

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 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.

Get Help

Need Assistance

with a technical question?

Staff members are available to help you

Pearson Learning Studio platform help desk:

Toll free helpline - 24 hours a day, 7 days a week:

877- 7RUTGER (877-778-8437)

Local helpdesk: Rutgers Center for Online and Hybrid Learning and Instructional Technologies (COHLIT)

Email: help@ecollege.rutgers.edu

Call: M – F: 9:00 am – 6:00 pm

848-932-4702

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

Outstanding

330 - 297 Points = A

Good

296 – 288 Points = B+

287 - 264 Points = B

Satisfactory

263 - 254 Points = C+

253 - 231 Points = C

Poor

230 – 198 Points = D

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 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**.

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

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

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

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

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

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

Video

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

Topic 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

Excerpt: International Labor Organization's Report: Convergences: Decent Work and Social Justice in Religious Traditions

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

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

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

Video

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

Week 5

Contemporary Workplace Issues

Assignment

Writing Assignment #2

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

Print

Excerpts: *Diversity in Organizations*
Chapter 10: Religion
Religion and Sexual Orientation Diversity at Work, p. 303 – 309.

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

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

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

Ahmad, I. (2011). Religion and Labor Perspective in Islam. *Workingusa*, 14(4), 589-620. doi:10.1111/j.1743-4580.2011.00363.x

Matters of faith. (cover story). (2013). *HR Magazine*, 58(12), 18-24.

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

Week 3

AU's Lynn Says It's Time To End 'Faith-Based' Hiring Bias In Public Jobs. (2013). *Church & State*, 66(2), 18.

Faith-based partnerships. (2013). *Christian Century*, 130(9), 7.

Ghumman, S., & Jackson, L. (2008). Between a Cross and a Hard Place: Religious Identifiers and Employability. *Journal of Workplace Rights*, 13(3), 259-279. doi:10.2190/WR.13.3.d

Jones, S. E. (2014). 'You're Fired!'. *Church & State*, 67(6), 12-14.
(religious schools and dismissing teachers for moral reasons)

Mair, G. (2013). Is asking about religious dress at a job interview discriminatory?. *Employers Law*, 17.

Wallace, M., Wright, B.R.E, Hyde A., (June 2014) . Religious Affiliation and Hiring Discrimination in the American South: A Field Experiment . *Social Currents*, 1(2), 189-207. Accessed on October1, 2014:

<http://scu.sagepub.com/content/1/2/189.abstract>

Wright, Bradley R. E., Michael Wallace, John Bailey, and Allen Hyde. 2013. "Religious Affiliation and Hiring Discrimination in New England." *Research on Social Stratification and Mobility* 34(1):111–26.

Week 4

Accommodating religion: What managers need to know. (2013). *HR Specialist: Pennsylvania Employment Law*, 8(3), 4.

Fowler-Hermes, J., & Gierbolini, L. (2014). Religious Accommodation in the Workplace: The Devil is in the Detail. *Florida Bar Journal*, 88(5), 34-38.

Zachary, M. (2014). Religious accommodation in the 21st century. *Supervision*, 75(3), 19-22.

Week 5

Adams, R. (2012). Balancing Employee Religious Freedom in the Workplace with Customer Rights to a Religion-free Retail Environment. *Business & Society Review* (00453609), 117(3), 281-306.

Ghumman, S. S., & Jackson, L. L. (2010). The downside of religious attire: The Muslim headscarf and expectations of obtaining employment. *Journal of Organizational Behavior*, 31(1), 4-23. doi:10.1002/job.601

Robinson, R., Franklin, G., & Hamilton, R. (2012). The Hijab and the Kufi: Employer Rights to Convey Their Business Image Versus Employee Rights to Religious Expression. *Southern Law Journal*, 22(1), 79-88.

Rosenbaum, S. (2014). When religion meets workers' rights: Hobby Lobby and Conestoga Wood Specialties. *The Milbank Quarterly*, 92(2), 202-206. doi:10.1111/1468-0009.12054

Van Buren III, H., & Greenwood, M. (2013). The Genesis of Employment Ethics. *Journal Of Business Ethics*, 117(4), 707-719

Vilaythong T., O., Lindner, N. M., & Nosek, B. A. (2010). "Do Unto Others": Effects of Priming the Golden Rule on Buddhists' and Christians' Attitudes Toward Gay People. *Journal for The Scientific Study Of Religion*, 49(3), 494-506. doi:10.1111/j.1468-5906.2010.01524.x