

Department of Labor and Employment Relations

This course is team taught.

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Objectives

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

- religious diversity in the 21st century US and global society; religious diversity in the US workplace
- 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 Conviction and Gay Rights
 - Religion, Race and Ethnicity Crossover: Post 9/11 Discrimination
 - Today's Workplace Challenges and Opportunities

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

Week 6: Exam & Peer Commenting on Writing Assignment

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.

Key texts from which course content is presented:

Bell, M. P. (2007). *Diversity in Organizations*, Thompson South-Western, Mason, OH.

Gregory, R. F. (2011). *Encountering Religion in the Workplace*, Cornell University Press, Ithaca:NY.

Carr-Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace*, 9th ed., Pearson Publishing, New York: NY.

Exam

The exam is based on required material (reading/audio/video) weeks 1 and 5. Exam questions involve true/false,

Get Help

Technical Problems?

Staff members are waiting to assist you. Your instructor cannot solve your computer problems!

Using Person Learning Studio (eCollege)

platform: Using course tools or addressing exam issues.

Call toll free 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)

Email: help@ecollege.rutgers.edu

NetID or Rutgers email problems:

Call 732-445-HELP (4357)

Problems logging into the course:

Call Monday through Friday 9 am – 5 pm:
732-932-4702

multiple choice and short answer questions.

The exam is scheduled for week 6, the last week of the course. The exam will be available to complete anytime during a 3 day period. Check your calendar on the days the exam is open week 6. The exam cannot be taken once it has closed. Exam Worth: 90 points (26% of final points a student can earn in the course)

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

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

Assignment worth: 70 points.

Length, Due Date, Late Assignment

Word limit: Part 1 – 400 words; Part 2 – 500 words. A student's profile must be available no later than 11:59 pm the last day of week 2. 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

Part I: 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 pieces 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. Complete grading criteria available in the course shell.

The writing assignment is graded week 3. Check calendar for exact date points are available in a student's gradebook.

Writing Assignment #2: Special Interest Topic

Students choose a subtopic or concept associated with material being addressed weeks 1 – 5. Special topic must be identified by week 3 or the instructor will choose the topic for the student. Students receive an email from the instructor week 4 indicating whether or not the student can move forward with the topic chosen for writing assignment #2.

Students 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, 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 of due date. 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. The writing assignment is graded weeks 6. Check calendar for exact date points are available in a student's gradebook.

Grading

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 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. Complete grading criteria available in the course shell.

The writing assignment is graded week 6. Check calendar for exact date points/grade are available in a student's gradebook.

Peer Comments on Writing Assignment s

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: 40 points (20 points per writing assignment)

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 for both writing assignment #1 and #2. See course calendar for peer comment deadlines. Comments made after deadlines will not be counted. No exceptions.

Grading:

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. Personal opinions and experiences must be directly associated with content of writing assignment or course material.

Peer comments on writing assignment #1 graded week 3; writing assignment #2 graded week 6. Check calendar for exact date points/grade are available in a student's gradebook.

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. Complete grading criteria available in the course shell.

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.

Outstanding	Good	Satisfactory	Poor
330 - 297 Points = A	296 – 288 Points = B+	263 - 254 Points = C+	230 – 198 Points = D
	287 - 264 Points = B	253 - 231 Points = C	197 points and below = F

Assignment	% of Grade	Associated Points
Writing Assignments	60%	Writing Assignment #1 worth 70 points Writing Assignment #2 worth 130 points
Reflective Comments	14%	Comments on 3 separate writing assignments Writing Assignment #1 worth 20 points Writing Assignment #2 worth 20 points
Final Exam	26%	90 points
Total	100%	330 points

Course Policies

Class Sessions

1. The course week begins on **MONDAYS**.

For spring 2014 semester:

Students are expected to enter the course on **MONDAY January 27.**

The last day students will be expected to log into the course prior to final grades being posted is **Thursday, March 6.**

- Week 1:** Monday, January 27 – Sunday, February 2
- Week 2:** Monday, February 3 – Sunday, February 9
- Week 3:** Monday, February 10 – Sunday, February 16
- Week 4:** Monday, February 17 – Sunday, February 23
- Week 5:** Monday, February 24 – Sunday, March 2
- Week 6:** Monday, March 3 – Thursday – March 6

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 4 days 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 questions that could be on the 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. Extra credit will be posted the day after the extra credit quiz closes.

