

Professor

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Send a message via the Canvas Inbox

– or – Phone: 609-575-7835

Religion and Work is a fully online course taught through the Canvas LMS.

Login: <https://onlinelearning.rutgers.edu/canvas-login>

Overview

This course offers students the opportunity to study and synthesize material on contemporary topics and perspectives:

- religious diversity in the 21st century US society; religious diversity in the US workplace; Religious support for labor issues
- employee rights, discrimination and legal remedies
- religious beliefs and employment accommodation
- special topics in the 21st century workplace and civil society:
Religion and Sexual Orientation Crossover: Religious Fundamentalists and Gay Rights
Religion, Race and Ethnicity Crossover: Post 9/11 Discrimination
Today's Workplace Challenges and Opportunities

Learning Objectives

Labor Studies and Employment Relations Department:

Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

School of Management and Labor Relations:

Evaluate the context of workplace issues, public policies, and management decisions (Goal V)

Course Requirements

The course involves:

Reading, Audio/Video Assignments

Students read text chapter excerpts, journal articles and material on the Internet. Students are also required to watch videos and listen to audio presentations. All required reading/audio/video is already uploaded into the course or an Internet link is provided.

Quizzes

There are two quizzes. The quizzes are based on required material (reading/audio/video) weeks 1 – 6. Questions involve true/false, multiple answer and short answer questions. The quizzes are open resource and can be taken twice. The quizzes cannot be taken once the quiz period has closed. Worth of 2 quizzes: 100 points

To access quizzes, go to:

Quiz Module – Quiz 1 or quiz 2 page. Quiz page will be available on the first day the quiz is open.

The quizzes are scheduled for week 3 and 6. Quizzes will be available to complete anytime during a 3-day period.

Quiz 1 Open and Close Dates: **April 7 - 9**

Quiz 2 Open and Close Dates: **April 28 - 30**

Get Help

Need Assistance with a technical question?

*It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas LMS**. Your instructor cannot assist you with technical issues – but the helpdesk staff can!*

Rutgers Helpdesk:

Email: help@Canvas.rutgers.edu

Call: 877-361-1134

24 hrs./7 days

OR: Click the "help" question mark icon located at the bottom of the red navigation menu (bottom far left of the course page)

Writing Assignment #1: Religion, Society and Employment

Part 1: Personal Profile

As a member of the US society, students introduce themselves to their learning community members by reflecting on and writing about their connection with course topics.

Part 2: Examining News & Views

Students reflect on one or more pieces of contemporary news or editorials/blog contents that have been posted by the professor. Students offer a brief synopsis and offer their opinion on the topic or specific content featured within the pieces they chose.

To access instructions and template for developing the writing assignment go to:

Writing Assignment module - Writing Assignment 1 page

Assignment worth: 65 points.

Length, Due Date, Late Assignment

Word Requirement- Up to: Part 1 – 400 words; Part 2 – 500 words. *The template for this assignment must be used.*

Students upload writing assignments in two locations: 1) Submit for grading through the Submit tab on the Writing Assignment #1 page; 2) copy and paste work into the Writing Assignment #1 discussions area so that learning community members can review and discuss. Students who neglect to submit their work in the two locations receive a 5-point penalty.

Deadline for submitting for grading and placement in writing assignment #1 discussion area: **Monday, April 2**

A deduction of 10% (one letter grade) will be applied if date and time is missed within 24 hours; a 50% penalty will be applied for 25 to 48 hours late. No assignments will be accepted after a 48-hour period.

Grading

All assignments are graded through use of grading rubric.

To access grading rubric, go to:

Writing Assignment module – Writing Assignment #1 page

OVERVIEW:

Part 1: Students must identify and discuss at least two course topics as they relate to their lives to earn the full Part I points. Absence of reflection on at least 2 course related topics reduces the amount of points a student can earn in Part I to 20 points.

