pm