

**Youth and Work**  
**Rutgers University, School of Management and Labor Relations**  
**37:575:215:01 and 03**  
**Spring 2023**

Instructor: Professor Patricia McHugh

Class Time and Place:

Section 01: Thursday 12:10 – 3:10 Campbell Hall – A-3

Section 03: Wednesday 8:30 – 11:30 : Frelinghuysen Hall - B-3

Office Hours: By appointment.

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### **Course Overview:**

This course will explore youth experiences in the labor market. The course starts by examining the work experiences of children and youth in the 19th and early 20th century. We begin by exploring the idea of child labor, and how it is defined in social and economic contexts. We then investigate several industries including---manufacturing, textiles, homework, and agriculture---to better understand the causes and effects of child labor in US history, why it matters both socially and economically, reform programs that emerged, and how the US history of child labor can contribute to understanding child labor problems today both in the United States and globally.

The course next explores contemporary experiences of young people in the labor market. We will explore how young people prepare for work, view their education and workforce development pathways; and view their work and future careers. Here we will focus on the experiences of young workers across racial, class and gender lines and how public policy can address some of these inequalities. Central to this half of the course will be an analysis of the experiences of young people in the service sector, and various policies and programs that can improve their experiences and economic security. We will also bring this analysis to the now, with considering how youth work has transformed in the age of technology and social media.

In the third part of the course, we examine critical issues that have become integral to young workers as they become working adults. We will explore why higher education has been extremely important to securing a good job and how the student debt that often comes with it can impact young workers career paths and economic success and stability. We will also try to understand why student internships (even when unpaid) have become a desired commodity for students seeking to get a leg up in the competitive job market after graduation and how this can further exacerbate inequalities by gender, race and ethnicity. Finally, we will see how youth's involvement in collective action, including forming unions, may be important to improving the economic status of young workers throughout the economy.

Finally, through group projects, we will make a comparison of child labor and youth work experiences globally, reviewing the challenges youth face in other countries, how their experiences compare to youth in the U.S., and what some global organizations are attempting to do to make an impact to improve the circumstances of young workers.

## Course Competencies

This course explores several questions, including:

- Historically, how and when did youth work and how did this change over time – especially with the advent of industrialization?
- Why do young people work now?
- What jobs/industries are youth likely to work in, and how has this changed in the more recent past?
- Why and how are young workers concentrated in specific industries/occupations?
- How does young peoples' role in the labor market today differ from the role of previous generations of young workers?
- What are some of the challenges that young people face obtaining a job and participating in work?
- How do the challenges that young workers face differ by cultural context, race, ethnicity and gender and compared with adult workers?
- How has youth work changed with increased access to technology and social media?
- How can young workers and their advocates improve young peoples' experiences in the labor market?
- How has improved access to and the expectation that youth should obtain post-secondary education, changed how youth think about work and their pathway to a career and their lives once entering the labor market?

### The Core Curriculum Learning Goals assessed in this course Include:

- **CCD-1:** Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities or other social distinctions and their intersections.
- **SCL-1:** Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- **SCL-2:** Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.
- **SMLR- IV:** Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
  - Demonstrate an understanding of the practical perspectives, theories, and concepts in their field of study
  - Evaluate and apply theories from social science disciplines to workplace issues
- **SMLR – V:** Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions
  - Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
  - Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
  - Analyze issues related to business strategies, organizational structures, and work systems

- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)
- **SMLR – VI:** Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
  - Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
  - Understand the legal, regulatory, and ethical issues related to their field
  - Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
  - Understand the internal and external alignment and measurement of human resource practices (HRM)
- **LSER – 1:** Demonstrate an understanding of perspectives, theories and concepts
- **LSER – 2:** Apply those concepts, along with substantive institutional knowledge, to contemporary developments
- **LSER – 6:** Analyze the degree to which forms of human difference shape a person's experience of work.

### **Course Delivery Format:**

This class is scheduled to meet once per week on the day/time stated above for your section. The time spent in class will depend on the materials assigned for the week, potential group discussions or other activities that may help in understanding the weekly topic.

