Objectives
This course offers students the opportunity to study and synthesize material on contemporary topics and perspectives:
- religious diversity in the 21st century workplace
- employee rights, discrimination and legal remedies
- religious beliefs and worker needs of the most popular global religions
- difference between religion and spirituality in the workplace
- privilege of those who identify with the dominate US culture’s religion
- special topics in the 21st century workplace and civil society:
  - Faith, Civil Rights and Gay People
  - Post 9/11 Discrimination of Muslims and Arabs
  - Differences in Today’s Workplace Environments

Association with LSER Objectives
This course relates to specific Department of Labor and Employment Relations overall educational objectives:
- Demonstrate an understanding of the perspectives, theories, and concepts in the field of labor and employment relations.
- Make an argument about a matter in this field using contemporary and/or historical evidence.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.
- Work productively in teams, in social networks, and on an individual basis.

Course Topic by Week
Week 1: Course Orientation; Foundation Topics
Week 2: National & Global Perspectives
Week 3: Legal Aspects of Religion in the Workplace
Week 4: Employee Beliefs and Associated Needs
Week 5: Contemporary Workplace Issues & Learning Community Commenting on Writing Assignments
Week 6: Exam

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 video and listen to audio presentations. All required reading/audio/video is already uploaded into the course or an Internet link is provided.

Key texts from which course content is presented:
Bell, M. P. (2007). Diversity in Organizations, Thompson South-Western, Mason, OH.

Final Exam
The final exam is based on required material (reading/audio/video) inclusive of weeks 1 and 5. Exam questions involve true/false, multiple choice and 3 short answer questions.

The final exam is scheduled for week 6, the last week of the course. The final exam will be available to complete anytime during a 3 day period. Check your calendar on the days the exam is open during week 6. The exam cannot be taken once it has closed. Final Exam Worth: 100 points (30% of final points a student can earn in the course)

Once a student begins the final exam he/she must complete the assessment in 60 minutes. Once the 60 minute period passes, the student is locked out of the exam.

**Personal Profile**

Students develop a profile introducing themselves to their learning community by reflecting on course topics and current events associated with the course subject. Students follow directions provided in the course and upload their profile into their learning community’s blog area.

Assignment worth: 40 points.

**Length, Frequency, Due Date, Late Assignment**

Maximum 500 word profile. A student’s profile must be available no later than 11:59 pm the last day of week 1. Check course calendar for the exact date. 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**

The writing assignment is graded week 2. Check calendar for exact date points are available in a student’s gradebook. Students must identify and discuss at least two course topics or current events as they relate to their lives to earn the full 40 points. Absence of reflection on at least 2 course related topics or current events reduces the amount of points a student can earn on this introductory assignment to 20 points.

**Writing Assignment**

Students choose a concept or a subtopic associated with material being addressed weeks 1 – 5. Students reflect on material, locate material through the Rutgers Library or on the Internet 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. Assignment worth: 130 points

**Length, Frequency, Due Date, Late Assignment**

Maximum 500 word overview of topic; maximum 200 word opinion statement; at least 2 citations of high quality material used to develop the overview. Writing must be available for instructor and learning community review no later than 11:59 pm the last day of week 4. Check course calendar for the exact date. 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**

The writing assignment is graded week 5. Check calendar for exact date points/grade are available in a student’s gradebook. 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 2 sources used as a base 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**

Students reflect on the content of each other’s writing assignment and course material associated with content. Students provide insights and material to defend their position on the topic or expand on the entry. Critical thinking on course material and the subtopic on which the writing assignment is based must be evident. Worth: 60 points

**Frequency, Due Date and Late Comments:** Students are required to make a minimum of 3 comments on 3 separate writing assignments submitted by learning community members. Comments can be made anytime week 5. See course calendar for last date and time for peer comments. Comments made after the week 5 date and time deadline will not be counted. No exceptions.
Grading:
Peer comments on writing assignments will be graded week 6. Check calendar for exact date points/grade are available in a student’s gradebook. Students are graded on: Meeting minimum number of comments. Quality of comment: level of excellence in reflecting on writing assignment and course material and clear communication of critical thinking.