Part 2 Expectations: Summary statements of news or views piece(s) accurate; opinion directly linked to contents of news/views piece; writing well developed, concise and directions are followed; source information is copied and pasted from listing provided.

Writing Assignment #2: Special Interest Topic

Step #1: Students choose a subtopic associated with material being addressed weeks 1 – 6

To register topic choice, go to:

Course Home Module – Choose Writing Assignment #2 Topic page.

This page offers a Google form to complete. Students must indicate 1st and second choice of topics.

Registering and explaining subtopic worth 5 points.

Deadline: Special topic must be identified no later than: **April 9**

Step #2: Students locate material through the Rutgers Library, the Internet or recommended resources in the course to explain, support, expand upon, and/or provide an example of the concept/subtopic. Instructions for developing the writing assignment are available in the course.

To access instructions and template for developing the writing assignment go to:

Writing Assignment module - Writing Assignment #2 page

Step 3: Submit for grading through the Submit tab on the writing assignment #2 page

See Extra credit upload option on next page.

To Cut and Paste Assignment, go to:

Writing Assignments & Commenting on Writing Assignments Module – Discussion Content of Writing Assignment #1 page

Assignment worth: 120 points

Length, Due Date, Late Assignment

500-word overview of topic; 250-word opinion statement; at least 3 citations of high quality material used to develop the overview.

Writing Assignment #2 must be submitted for grading (click on Writing Assignment #2 page to submit) by 11:59 pm on due date. Deadline for submitting for grading: **April 23**

A deduction of 10% (one letter grade) will be applied if date and time is missed within 24 hours; a 50% penalty will be applied for 25 to 48 hours late. No assignments will be accepted after a 48-hour period.

Extra Credit Option

If student chooses to earn 5 points extra credit, writing assignment #2 must be uploaded into the Writing Assignment #2 Extra Credit Discussion area no later than **April 23**. For more information, see extra credit area of syllabus.

Grading

All assignments are graded through use of grading rubric.

To access grading rubric, go to:

Writing Assignment module – Writing Assignment #2 page
OVERVIEW

Students are graded on: Clarity in communicating reflection and critical thinking on topic/material selected to review; relevancy and accuracy of content; and acknowledgement of original concept sources (must be at least 4 sources used from which writing assignment is based).

Knowledge of subject matter must be evident, not simply a student's opinion on a topic. Point deductions are associated when best practices criteria are not met.

Peer Comments on Writing Assignment #1

Students reflect on the content of each other's writing assignments and related course material. Students provide insights and material to defend their position on the topic or expand on the contents of the writing assignment. Critical thinking *on course material* and topics on which the writing assignments are based must be evident.

Worth: 30 points

To access area for Writing Assignment #1 discussion go to:

Writing Assignment Commenting module – Writing Assignment #1

Frequency, Due Date and Late Comments: Students are required to make a minimum of 2 comments on 2 separate writing assignments submitted by learning community members for writing assignment #1.

Once the discussion area closes it will not be opened. Commenting cannot be made up. No exceptions.

Deadline: **April 9**

Grading:

All assignments are graded through use of grading rubric.

To access grading rubric, go to:

Writing Assignment module – Writing Assignment #1 page

If student offers more than 2 comments the best two will be graded.

OVERVIEW

Students are graded on: Meeting minimum number of comments. Quality of comment: level of excellence in reflecting on writing assignment **and course material**; clear communication of critical thinking. Personal opinions and experiences must be directly associated with content of writing assignment or course material.

Criteria for context and mechanics – writing assignments and peer comments

Students are required to pay attention to grammar, spelling, and sentence structure and as well as the manner in which ideas/thoughts are expressed and presented. Content must be appropriate for an academic assignment. Flaming a peer will result in removal of a comment. No points will be earned.

