

CENTRAL MICHIGAN UNIVERSITY

COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: MSA 604

Course Title: Administration, Globalization and Multiculturalism

EPN: 22365057

Term: Spring II

Location: Rowe 229

Dates: 3/13/2019 – 5/1/2019

Course Day and Times: Wednesday 5:30PM-10:20PM

Prerequisites: None.

Blackboard:

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Instructor: Richard L. Hayes

Primary Phone Number: (989) 774-6525

Secondary Phone Number: N/A

E-Mail Address: hayes1rl@cmich.edu

Availability: One hour before class (Rowe 225)

Academic Biography:

Dr. Richard L. Hayes has over 36 years' experience in all facets of research, system theory, personnel management, building technology, architecture and the construction industry. For the American Institute of Architects in Washington DC he was Director of Knowledge Resources where he developed, directed, and identified emerging topics in the profession of architecture. For 14 years Dr. Hayes ran the AIA's Research for Practice Program that included the Upjohn Research Initiative. Major projects

included The Architect's Handbook of Professional Practice 15th edition (the industry standard for firm management), Architectural Graphic Standards 12th edition as well as overseeing the AIA's Architect's Knowledge Resource Program.

His past professional work experience also includes being with the Center for Public Buildings of The Georgia Institute of Technology on assignment to the Naval Facilities Engineering Command Headquarters serving as their Chief Historic Architect. He has also been the Director of an Architecture Department for a private sector firm and a Research Architect for the US Army Corp of Engineers Construction Engineering Research Laboratory of Champaign, Illinois.

Dr. Hayes' professional registration includes architectural licenses in Michigan, Wisconsin, Georgia, Virginia and a NCARB Certificate. Georgia Tech awarded his Ph.D. focusing on architectural theory in 1995. In 2014 he became a Project Management Professional (PMP). Since 2003 he has taught for CMU's Global Campus, and in 2016 joined the main campus faculty. Class assignments include MSA core classes (research methods, strategic planning, and multiculturalism), other MSA courses, and IET courses in the Engineering Management concentration.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Title: Diversity Consciousness: Opening Our Minds to People, Cultures and Opportunities

Author: Richard D. Bucher

Edition 4th, Custom Edition 1st

ISBN: 978-1-323-47483-9 (Bundle ISBN includes e-text and MyLab access code 978-1-3234-7487-7)

Publisher: Pearson

Required: Yes

III. COURSE DESCRIPTION

Focuses on theoretical and applied concepts and skills essential to successfully managing an environment of workplace diversity and multiculturalism within domestic and global organizations. This course may be offered in an online or hybrid format.

IV. COURSE GOALS AND OBJECTIVES

Upon successfully completing this course, the student will be able to:

1. Demonstrate an advanced understanding of the complexities of globalization and its implications for organizations.
2. Explain how variable related to diversity and culture interact to shape the perceptions of individuals within society and organizations.
3. Compare fundamental concepts, principles and theories relevant to understanding cultural differences and similarities in the world of work.
4. Analyze and interpret the effects that variables related to diversity and culture have on the administrative process and apply this analysis to the effective strategic planning and administration of global and multicultural organizations.

5. Develop the knowledge and skills necessary to be an effective administrator and/or worker in a culturally diverse work place.
6. Evaluate the role of organizational polices, practices, design, and structure in facilitating diversity management strategies.
7. Demonstrate an applied knowledge of the APA style and format.

V. METHODOLOGY

Lectures, discussions, group work (including small and large group projects and activities), papers, case studies, presentations and examination -- a significant portion of the course grade is dependent on active student Engagement.

The material will be presented in a framework of the individual, corporate, and built environments. Lectures are tailored to the geographic background and intellectual curiosity of the students taking the course. Additionally, they will learn about the systems that support or hinder administration utilizing critical thinking skills.

Students will be able to investigate an administrative topic of their choosing to better understand that topics impact on administrative issues.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment: For the first session there are four requirements.