We will be utilizing the Canvas learning management system to access learning materials, post announcements, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, and take exams. Consequently, be sure to check our class Canvas page frequently as there may be announcements and instructions every week.

**Note:** Whenever anything is posted to this site, you will automatically receive a notification to your **Rutgers** email account. Checking that email account frequently is highly recommended.

Failure to not review your email, Canvas announcements/directions to assignments, forums etc. is not an excuse for turning assignments in late.

### ***Not a Self-Paced Course***

**This is not an on-line remote or self-paced course.** Students are expected to attend class and follow the course calendar and instructions given on each week's course pages (modules) regarding reading and audio/visual assignments, attending lectures, as well as the uploading of course work and taking exams.

## ***Student Responsibilities***

### ***Technical Responsibilities:***

Check the Canvas site for announcements, assignments, or other activities.

### **In case of computer failure**

Make sure you have an alternative plan of access to the Canvas course site in case your computer crashes (it happens). An extra computer at home, your employer's computer, or computer at your local library can be some alternatives. Additionally, be sure to back-up your important documents and assignments on a flash drive or other external device.

### ***Getting Help***

If you have any technical problems during the course, please contact the 24/7 toll free hotline.

- Call or Email the Online Learning Help Desk directly
  - Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)
  - Online Learning Help Desk: (877) 361-1134

Note: If you need to access help for (a) victim and mental health services, (b) academics, and (c) financial assistance (mainly emergencies) – please contact.

<https://smlr.rutgers.edu/academic-programs/current-students>

You may also read carefully through Course Tools to see if it has an answer to your question

- Click the "help" question mark icon at the bottom of the red global navigation menu on the far left of each Canvas page and either visit the [Online Support Center \(Links to an external site.\)](#) or "Report a Problem" with the Canvas help ticket system.

## ***Attendance and Participation:***

### ***Attendance:***

As attendance in class is an important tool in the learning process, class attendance will be taken each week. **Attendance will be 10% of your total semester grade.** There are a total of 11 classes you can receive attendance credit for (excluding the first two classes – I will not take attendance on these days – as you are all settling into your classes). If you are ill or for some other reason cannot attend class, there are two additional days built into the schedule to accommodate for these absences. Absences for Religious reasons will be excused per Rutgers University Policy.

### **Your attendance grade will be calculated as follows:**

- If you attend 10 or more classes you will receive an extra 20 points on your attendance grade or a 120/100.
- If you attend 9 classes you will receive 10 extra points on your attendance grade. 100/100

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**\*\*Preliminary – Subject to Revision\*\***

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- If you attend 8 or less classes, you will receive 10 points for each class attended. For example, if you attend 7 classes you will receive 70 points or 70/100 (70%) for your attendance grade.

**Important Exception: You may NOT, however, be absent from the day you are to present your Group Project – this will be counted as one of your attendance days.**

**\*\*Note: Signing another student in for attendance purposes is considered an academic integrity violation.**

### **Participation:**

- Whether in person or through email or Canvas inbox, you are encouraged to ask questions. Our sessions will work best and be most interesting to you and your classmates if you participate.

**\*\*Participation** in class **may be** utilized **at the discretion of the professor** to increase a student's final grade in the class.

### **Student Code of Conduct**

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in consequences, including dismissal from the course. Your communication with your classmates and/or your instructor must be of the highest professional and respectable standard.

### **Disability Statement:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (<https://ods.rutgers.edu/students/documentation-guidelines>)

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website (<https://ods.rutgers.edu/students/registration-form>)

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know. Below is the full contact information for the office of disability services:

**Lucy Stone Hall, Livingston Campus**, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)
- Phone: (848) 445-6800 • Fax: (732) 445-3388

- <https://ods.rutgers.edu/>

## ***Cheating/Plagiarism***

There are serious consequences, including expulsion, for cheating and taking someone credit for someone else's work without attribution, ***this includes, using text written by a generation system as one's own*** (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper), using the internet to answer questions on exams or on papers, when advised to use only class materials.. The university has clear, strict policies on these matters. They include signing in for another student. I will report all violations. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/> The instructions are brief and straightforward. If you have any questions, please see me.