Students can earn extra credit when two or more learning community members recommend (“Likes”) his/her writing assignment #2 contents. A student cannot “Like” his/her own writing assignment #2. 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 10:00 am Eastern Time, Monday-Saturday. If a student sends a comment or question, the student will receive a response within 24 hours. Emails that arrive on Sunday will be answered Monday mornings.

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 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

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

US Dominate Culture: Religious Difference and Christian Privilege

Resources

Print

Excerpts:

Managing Diversity: People Skills for a Multicultural Workplace

Myths & Realities

Chapter 16: Working with Persons from Diverse Religions., p. 576 – 578.

Stereotypes, Prejudice, Discrimination – What’s the Difference? Chapter 4: Stereotyping & Prejudice: How and Why They Occur, p. 102 – 103

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

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

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

Week 2

National and Global Perspectives

Topics

Religion in the US and Global Society and the Workplace; Demographics; Perspectives and Realities

Religious Leaders and Their Involvement with Worker’s Rights

Resources

Print

Excerpts:

Managing Diversity: People Skills for a Multicultural Workplace

Religions of the United States p. 622 – 625

Religions of the World p. 621-622

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

Chapter 1: Is There A Place for Religion in the Workplace? p. 10 - 14.

Internet Resources:

US Department of State

US Religious Landscape Is Marked by Diversity and Change

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

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 involved in supporting worker in worker social justice issues)

Tavis Smiley Show

How Religion Divides Us and Unites Us

Interview with Robert Putnam, Harvard University
(written transcript available on the site)

Student Thoughts

A Global Vision of Religion Inclusion & Diversity in the Workplace

Activity

Class Poll #2

Consider choice for Special Topic Writing Assignment #2 (Student must identify writing assignment no later than week 3)

Assignment

Writing Assignment #1

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

Week 3

Legal Aspects of Religion in the Workplace

Topics

Employee Rights & Workplace Discrimination

Religious Accommodation in the Workplace: Restoring the Strength of the Original Civil Rights Act of 1964

Resources

Print

Encountering Religion in the Workplace

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

Internet Resources:

US EEOC

EEOC Compliance Manual

Library of Congress Summary

Workplace Religious Freedom Act, 2013

Huffington Post

Workplace Religious Freedom Bill Finds Revived Interest

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

Activity

Deadline to Identify Special Topic for Writing Assignment #2

Assignment

Read, Consider, and Comment on Learning Community Member's Writing Assignment #1 Content
(Minimum of 3 well developed and communicated comments)

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
Managing Religious Freedom in the Workplace, p. 663 - 669
Jewish, Christian, Muslim, Hindu, Buddhist

Video

Student Thoughts
Stereotypes about My Religion
Working in an Organization Where Beliefs Differ

Activity

Pew Forum on Religion & Public Life
Religious Knowledge Quiz

Week 5

Contemporary Workplace Issues

Topics

Religion and Sexual Orientation Crossover: Religious Rights and Gay Rights
Religion, Race and Ethnicity Crossover: Post 9/11 Discrimination
Today's Workplace Challenges and Opportunities

Resources

Instructor Week 5 Overview Video - Required

Print

Excerpts:

Diversity in Organizations

Chapter 10: Religion

Religion and Sexual Orientation Diversity at Work, p. 303 – 309.

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.

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 -56.

Internet Resources:

Sekh American Legal Defense and Education Fund
Turban Myths in America Report, September 9, 2013

Huffington Post

Corrupting the Concept of Religious Freedom, 2013
(businesses denying service based on religious convictions)

Leading With a Human Voice: How to Talk About Religion at Work, 2010

EEOC

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

Society for Human Resource Management

Religion and Corporate Culture: Accommodating Religious Diversity in the Workplace, 2008
Specific Sections Required (see week 5 page); others recommended

Washington Employers

From Prayer Rooms to Holiday Swapping, Expert Shares Ideas For Creating A More Religiously Inclusive Workplace, 2012

Audio

NPR

Religious Initiatives Make Workplace Hostile for Some
When Faith Clashes with Corporate Policy

Assignment

Writing Assignment #2

Week 6

Assessment and Learning Community Interaction

Assignment

Exam – Open three days within week 6 – check calendar for open and close dates

Read, Consider, and Comment on Learning Community Writing Assignment #2 Content – check calendar for blog area close date

(Minimum of 3 well developed and communicated comments)

Recommend a High Quality Writing Assignment

(Up to 5 points extra credit for students whose writing assignment is recommended)

Activity

Complete Teaching Evaluation Survey