1. Develop a definition for the following five terms – Administration, Multiculturalism, Environment, Systems Approach, and Optimization. The definitions should not come from a standard dictionary; they should be developed by you based upon your experience.
2. Collect two articles from a daily newspaper (on-line versions are acceptable, as are archived historical accounts) on a multicultural administrative issue. Try using home town papers, or newspapers from nation's capitals other than the United States to avoid possible duplication.
3. Bring an image -- printout, photograph, or advertisement -- of a multicultural situation that interests you. Attempt to formulate a statement (aka problem objective), i.e. one sentence explaining why you found the image of interest. Look elsewhere in the syllabus for other requirements regarding this task.
4. Make sure you read Winner, Langdon. "Do Artifacts Have Politics?" Daedalus. Winter 1980: 121136. The Winner article is readily available on the internet. Also read "Environmental Dispute Resolution in Communities of Color" by Robert D. Bullard from Science, Technology, and the Environment, Fleming et'al (These have been included the blackboard shell under the assignment section).

Course Outline:

Session 1 13 March	I) Introduction to Multiculturalism in the context of Globalization and Diversity. a. Defining diversity and multiculturalism b. Multiculturalism as global and national issue Read Chapters 1 & 2
Session 2 20 March	c. Cultures and customs Read Chapter 3
Session 3 27 March	d. Managing and developing diversity Read Chapter 4 Video in class
Session 4 3 April	II. Managing for cross-cultural effectiveness a. Multi-cultural communications Read Chapter 5
Session 5 10 April	b. Social Networking and communications Read Chapter 6
Session 6 17 April	c. Teamwork, leadership, cultural differences and communication Read Chapter 7 & 8
Session 7 24 April	d. Leadership and preparing for the future Read Chapter 9
Session 8 1 May	III Managing Global workplace a. Managing diversity in the global work culture Exam

The course occurs Wednesday evenings 5:30 PM to 10:20 PM, each meeting is considered a "session" - expect to be in the classroom for the entire time, (breaks will occur). You should make sure you know when assignments are due. All references to time in the class are U.S. Eastern Standard/Daylight Times (EST).

Assignment Due Dates:

Engagement: On going. Students will be assigned a case study reading from the textbook to talk about and lead discussion in class. These are short reading assignments from the book. Readings will occur each session and will correlate with the chapters covered that day.

Group Presentations: Students will be placed into a group the first class and assigned a "case study." Presentation will occur the last class session (1 May)

Peer Evaluation on Group Project: 1 May

Examination: Last day of class 1 May

Research Paper: 21 April 11:59 PM Eastern

Paper Presentation: 24 April

Individual Video Write-Up: 31 March

Cultural Center & Pow Wow Visit Write-Up: 7 April

Post-Class Assignment: N/A

Student Involvement Hours: Please anticipate approximately 2 hours of preparation time for each class. In addition, work on the case study presentation should take about 2 hours, (class time will be allowed for preparation and discussion) and the research paper should take about 10 hours to complete.

VII. CRITERIA FOR EVALUATION

Examination 200 points

The final comprehensive exam will either be a five short essay **or** a random set of 50 multiple-choice questions (4 points per question).

Individual Culture Practice Project (Research Paper) 100 points

Research Paper – Written to graduate level use of language and grammar, demonstrating a systems approach to the broad topics of the course.

This is an individual project where each student is assigned a country and prepares a 5-page report in APA style about the country especially using the contents of the course with special emphasis on cultural diversity and practices. During the first class, you will randomly be assigned a country to study. NOTE: The 5 pages exclude cover sheet, Executive Summary/Abstract and Reference Page

Plagiarism rules apply to the paper.

Special emphasis of the paper should focus on the content discussed throughout the course and provided in the book/power points/articles of interest. Some examples of what to include in the paper can be: a brief history of the country and educational facts (i.e. population, economy, language standards, religions, ethnicities); current events, leaders, business impacts and opportunities from a diversity perspective, tips for working and/or doing business (or simply traveling). Also consider in your report how to survive from a multicultural perspective, differences in the culture, and intercultural negotiations/communication's opportunities. When possible topics within the paper should relate to the students' CMU program concentration.

Individual Culture Practice Project (Presentation) 80 points

The ability to clearly articulate your opinion/findings and provide a concise assessment orally within a **10 Minute Time Limit**.

Individual Video Write-Up Paper 100 points – instructions handed out in class

Cultural Center Visit Write-Up 100 points – instructions handed out in class

Group Project 300 points

Case Study Presentation - This project requires student interaction with one another as well as with me. Students will be randomly assigned to a group and a topic by the end of session 1. A course announcement will be posed to indicate the groups have been assigned. The purpose is to work collaboratively and collectively with other members of your team to complete a presentation.