**NOTE:** Unless you are told otherwise, ***you always must provide a citation to a source when you utilized information or ideas from that source*** – even when it is not a direct quote. This is a requirement in ALL written assignments (including forums). This is true for every assignment you submit at Rutgers even if a professor does not specifically direct you to provide citations (no matter the format). If citations are not provided when you utilize ideas or writing from another person (even if you take from your own previous work from another class or from a fellow student), this is considered plagiarism and a violation of Rutgers Academic Integrity Policy.

**“Turn It In” will be used in this class to ensure Academic Integrity and make the grading of written material fair to everyone. Turn it in will be able to detect use of AI bots as well as whether you copied material not just from academic sources, but also your own and others prior papers submitted to Rutgers or other institutions.**

## ***Statement on Academic Freedom:***

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

## ***Use of Class Materials:***

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

## **IN SUM: YOUR RESPONSIBILITIES**

- Read the syllabus and visit and use the canvas site for this course.

- Check your Rutgers email for announcements and emails relevant to the class.
- Do the readings.
- Attend lectures.
- Turn in your assignments on time.
- Make sure your assignments are “submitted.”
- Find out what you missed if you are unable to attend.

## **COURSE REQUIREMENTS**

### **1. Required Readings and Visual Materials**

**ALL** of the reading and visual materials required for this course will be posted online on the course website on Canvas within each module or in the Reading List Function, which you may access at <https://canvas.rutgers.edu/>

Once you are registered for the course, you will be granted access to the site. It is your responsibility to access course materials, including the reading assignments.

The syllabus, schedule and assignments are subject to change as the course evolves, and sometimes due to unforeseen schedule changes due to weather. Please note that additional sets of readings that highlight contemporary issues that develop during the course of the semester may also be added to our activities.

### **2. Attendance: (10%)**

### **3. Exam - Child Labor History (20%)**

### **4. Short Assignment: First Work Experiences (15%)**

### **5. Short Assignment: Technology/Social Media and Child Labor (15%)**

### **6. Group Project: Global Issues Child Labor/Youth Work (20%)**

- With a group of fellow students, you will research and prepare a slide presentation of a child labor issue in an industry outside the United States. As part of the project your group will also prepare an original awareness piece about the issue. Further details on the Global Group Project will be provided in Class and on Canvas.

### **7. "Final" Exam (20%)**

- Your final assignment will be a short essay discussing one of the contemporary issues youth workers face today. Based upon the readings/videos and other materials we have reviewed on the topic you will provide a context for the issue, describe why youth workers, in particular, are impacted and make proposals, based on the readings, how this issue might be resolved.

## STUDENT EVALUATION

### FINAL GRADE CALCULATION:

Your final grade will be calculated as follows:

- Attendance (10%)
- Exam – U.S. Child Labor History (20%)
- Short Paper – First Work Experiences (15%)
- Short Paper (15%) – Technology/Social Media and Child Labor (15%)
- Global Child Labor/Youth Work Group Project (20%)
- Final Exam (20%)

## Course Schedule

***\*\*Please Note: (01) and (03) represent section numbers – there are different class dates and assignment dates depending on Section number. 01 is highlighted in Pink and 03 is highlighted in Green.***

**Note: All readings are posted on the Canvas Web page for the class in the module for the week specified. So, for example, the readings you should complete to be ready for Week 2 – will be posted in that week’s module.**

**Exception: The Entire Besen-Cassino Book (of which you will only read certain chapters) is posted in the “Reading List” on Canvas (Link on left hand side of Canvas)**

## Introduction

**Week 1 -- (January 17 (03)/January 18 (01)): Course Orientation and Introduction**

- Overview of Course
- Course Expectations
- Syllabus Review



## Part One: The “Child Labor” “Problem”

### **Week 2 -- (January 24 (03)/January 25 (01)):** Historically defining “Child Labor” and Child Labor in Agriculture

#### **Readings:**

- Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
  - Chapters 1 and 2

### **Week 3 -- (January 31 (03)/ February 1 (01)):** Child Labor in Agriculture, Mills, Factories and Tenements/Initial Attempts at Reform