Grading

Each assignment is worth a certain number of points; see chart below. Highest number of points a student can earn is 330 points. Points accumulate to determine final percentage grade (percent of 330 points.)

| | | | | |
|------------------------------|----------------------------|----------------------|---|-------------------------------|
| Outstanding 100 – 90% = A | Very Good 89 – 87% = B+ | Good 86 – 80% = B | Satisfactory 79 – 77 % = C+ 76 – 70 % = C | Poor 66 – 60% = D; 59% = F |
|------------------------------|----------------------------|----------------------|---|-------------------------------|

| Assignment | Associated Points |
|---------------------|---|
| Writing Assignments | Writing Assignment #1 - worth 65 points Identify Subtopic for Writing Assignment #2 - worth 5 points Writing Assignment #2 - worth 120 points |
| Reflective Comments | Comments on 2 separate writing assignments Writing Assignment #1- worth 30 points |
| Class Poll | Complete Class Poll – Worth 10 points |
| Quizzes | Two quizzes- worth a total of 100 points |
| Total | 330 points |

Course Policies

Class Sessions

The course week begins on TUESDAYS.

For Spring 2018 semester:

Students are expected to enter the course on **Tuesday, March 20.**

The last day students will be expected to log into the course prior to final grades being posted is **Monday, April 30.**

Week 1: Tuesday, 3/20 - Monday, 3/26

Week 2: Tuesday, 3/27 – Monday, 4/02

Week 3: Tuesday, 4/03 – Monday, 4/09

Week 4: Tuesday, 4/10 - Monday, 4/16

Week 5: Tuesday, 4/17 – Monday, 4/23

Week 6: Tuesday, 4/24– Monday 4/30

Message Checking Policies

Messages Sent to Instructor’s Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00 am ET on regular workdays. (This excludes Sundays.) If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course related messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one’s Canvas inbox is not an excuse.

Weekly Message

A **weekly message** will be uploaded into the announcements area of the course Tuesday mornings by 10 am Eastern Time. Downloading the weekly message from the announcements area and reviewing the contents is a required activity. Weekly Messages present timely information on course

Extra Credit

There is one extra credit opportunity identified below. This option is available to all students. *No other extra credit is available at any other time – or - for any individual students.*

Extra Credit: Writing Assignment #2

Making Assignment Available for Comments & Commenting on Peer Writing Assignment #2

Students can earn a total of 20 extra credit points by engaging in one or both of the following activities:

- 1) Cut and paste writing assignment #2 into the Writing Assignment #2 area. (Just like the cut and paste requirement for Writing Assignment #1) – Earn 5 points. Writing Assignment #2 must be copy and pasted into the Writing Assignment #2 area at the time that Writing assignment #2 is due to earn 5 points.
- 2) Review and comment on 2 separate writing assignments submitted by learning community members. – Earn up to 15 points

To access area for Writing Assignment #2 discussion go to:
Writing Assignment Commenting module – Writing Assignment #2

Deadline: Cutting and pasting assignment **April 23** – Making comments on learning community member writing assignment #2 content – **April 30**

Academic Integrity

Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* on the course home module and are responsible for the contents of the document.

Plagiarism will not be tolerated in this course. **Any content that derives from another source (is not part of your opinion statements in writing assignment #1 or #2) must offer proper attribution. Proper attribution goes beyond identifying the source of a quote or a statistic.** No component of a student's writing assignments should originate from a past submitted assignment or material downloaded or purchased.

Impact of plagiarism in this course ranges from rewriting the assignment - to – earning no points for all or part of the assignment. Depending on the extent and form of plagiarism, the situation will be reported to Rutgers University.

Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

<https://ods.rutgers.edu/students/registration-form>

Course Expectations

Self-Empowerment

Use of Technical Tools & Problem Solving

It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

Student Resources

- Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

Resources available in course

- Course Tools page – offers written instructions on:
 - Updating Your Profile Information
 - Assignment Submission Instructions
 - Discussion Instructions
 - Technical Requirements

External Sources of Support

- Student can get help regarding technical issues through help desk staff. All contact information is highlighted on page 1 of the syllabus and the home page of the course.

