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
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 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.

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.*

**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 page

**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.
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.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>100 – 90%</td>
<td>A</td>
</tr>
<tr>
<td>Very Good</td>
<td>89 – 87%</td>
<td>B+</td>
</tr>
<tr>
<td>Good</td>
<td>86 – 80%</td>
<td>B</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>79 – 77%</td>
<td>C+</td>
</tr>
<tr>
<td>Poor</td>
<td>76 – 70%</td>
<td>C</td>
</tr>
<tr>
<td>66 – 60%</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>59%</td>
<td>F</td>
<td></td>
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</tbody>
</table>

**Assignment**

<table>
<thead>
<tr>
<th>Writing Assignments</th>
<th>Associated Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignment #1 - worth 65 points</td>
<td></td>
</tr>
<tr>
<td>Identify Subtopic for Writing Assignment #2 - worth 5 points</td>
<td></td>
</tr>
<tr>
<td>Writing Assignment #2 - worth 120 points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Comments</th>
<th>Comments on 2 separate writing assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignment #1 - worth 30 points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Poll</th>
<th>Complete Class Poll – Worth 10 points</th>
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</thead>
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<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Two quizzes- worth a total of 100 points</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>330 points</th>
</tr>
</thead>
</table>

**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
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)

Week 1
Foundations 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 Inclusivity & 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

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

1st Amendment and Work
Excerpt: The Law of Religious Freedom

Topic  The American Worker

Tanenbaum Center for Interreligious Understanding
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

**Topic** Employee Rights & Religiously Based Discrimination

*Encountering Religion in the Workplace*

SCOTUS rules against Abercrombie & Fitch in Tulsa Religious Discrimination Case
EmployerLINC; June 2, 2015

Anti-Defamation League
Religious Accommodation in the Workplace: Your Rights and Obligations

**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”**


NYC Workplace Religious Freedom Act
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

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

Audio

NPR
Religious Initiatives Make Workplace Hostile for Some

Corporate Faith Based Employee Network Groups
Tonenbaum 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

**Topic** Becoming More Inclusive and an Advocate


Southern Poverty Law Center
Six Steps to Speaking Up Against Everyday Bigotry
Access: https://www.splcenter.org/20150126/speak-responding-everyday-bigotry#six-steps