PAD 5190.001–SELECTED TOPICS IN PUBLIC ADMINISTRATION:

DIVERSITY ISSUES IN PUBLIC AFFAIRS

SUMMER TERM 2018 SYLLABUS – UNIVERSITY OF TEXAS AT EL PASO

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PAD 5190.001, a self-paced, online course
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PAD 5190-Selected Topics: Diversity Issues in Public Affairs is a self-paced, online course surveying the managerial, legal, and ethical aspects of diversity issues in the public sector from a moral reading of constitutional law. We focus on diversity conflicts in the context of the US, ranging from hate crime to discrimination to microaggressions. We will study diversity conflicts in the lived-world as they have been experienced by people who are citizens, public & nonprofit administrators, urban reformers, officials, criminal offenders & victims, police, attorneys, judges, jurors, bureaucrats, and politicians. Our free online guidebook presents summary text and actual cases of hate crime, civil rights violations and microaggressions - by which we participate in a vital national seminar with US Supreme Court Justices in debates on diversity in public affairs. But we cannot begin to cover all aspects of diversity issues in public affairs, only representative examples in these rich case studies. We organize our case studies around the current federal government categories for reporting hate crime and civil rights violations - by race, ethnicity, gender, religion, sexuality, and disability. Our course learning objectives include:

1) to identify the practice of diversity conflicts within US public affairs contexts;
2) to critique the treatment and civil rights resolution of diversity conflicts; and
3) to apply these types and critiques for practical administration in the public sector.

Because this is a graduate course at a university, we seek to be scientific in our course to systematically understand diversity issues. By understanding and analyzing these approaches and applications, we hope to better understand diversity in the modern administrative state and find practical working solutions.

Our class format is ONLINE, with a FREE digital textbook and materials PLUS optional face-to-face time together by appointments to ask questions, review the quizzes and so forth. Of course, you may also contact me at any time by email, phone, or feel free to stop by anytime. Hybrid course materials are available by email attachment including the FREE digital textbook, 7 quizzes, lecture power-point slides/notes, and handouts. If you have any special needs or challenges in the course, please tell me and I will work with you to ensure your reasonable access needs are met. Finally, follow the UTEP honor code, don’t plagiarize, and be truthful and honest in your efforts.

books:
TEXT: Bradley S. Chilton, Different Justice: The Supreme Court Debates Diversity Issues in Public Affairs (the complete digital text will be supplied free by email attachment). [NOTE: this is a rough draft of a book manuscript under contract with Carolina Academic Press]

grades:
Online Quizzes: completion of 7 online quizzes on the readings 33.3%
Book Review Paper on your choice of a book on diversity issues 33.4%
Creative case-study exercise (real or fictional) submitted for a textbook chapter 33.3%
Total =100%
**requisites:**

Seven (7) Online Quizzes, are available with this email attachment - each include objective questions to review and test your knowledge of the readings other class materials. You may take these quizzes as many times as you like; your highest score is your final score (100%!). If you schedule an appointment we can review and discuss each of these quizzes in face-to-face meetings to review and discuss each, as well as other course concerns, interests, and so forth. [worth 1/3<sup>rd</sup> of your final grade]

Book Review Paper, in which you select a book of mutual interest on diversity issues in public affairs, then read, review, and relate to our class materials your book in a completed paper. ATTACHED is a FORMAT guide for your book summary, comparison and critique. [worth 1/3<sup>rd</sup> of your final grade]

Creative Case-Study Exercise, in which you create a specific case-study (real or fictional) with exercise questions for use at the end of one of chapters 2-8 in the DIFFERENT JUSTICE textbook. We hope to use these creative case-studies in the forthcoming published edition of this textbook. More ideas and instructions on your original exercise will come in discussions in-class. [worth 1/3<sup>rd</sup> of your final grade]