Recognize Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment. Students should refer to assignment pages to understand how to complete assignments. In addition, specific grading rubrics are linked to each assignment oriented page so that students understand exactly how each assignment will be assessed. It is expected that students will be attentive to directions and the grading criteria for assignments. *Paying attention is in the student's best interest.*

Course Content, Activities, Assignments

** List indicates the required resources on which students will be assessed.

Additional recommended resources are available for each topic area. Check the week pages in the course.

Week 1

Course Orientation

Activity

- Class Poll
- Update Your Account Information in Canvas

Assignment

- Work on Writing Assignment #1 (due week 2)

Topic Course Orientation

- Syllabus; Calendar
- Critical Tips for Successfully Completing this Course
- PowerPoint Mix Presentation
- Course Overview
- Student Thoughts: What Would You Like to Learn in a Course on Religion in the Workplace?

Week 1

Foundation Concepts

Topic Diversity and Inclusion Foundation Concepts

- Overview: Professor Video
- Politico
- Stephen Prothero, Professor and Chair, Department of Religion, Boston University
- What Do Mormons and Muslims Have in Common?
- March 7, 2017
- Excerpt: Managing Diversity: People Skills for a Multicultural Workplace*
- Chapter 4: Stereotyping & Prejudice: How and Why They Occur
- Stereotypes, Prejudice, Discrimination – What’s the Difference?, p. 102 – 104
- Student Thoughts*
- A Global Vision of Religion Inclusion & Diversity in the Workplace
- Stereotypes about My Religion

Topic Demographic Realities and Social Trends

- Demographic Realities
- Excerpt: America’s Changing Religious Landscape, p. 703 - 705
- Flake, D. F. (2015). Image is Everything: Corporate Branding and Religious Accommodation in the Workplace. *University of Pennsylvania Law Review*, 163(3), 699-754.
- Resources for Students: Not Required
- Pew Research Center*
- Religious Landscape Study (Homepage)
- <http://www.pewforum.org/religious-landscape-study/>
- About the Religious Landscape Study (How to access data)
- <http://www.pewforum.org/about-the-religious-landscape-study/>
- America’s Changing Religious Landscape (Access to overview and full report)
- <http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/>
- Video
- Pew Research Center
- How the US Became Less Religious – 2015
- <https://www.youtube.com/watch?v=ykr4WeHaJNE>

Christians: Privileged AND Persecuted?

Fairchild, E. E. (Spring, 2009). Christian Privilege, History, and Trends in US Religion. *New Directions for Student Services*, No 125. p. 5 – 8.

Excerpt: Christian Groups Have the Power to Define Normalcy

Joshi, K.Y (2013). Religious Oppression of Indian Americans in the Contemporary United States in Adams, M., Blumenfield, W. J., Castaneda, C., Hackman, H. W., Peters, M. L. , Zuniga, X, *Readings for Diversity and Social Justice*, 3rd Ed. p. 252-253.

Pew Research Center

Evangelicals Increasingly Say It's Becoming Harder for them in America

<http://www.pewresearch.org/fact-tank/2016/07/14/evangelicals-increasingly-say-its-becoming-harder-for-them-in-america>

Week 2

In The United States of America

Activity

Record choice for Special Topic Writing Assignment #2 - Week 2 or 3

Assignments

Writing Assignment #1

Topic **Myths & Realities About Religion in the US and in US Workplaces**

Religion in the Workplace: A Reality

Managing Diversity: People Skills for a Multicultural Workplace

Chapter 16: Working with Persons from Diverse Religions

Excerpt: Myths & Realities, p. 619 – 621.

Excerpt: The Prominence of Religion in the Workplace, p. 705 - 708

Flake, D. F. (2015). Image is Everything: Corporate Branding and Religious Accommodation in the Workplace.

University of Pennsylvania Law Review, 163(3), 699-754.

1st Amendment and Work

Excerpt: The Law of Religious Freedom

First Amendment Center. (2012). The Law of Religious Freedom in What is the Truth about American Muslims, p. 2-3.

