



International Center for Cooperation and Conflict Resolution (MD-ICCCR) Teachers College, Columbia University

Course: ORLJ 4331

Constructive Multicultural Organizational Development: *Leveraging Tension to Promote Socially Just Change*

Credits: 1 Credit or non-credit

Prerequisites: None

Contact the MD-ICCCR if you have questions or concerns: icccr@tc.columbia.edu

Please review: 5 Statements from The Provost and Dean of the College on the last pages of this document.

Course Overview

Despite demographic and cultural changes leading to more diversity in organizations, workplaces often struggle with issues of justice, equity, and inclusion. Systemic disparities based on differences in race, ethnicity, gender, sexual orientation, disability, and other social identities are often echoed and reinforced in the workplace. In this interactive course, we will explore why change around social inclusion is often painstakingly slow and recalcitrant, and what can be done to promote and sustain constructive change in the workplace. This course utilizes the dynamical systems model of Constructive Multicultural Conflict introduced in *Promoting Multicultural Attractors; Fostering Unity and Fairness from Diversity and Conflict* (Coleman, Coon, Kim, Chung, Bass, Regan, & Anderson, 2017) to prepare students to analyze and implement change efforts within organizations.

Course Objectives:

Students in this class will:

- Explore why deeply embedded, institutionalized forms of bias and discrimination resist change.
- Understand how destructive and constructive attractors for multicultural relations shape organizations.
- Study the role tension plays in creating conditions for change (at the individual, group & organization levels).
- Learn a model of Constructive Multicultural Organizational Development.
- Reflect on the tensions and complementarities between social justice strategies and constructive conflict resolution.
- Take a first step in applying the concepts and skills presented in this course to become more effective in multicultural organizational settings.



Course Format:

The course will involve a combination of case study, lecture, discussion, facilitated exercises and small group activities, and individual written work. Active student participation is essential and a great deal of interaction will be required.

Course Requirements

General Expectations

- Attend all class sessions
- Complete the required readings by the date specified
- Participate in the in-class activities
- Complete the written assignment by the date specified

Selected Readings

- Coleman, P. T., Coon, D., Kim, R., Chung, C., Bass, R., Regan, B., & Anderson, R. (2017). Promoting Constructive Multicultural Attractors: Fostering Unity and Fairness from Diversity and Conflict. *Journal of Applied Behavioral Science*, 53(2), 180-211. Retrieved from <https://doi.org/10.1177/0021886317702133>
- Acker, J. (2006). Inequality Regimes Gender, Class, and Race in Organizations. *Gender and Society*, 20(4), 441-464. Retrieved from <http://www.jstor.org/stable/27640904>
- Roy, B., Burdick, J., & Kriesberg, L. (2010). A conversation between conflict resolution and social movement scholars. *Conflict Resolution Quarterly*, 27(4), 347-368. <http://dx.doi.org/10.1002/crq.20002>

Sample Course Assignment

Prepare a final paper (10-12 pages in length). The objective of this paper is for you to (1) demonstrate an understanding of the course material, (2) be able to apply class concepts to a real-world example, and (3) stimulate deep consideration of multicultural issues and interventions in the workplace. Please use the framework and tools from the course model to analyze and make recommendations for the following areas of action...

REMINDERS: Type all assigned material double-spaced and on 12pt font (APA Style). Put your name on all sheets of paper. **All assignments should be emailed.**

Attendance and Participation: Attendance is mandatory for all course sessions. You are expected to join all class sessions and participate fully in class assignments and activities. In the event of extenuating circumstances that cause you to miss parts of this class, you must consult with your instructors *and* the Associate Director of the ICCCR.

Grades:

Grades will be based on demonstrating the knowledge and skills you acquired in the class. This includes integration of theory, both class and personal life experience and the required readings.



You will receive a letter grade or you may opt for **Pass/Fail** by filling out the “Application for Elected Grade Option”. Students who are registered for non-credit will automatically receive a Pass/Fail Grade.

Final Grade Breakdown:

Participation: 50%

Final Paper: 50%

Final Grading Scale:

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

5 Statements From The Provost and Dean of the College

1. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

2. The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of



Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

3. Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student’s TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

4. It is the policy of Teachers College to respect its members’ observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

5. Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.