**TOPICAL OUTLINE OF THE COURSE:**

<table>
<thead>
<tr>
<th>topics</th>
<th>quiz</th>
<th>readings, cases &amp; chapter presentations</th>
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| introduction      | -    | Chilton, DIFFERENT JUSTICE: chp1 - different justice  
|                   |      | Case study: *Rankin v. McPherson* (1987)*                                                             |
| Topic 1           | 1    | Chilton, DIFFERENT JUSTICE: chp2 - different discrimination  
|                   |      | Case study: *Virginia v. Black* (2003)*  
|                   |      | BOOK REVIEW: select and propose a book of mutual interest                                             |
| Topic 2           | 2    | Chilton, DIFFERENT JUSTICE: chp3 - different race  
| Topic 3           | 3    | Chilton, DIFFERENT JUSTICE: chp4 - different ethnicity  
| Topic 4           | 4    | Chilton, DIFFERENT JUSTICE: chp5 - different gender  
| Topic 5           | 5    | Chilton, DIFFERENT JUSTICE: chp6 - different religion  
|                   |      | Case studies: *Watchtower v. Stratton* (2002); *Gonzales v. O Centro* (2006); *Hosanna-Tabor Church v. EEOC* (2012)* |
| Topic 6           | 6    | Chilton, DIFFERENT JUSTICE: chp7 - different sexuality  
| Topic 7           | 7    | Chilton, DIFFERENT JUSTICE: chp8 - different ability  
|                   |      | Case studies: *Smith v. City of Jackson* (2005); *Roper v. Simmons* (US, 2005)* |

DUE – by the end of Summer Term 2018: 7 quizzes, 1 book review paper, 1 case study exercise
We will read judicial case opinions for much of our analysis of diversity in public affairs. You will NOT be required to submit briefs, but we will read and discuss cases by these elements.

A case is a legal conflict in the process of legal interpretation by courts. It calls for a judicial decision and reasoning to support that decision. These decisions and reasons are sometimes recorded in written form as judicial opinions. Judicial opinions are usually written by judges or justices of a higher appellate court under powers of review that are discretionary (e.g., Writ of Ceriorari) or mandatory (e.g., Writ of Appeal). For the U.S. Supreme Court, an OPINION OF THE COURT (often called the majority opinion) is the official judicial opinion of the Court resolving a particular case. If there is no majority vote, the official judicial opinion of the Court is then called the JUDGMENT OF THE COURT. A Justice who agrees with the decision, but not the reasons contained in the official opinion of the Court may state their reasoning in a separate CONCURRING OPINION. If a Justice on the Court disagrees with the decision and the reasoning of the official opinion of the Court, they may write a DISSENTING OPINION. Case-briefing is a standard technique used in law schools and law-related education to analyze these written judicial opinions. By reducing the judicial opinion to basic elements of the case, you can learn the law, legal process, and how to “think like a lawyer [judge].” For educational applications, case briefs typically include at least four (4) basic elements (F-I-R-E):

F FACTS: often found in the case syllabus or summary at the beginning of most cases, as well as the beginning paragraphs of judicial opinion, these are the people and chain of events of legal relevance to the dispute or legal conflict before the court.

I ISSUE(S): arising from facts of the case, the legal question resolved by the Court in the case narrows the facts down and sets them within the elements of law(s). Sometimes the judge or justice will write out the issues or use them to outline their judicial opinions.

R REASONING: after answering issues with a yes-or-no holding, the judge or justice will write an opinion focused on the essence of the decision, as distinct from unnecessary points of the case opinion. In addition, there may be concurring or dissenting opinions.

E EFFECT: or the action of the court, includes the further interpretation of a case decision as well as who won by the votes cast and an outcome or result: affirming (accepting) or reversing (rejecting and setting aside) the judgment of the court below. When reversing, the court will often remand (send back) a case to a lower court for specific further action.

The book review paper is a short, 4 pages (or longer), typewritten or computer printed review of the book selected for our class. It is due at the end of the semester. It should include a complete citation of the book and citations of any of your outside references. For fairness in grading, it must follow the format below:

1. WHAT DID THE BOOK SAY? Overview the story, theme, or chapters of the book you have chosen.

2. HOW DOES THE BOOK RELATE TO OUR COURSE? Compare and contrast your chosen book-review-book in three big paragraphs to three (3) separate topical themes of the course (see page 2 of the syllabus for 7 topical-themes in the course). Give page cites from your chosen book and from our textbook and other materials where appropriate to make your specific comparisons or contrasts.

3. WHAT DO YOU THINK OF THE BOOK? Discuss how you agree or disagree with the author; focus on the IDEAS presented.