Topic **The American Worker**

Tanenbaum Center for Interreligious Understanding

What American Workers Really Think About Religion: Survey of American Workers and Religion, 2013

Excerpt: Introduction and Executive Summary, p. 3 – 10

Wharton, University of Pennsylvania

Separation of Church and Cubicle: Religion in the Workplace - 2015.

Excerpt: Beginning at "Where to Draw the Line" – to end of article

Video

Student Thoughts

Perspective Taking: Bringing One's Religious Beliefs into the Workplace

Working in an Organization Where Beliefs Differ

CBS News

Keeping the Faith While at Work (featured Ford Motor Company)

Topic **Religious Leaders and Their Involvement with Worker's Rights**

Overview Video: Religion and Worker Justice (Historical perspective of religious leaders involved in supporting worker social justice issues)

International Labor Organization (ILO)

Convergences: Decent Work and Social Justice in Religious Traditions, 2012

Week 3

Legal Aspects of Religion in the Workplace

Activity

Record choice for Special Topic Writing Assignment #2

Assignment

Read, Consider, and Comment on Learning Community Member's Writing Assignment #1
(Minimum of 2 well developed and communicated comments)

Quiz #1: Weeks 1 – 3

Excerpt: The Conflict Between Work and Religion, p. 709 - 710

Flake, D. F. (2015). Image is Everything: Corporate Branding and Religious Accommodation in the Workplace. University of Pennsylvania Law Review, 163(3), 699-754.

Topic Employee Rights & Religiously Based Discrimination

Encountering Religion in the Workplace

Chapter 9: Workplace Discrimination and Certain Religious Groups, p. 99 -114.

SCOTUS rules against Abercrombie & Fitch in Tulsa Religious Discrimination Case

EmployerLINC; June 2, 2015

<http://employerlinc.com/2015/06/u-s-supreme-court-rules-against-abercrombie-fitch-in-religious-discrimination-suit/>

Anti-Defamation League

Religious Accommodation in the Workplace: Your Rights and Obligations

<https://www.adl.org/sites/default/files/documents/assets/pdf/civil-rights/religiousfreedom/religfreeres/ReligAccommodWPlace-docx.pdf>

EEOC

Facts About Religious Discrimination

<https://www.eeoc.gov/facts/fs-religion.html>

Fact Sheet on Religious Garb and Grooming in the Workplace: Rights and Responsibilities

Business Management

Atheist Entitled to 'Religious' Accommodation – 2016

<https://www.businessmanagementdaily.com/45749/atheist-entitled-to-religious-accommodation>

Video

Interview with James Cooney, Esq., LSER Faculty

Part I: Legal Reflections: Comments and Examples on Religious Discrimination in the Workplace

Part II: Legal Reflections: Comments and Examples on Employee Accommodation

Part III: Discrimination and Atheists

Topic: Businesses and "Undue Hardship"

Excerpt: Conflict Between Work and Religion: The Workplace Religious Freedom Act (WRFA)

Flake, D. F. (2015). Image is Everything: Corporate Branding and Religious Accommodation in the Workplace. University of Pennsylvania Law Review, 163(3), p. 709 – 710.

NYC Workplace Religious Freedom Act

New York City Passes Workplace Religious Freedom Act

<http://www.gordonrees.com/publications/2011/new-york-city-passes-workplace-religious-freedom-act>

Week 4

Increasing Awareness: Employee Beliefs and Associated Needs

Activity

Pew Forum on Religion & Public Life

Religious Knowledge Quiz

Learning Facts About Religion/Religious Adherent Observances (Preparation for Quiz 2 Essay Question)

Topics Religious Beliefs & Expression

Accommodation & Considerations

Managing Diversity: People Skills for a Multicultural Workplace

Chapter 16: Working with Persons from Diverse Religions

Table 16.4 Summary: Practices & Restrictions of Major Religions, p. 664

(Information on Following Religions: Jewish, Christian, Muslim, Hindu, Buddhist)

Resources for Week 4 Activity are available on the week 4 page

Students choose 1 religion or religious denomination and investigate religious observance traditions.

