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 Fundamentalists 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:

**Exam**

The exam is based on required material (reading/audio/video) weeks 1 and 5. Exam questions involve true/false, 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 one or more 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 work must be available in the blog area 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 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. 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, 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.

Assignment worth: 130 points

**Length, Due Date, Late Assignment**

Maximum 500 word overview of topic; maximum 250 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Associated Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>60%</td>
<td>Writing Assignment #1 worth 70 points</td>
</tr>
<tr>
<td>Reflective Comments</td>
<td>14%</td>
<td>Comments on 3 separate writing assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Assignment #1 worth 20 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Assignment #2 worth 20 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>26%</td>
<td>90 points</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>330 points</td>
</tr>
</tbody>
</table>

Course Policies
1. The course week begins on MONDAYS.
   For spring 2015 semester:
   Students are expected to enter the course on MONDAY January 26.
The last day students will be expected to log into the course prior to final grades being posted is **SUNDAY, March 8**.

**Week 1:** Monday, January 26 – Sunday, February 1  
**Week 2:** Monday, February 2 – Sunday, February 8  
**Week 3:** Monday, February 9 – Sunday, February 15  
**Week 4:** Monday, February 16 – Sunday, February 22  
**Week 5:** Monday, February 23 – Sunday, March 1  
**Week 6:** Monday, March 2 – Sunday, March 8

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 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.

**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.

**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**.

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**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 #1

**Assignment**

Work on Writing Assignment #1 (due week 2)

**Topic**

**Course Orientation**

**Print**

Syllabus; Calendar  
Critical Tips for Successfully Completing this Course

**Video**

Instructor Video: Overview of Course Content & Assignments  
Student Thoughts: What Would You Like to Learn in a Course on Religion in the Workplace?
**Foundation Concepts**

**Topic: Diversity Foundation Concepts**
- Diversity in the Workplace, Religion as a Dimension of Diversity, Inclusion, Difference between Tolerance and Inclusion
  - Video
    - Instructor Video: Diversity Foundation Concepts Parts I & II
    - CBS
      - Religion as Part of Our Identity
  - Print
    - 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 – 103

**Topic: Common Myths & Realities about Religion in the US and in US Workplaces**
- Print
- Video
  - Student Thoughts: Why We Don’t Talk About Religion in the Workplace

**Week 2**

**National and Global Perspectives**

**Activities**
- Class Poll #2

**Assignments**
- Writing Assignment #1 Due; Test Yourself – Week 1 & 2 Material (extra credit option)

**Topic: Demographics**

**Internet Resources**
- US Department of State; US Religious Landscape Is Marked by Diversity and Change
- Pew Research Religion & Public Life Project; “Nones” on the Rise; The Global Religious Landscape; Global Religious Diversity

**Topic: Perspectives and Realities**

**United States**
- Print
  - Tanenbaum Center for Interreligious Understanding
    - Excerpt: Introduction and Executive Summary, p. 3 - 10
  - CBS
    - Keeping the Faith While at Work
    - Student Thoughts
      - Perspective Taking: Bringing One’s Religious Beliefs into the Workplace

**Global**
- Internet Resource
  - United Nations
    - Article 18 of the Universal Declaration of Human Rights
  - Video
    - Student Thoughts
      - A Global Vision of Religion Inclusion & Diversity in the Workplace
Religious Leaders and Their Involvement with Worker’s Rights

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

Print
Core ILO Values in Religious Traditions

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 3 well developed and communicated comments)

Topic Employee Rights & Workplace Discrimination

Print
Encountering Religion in the Workplace
Fiester, M. (2012). May a religious institution give preference to hiring adherents of the same religion? What is a "ministerial exception" under Title VII?. HR Magazine, 57(3), 22.

Internet Resources
US EEOC
EEOC Compliance Manual
Fact Sheet on Religious Garb and Grooming in the Workplace: Rights and Responsibilities

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

Week 4
Increasing Awareness: Employee Beliefs and Associated Needs

Activity
Pew Forum on Religion & Public Life
Religious Knowledge Quiz

Topics Religious Beliefs & Expression

Accommodation & Considerations
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)

Internet Resource
PewResearch Religion & Public Life Project
Sikh-Americans and Religious Liberty
Tanenbaum Center for Interreligious Understanding
Atheism in the Workplace
The Golden Rule Around the World
Week 5
Contemporary Workplace Issues

Assignment
Writing Assignment #2

**Topic** Religions and Sexual Orientation Crossover: Religious Rights and Gay Rights

**Print**
Excerpts: *Diversity in Organizations*
Chapter 10: Religion

*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
Religious Initiatives Make Workplace Hostile for Some

**Topic** Religion, Race and Ethnicity Crossover: Post 9/11 Discrimination

**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.

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

**Topic** Today’s Workplace Challenges and Opportunities

**Businesses, Society and Labor Today**

**Internet Resources:**
*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

*Huffington Post*
Corrupting the Concept of Religious Freedom, 2013
(businesses denying service based on religious convictions)
Charles Negy, Associate Professor of Psychology, University of Central Florida

*New York Times*
Supreme Court Rejects Contraceptives Mandate for Some Corporations, June 30, 2014

**Communication at Work**

**Print**
Chapter 10, Concept 9: Raising the B.A.R., p. 49 -56
Week 6
Assessment and Learning Community Interaction

Assignments
- 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)

Activity
- Complete Teaching Evaluation Survey

Recommended journal articles linked to course shell that may be of general interest or be used as a resource for writing assignment #2

Week 2

Week 3

The Worlds Religions in Figures : An Introduction to International Religious Demography

Week 4

Week 5