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
A final grade is based on a 330 point system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>287 - 264 Points = B</td>
<td>253 - 231 Points = C</td>
<td>197 points and below = F</td>
<td></td>
</tr>
</tbody>
</table>

Assignment % of Grade Assignment and Associated Points
Personal Profile 12% Introduction Assignment; Worth 40 points
Writing Assignment 39% Topic Investigation: Writing Assignment; Worth 130 points
Blog Comments 18% Three (3) well developed comments on 3 separate writing Assignments; Worth 60 points
Exams 30% Exam Worth 100 points
Total 330 points

Course Policies

Class Sessions
1. The course week begins on MONDAYS.
   For fall 2013 semester:
   Students are expected to enter the course on MONDAY OCTOBER 28.
   The last day students will be expected to log into the course prior to final grades being posted is MONDAY, DECEMBER 9.
   
   Week 1: Monday, October 28 – Sunday, November 3
   Week 2: Monday, November 4 – Sunday, November 10
   Week 3: Monday, November 11 – Sunday, November 17
   Week 4: Monday, November 18 – Sunday, November 24
   Week 5: Monday, December 2 – Sunday, December 8
   Week 6: Monday, December 9 (will accept final exam until 11:59 pm, Tuesday, December 10)

2. A weekly message will be sent to each student as well as uploaded into the course weekly messages file in document sharing by 10 am MONDAYS. Comments from your instructor and additional Information about content or assignment procedure is available within the weekly message. The weekly message is required reading.

3. Each course week – weeks 1 – 5 - is 7 days in length (Monday – Sunday). Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week. Week 6 is only 1 day in length. Check calendar.

Extra Credit
There are two ways to earn extra credit. The maximum amount of extra credit a student can earn in this course is 15 points.
A student can earn up to 10 points when completing the “test yourself” quiz that highlights sample question that could be on the final exam regarding week 1 and 2 required material. To earn the extra credit, students must complete the quiz by the due date identified in the course calendar.

Students can earn extra credit when two or more learning community members recommend (“Likes”) his/her writing assignment contents. A student cannot “Like” his/her own writing assignment. A total of up to 5 points can be earned for learning community members recommending a writing assignment. Extra credit will be applied upon the grading of the comments (week 6.)

Checking Email

Instructor’s Email Checking Policy  Unless students receive advance notification, your instructor will check her email by 9:00 am Eastern Time, Monday -Saturday. If a student sends a comment or question, the student will receive a response within 24 hours. This policy excludes Sundays and Thanksgiving Break.

Students Email Checking Policy  It is the responsibility of the student to check for incoming course related messages at least twice a week. Remember: Each student will receive a weekly message from his/her instructor on MONDAY mornings.

Course Content, Activities, Assignments

** List indicates the major resources on which students will be assessed.
Additional recommended resources are often available. Check the week pages in the course.

Week 1

Course Orientation

Print  Critical Tips for Successfully Completing this Course What is A Learning Community and How Can I Benefit from this Community?

Video  Overview of Course Content & Assignments

Student Thoughts

What Would You Like to Learn in A Course on Religion in the Workplace?

Foundation Concepts

Topics

Diversity Foundation Concepts:
Diversity in the Workplace, Religion as a Dimension of Diversity, Inclusion, Difference between Tolerance and Inclusion

Common Myths & Realities about Religion in the US and in US Workplaces

Resources

Print  Excerpts:  

*Managing Diversity: People Skills for a Multicultural Workplace*
Myths & Realities
Chapter 16: Working with Persons from Diverse Religions., p. 576 – 578.