Week 5

Contemporary Diversity and Inclusion Issues

Assignment

Writing Assignment #2

Topic Religion and Sexual Orientation Crossover: Religious Rights and Gay Rights

Overview Professor PowerPoint Mix

SHRM

Religion vs. Sexual Orientation

<https://www.shrm.org/hr-today/news/hr-magazine/pages/0804clark.aspx>

Religious and LGBT Rights: Find Solutions that Work for Everyone – 2017

<https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/religious-and-lgbt-rights-find-solutions-that-work-for-everyone.aspx>

Encountering Religion in the Workplace

Chapter 19: Some Additional Issues

Opposition to Homosexuality Based on Religious Principles p. 235 – 237.

Audio

NPR

When Faith Clashes with Corporate Policy

Topic Religion, Race and Ethnicity Crossover

[Arabs and South Asian Americans: Christian, Muslim, Sikh, Hindu](#)

Overview Video: Religion, Race and Ethnicity

EEOC

Fact Sheet on Religious Garb and Grooming in the Workplace: Rights and Responsibilities

Video

Moon Productions

We Are All Muslim: Coalition Building, 2011

Featuring Muneer Ahmad, Professor, Yale University

Graphic

Pew Research

How Racially Diverse are U.S. Religious Groups? – Graphic

Week 6

Operating Methods of Faith Based Businesses and Interacting Within the Workplace

Assignments

Quiz #2 – Quiz based on week 4 – 6 material

Extra Credit Opportunity – Commenting on Writing Assignment #2

Read, Consider, and Comment on Learning Community Member's Writing Assignment #2

(Minimum of 2 well developed and communicated comments)

Activity

Complete Teaching Evaluation Survey

Topic Religion in Businesses and Labor Today

[Religious Beliefs Incorporated into Business Operations](#) (business owners who are religious)

Religious Freedom Restoration Act of 1993; State RFRA's

Case Studies: *Burwell v. Hobby Lobby Stores & Conestoga Wood Specialties Corp*

EEOC v. R.G. & G.R. Harris Funeral Homes, Inc.

Bloomberg BNA

Religious Freedom, Bias Protections: Something's Got to Give – 2017

<https://www.bna.com/religious-freedom-bias-n57982085153/>

The Blaze

Here Are 5 Christian Companies That Join Chick-fil-A in Publicly-Proclaiming Their Bible-Based Views - 2012

<http://www.theblaze.com/news/2012/08/02/here-are-5-christian-companies-that-join-chick-fil-a-in-publicly-proclaiming-their-bible-based-faith/>

Audio

NPR

Religious Initiatives Make Workplace Hostile for Some

Corporate Faith Based Employee Network Groups

Tanenbaum Center for Interreligious Understanding

Faith Based Employee Resource Groups – 2014

Excerpt: Background; Identifying the Challenges, Identifying Solutions; What's Next? Emerging Trends
p. 1- 4; 7

Harvard Business Review

The Case of the Religious Network Group – 1999

<https://hbr.org/1999/07/the-case-of-the-religious-network-group>

Topic **Becoming More Inclusive and an Advocate**

Cullen, M. (2008). 35 Dumb Things Well-Intentioned People Say. Morgan-James Publishing, Garden City: NY.
Chapter 10, Concept 9: Raising the B.A.R., p. 49 -5

Johnson, M.T. (2010). The Diversity Code. Amacom.

Excerpts: Chapter 15: When I See a Problem with Diversity, How Do I Go About Addressing It?

Isolated Issues: Ignore, Store, Implore p. 164 – 165

Ongoing Issues Require Immediate Action p. 165 – 167

Southern Poverty Law Center

Six Steps to Speaking Up Against Everyday Bigotry

Access: <https://www.splcenter.org/20150126/speak-responding-everyday-bigotry#six-steps>