You will evaluate the contribution and involvement of yourself and other group members (**Peer Evaluation 20 points** possible, not included in the Group Project 150 points). Students who do not submit an evaluation of all members in the group will not receive the 10 Engagement points in this project. Submit self/peer evaluation after your group presentation. The evaluation is a confidential document between the instructor and the student.

Keep in mind the presentation will be evaluated on the ability to clearly articulate and provide a concise examination orally within a 10-15 minute limit that includes Q&A. The presentation should demonstrate recognition and formulation of a challenge dealing with multiculturalism/globalization and administration as presented in the case study. Presentation should include references to material from the course textbook. A copy of the presentation should be provided to the instructor electronically (either power point presentation or script).

Engagement 100 points

Every class meeting. Sharing information leads to new ideas, and the best way for us to learn is from each other. To that end, each session has an engagement grade. Points are earned for responding during discussions. The purpose of the engagement discussion is to generate conversation about relevant topics to Administration, Globalization and Multiculturalism.

I encourage you to learn from each other! Note that no points will be earned for keeping silent in class or if excessive time is spent consulting handheld devices (I-phone) or computers i.e. you will be considered absent if either of these two aspects occur.

The overall assessment considers an all-inclusive evolution of the student with regards to general comprehensive appraisal of class integration into submitted assignments/course engagement/involvement by the student and engagement with others in the course.

Absences due to personal choice will impact the grade received for the course.

If you have read this far send the instructor an email with the subject line “MSA 604 I have read this far” and attach your pre-class assignment image by 11 March 11:59 PM – this is **not** a joke request.

POINTS SUMMARY

Exam	200 points
Individual Culture Practice Project (Research Paper)	100 points
Individual Culture Practice Project (Presentation)	80 points
Video Write-Up	100 points
Culture Center Write-Up	100 points
Group Project	300 points
Peer Evaluation on Group Project	20 points
Engagement	100 points (10 points for each session, 20 overall class points possible)
Total	1000 points

Grading Scale:

A	94-100%, 940 to 1,000 points
A-	90-93.9%, 900 to 939 points
B+	88-89.9%, 880 to 899 points
B	82-87.9%, 820 to 879 points
B-	80-81%, 800 to 819 points
C+	78-79%, 780 to 799 points
C	72-77%, 720 to 779 points
E	< 72%, 719 or below

NOTE: CMU does not employ C- or D grades for graduate classes

Late Assignments: Will be penalized by one grade, (i.e. a B becomes B-) for each day the assignment is late. No assignments will be accepted after seven days.

Make-ups and Rewrites: All due consideration will be given to working students. Missed exam and presentations will be scheduled on a time available bases. Papers submitted that do not conform to college-level work will be returned with comments pointing out deficiencies.

VIII. EXPECTATIONS

Attendance and Engagement: Students are expected to attend all classes. Absences due to personal choice (e.g. family trips, party attendance) will impact the engagement grade received for the course time missed. Note that no points will be earned for keeping silent in class or if excessive time is spent consulting handheld devices or computers, i.e. you will be considered absent if either of these two aspects occur.

Class Engagement: Lively discussions make for lively learning. The expectation is that students will demonstrate mutual respect to one another during discussions. Given the passion that surrounds the subject matter, care should be taken to stay to the point at hand. Under no circumstances will personal demeaning discourse be acceptable. Any student in danger of not meeting the class Engagement criteria will be individually consulted outside of class hours.

Academic Integrity: Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (<https://bulletins.cmich.edu/>).

Student Rights and Responsibilities: Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at <https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Library Services

CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at <https://www.cmich.edu/library/Pages/default.aspx> for more information.

Writing Center

The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit <https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx>.

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit <https://www.cmich.edu/colleges/cst/math/Pages/Mathematics-Assistance-Center.aspx>.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>
Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

VRC (Veterans Resource Center)

The VRC serves CMU students who are:

- Veterans
- Active Military (including National Guard and Reserve)
- Spouses and dependents of Veterans and Active Military

The VRC Staff helps students:

- Get the most out of their CMU experience;
- Access educational benefits, including those applicable to spouses and dependents
- Build academic and social networks; and
- Successfully make the transition from military environments to our centers across the U.S., our main campus, or online learning

Veterans' Resource Center Contacts -

Phone: (989) 774-7991

Email: veterans@cmich.edu

Note: If you care to speak with Dr. Hayes privately about a topic please feel free to do so.

X. BIBLIOGRAPHY

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