Videos

Course Content Videos
  Diversity Foundation Concepts Parts I & II

Student Thoughts
  Why We Don’t Talk About Religion in the Workplace

Activity
Class Poll #1

Assignment
Publish a Personal Profile

Week 2
National and Global Perspectives

Topics
Religion in the US and Global Society
Religion and Spirituality in the Workplace: Similarities and Differences
US Dominate Culture, Religious Difference and Christian Privilege

Resources
Print
Excerpts:

*Encountering Religion in the Workplace: The Legal Rights and Responsibilities of Workers and Employees*


Internet Resources:
*US Department of State*
US Religious Landscape Is Marked by Diversity and Change

For Full Report Discussed in the Above Article
Pew Forum on Religion and Public Life, 2008
US Religious Landscape Survey: Religion Diverse and Dynamic

*United Nations*
Article 18 of the Universal Declaration of Human Rights

Graphics with Text:
*Adherents.com* Major Religions of the World
Ranked by Number of Adherents, 2007

*Maps of the World.com*
Major Religions Around the World – World Countries and their Major Religions

Video
Instructor Video: Religion and Worker Justice
(Historical perspective of religious leaders supporting worker justice issues)

Student Thoughts
A Global Vision of Religion & Diversity in the Workplace
Perspective Taking: Bringing One’s Religion and/or Spirituality into the Workplace
Activity
Class Poll #2

Assignment
Test Yourself – Week 1 & 2 Material (extra credit option)

Week 3
Legal Aspects of Religion in the Workplace
Topics
Employee Rights & Workplace Discrimination
The Special Exception: Faith Based Initiatives

Resources
Print
Encountering Religion in the Workplace
Chapter addresses: Atheists, Catholics, Christian Fundamentalists, Jehovah’s Witness, Jews, Mormons, Muslims, Native Americans, Seventh-day Adventists
Internet Resources:
US EEOC
Religious Discrimination (home page)
Fact Sheet: Questions and Answers: Religious Discrimination in the Workplace
American-Defamation League; First Amendment Center
Charitable Choice and the Faith-Based Initiative: Implications for Discrimination

Video
Course Content Videos
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: Faith Based Initiatives
Part IV: Discrimination and Atheists

Audio
NPR
Ex-Staffers Sue Salvation Army Over Religious Bias
Judge: Use of Religion in Hiring Decisions OK

Week 4
Increasing Awareness: Employee Beliefs and Associated Needs
Topics
Religious Beliefs & Expression
Accommodation & Considerations

Resources
Print
Managing Diversity: People Skills for a Multicultural Workplace
Chapter 16: Working with Persons from Diverse Religions
Major Religions in the US: Beliefs, Practices and Workplace Accommodations, p. 582 – 617.
Jewish, Christian, Muslim, Hindu, Buddhist
Week 5

Contemporary Workplace Issues

Topics

Faith, Civil Rights and Gay People
Post 9/11 Discrimination of Muslims and Arabs
Workplace Environments: The Challenging to the Inclusive

Resources

Print

Excerpts:

*Diversity in Organizations*
Chapter 10: Religion

Arab Americans and Muslims in the US; Racial Profiling Against Arabs (or People Who Look as Though They Might Be Arab), p. 297 – 298.

*Encountering Religion in the Workplace*
Chapter 19: Some Additional Issues
Opposition to Homosexuality Based on Religious Principles p. 235 – 237.


Internet Resources:

*EEOC*
Questions and Answers About the Workplace Rights of Muslims, Arabs, South Asians, and Sikhs Under EEOC Laws

DiversityInc.
Ali, S (December 23, 2010). The Last Office Taboo

Video

*CBS News*
Keeping the Faith While at Work

Audio

*NPR*
3 Part Series:
Part I: Firms Turn to Religion to Keep Workers Happy
Part II: Religious Initiatives Make Workplace Hostile for Some
Part III: When Faith Clashes with Corporate Policy

Assignment

Read, Consider, and Comment on Peer Writing Assignments

Week 6

Assessment and Learning Community Interaction
Assignments
Final Exam – Several days within week 6 – check calendar for open and close dates

Final Week to:
- Enter comments on learning community writing assignments
- Recommend a High Quality Writing Assignment
  (Up to 5 points extra credit for students whose writing assignment is recommended)

Activities
- Complete Teaching Evaluation Survey