#### **Readings:**

#### **Child Labor in Agriculture, Mills, Factories and Tenements/Reform efforts**

- Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
  - Chapters 9, 6, 7 and 3 (pp. 44-64)
  - BLS - History of child labor in the United St...eview\_ U.S. Bureau of Labor Statistics - Part 2 – Reform (Read Only: up to 1906 – A Historic Year)

#### **Optional (Referenced in Class)**

- BLS - History of Child Labor in the United States - Part 1
- Video: U.S. Child Labor, 1908-1920 (<https://www.youtube.com/watch?v=tY1gk6j6zc>)
  - Highlights Lewis Hines Photography
- Mill Girls of Lowell – Excerpt – may be read in class

### **Week 4 -- (February 7 (03)/ February 8 (01)):** Federal Child Labor Reform/Agricultural Resistance to Labor Reform

#### **Readings:**

- Hindman, Child Labor, Chapter 3 (pp. 64-85)
- BLS - History of child labor in the United St...eview\_ U.S. Bureau of Labor Statistics - Part 2 – Reform – read from 1906 – A Historic Year until the end)
- Anne B. W. Effland, “Agrarianism and Child Labor Policy for Agriculture,” Agricultural History, Vol. 79, No. 3. 281-97 (Summer, 2005)
- Fact Sheet #43\_ Child Labor Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations \_ U.S. Department of Labor

- Fact Sheet #40: Overview of Youth Employment (Child Labor) Provisions of the Fair Labor Standards Act (FLSA) for Agricultural Occupations - U.S. Department of Labor

## **Week 5 -- (February 14 (03)/February 15 (01)) Child Labor in the US Today/Introduction of Group Projects on Global Child Labor**

### **Readings**

- Ariel Ramchandani, “Child Labor in the U.S. Tobacco Industry,” The Atlantic Online, <https://www.theatlantic.com/family/archive/2018/06/child-labor-tobacco/562964/> June 21, 2018.
- Hannah Drier, “Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S.” The New York Times. <https://www.nytimes.com/2023/02/25/us/unaccompanied-migrant-child-workers-exploitation.html>
- Jennifer Sheer and Nina Mast, “Child Labor Laws are Under Attack in States Across the Country,” Economic Policy Institute, March 14, 2023
- Child workers found throughout Hyundai-Kia supply chain in Alabama
- Departments of Labor, Health and Human Services announce new efforts to combat exploitative child labor. U.S. Department of Labor
- Opinion - Are We Actually Arguing About Whether 14-Year-Olds Should Work in Meatpacking Plants - The New York Times
- Opinion - The Dangerous Race to Put More Children to Work - The New York Times
- U.S. to crack down on child labor amid massive uptick – Reuters

### **Optional (Referenced in Class)**

- Child labor violations on the rise as some states look to loosen their rules \_ NPR
- Child Labor Bulletin 102 – Agriculture
- Child Labor Coalition welcomes the reintroduction of the Children’s Act for Responsible Employment and Farm Safety 2022 (CARE Act) - National Consumers League.pdf

- **Assignment: Global Child Labor/Youth Work Presentations Due On-Line: Monday April 22, at 11:59 pm (both sections)**

## **Week 6 -- (February 21 (03)/February 22 (01)) No In Person Class: Online Exam – History of Child Labor**

- **Assignment for Week7: First Work Experiences Questionnaire: Due On-Line on by February 27 (at 11:59) (03)/February 28 (at**

**11:59 pm) (01) and Bring or have access to in Class on February 28 (03)/ February 29 (01) .**

## **Part Two: The Challenges of Teen Workers**

**Week 7 -- (February 28 (03)/February 29 (01)): Current Situation Facing Young Workers/Should Adolescents Work?**

**Readings (These will help you write your First Work Experiences Paper)**

- **Current Situation Facing Young Workers**
  - Teen labor force participation before a...eview\_ U.S. Bureau of Labor Statistics.
  - The State of Youth in the U.S. Labor Market\_ Pre-September 2018 Jobs Day Release - Center for American Progress.
  - The fading of the teen summer job \_ Pew Research Center
  - The Vanishing Teenage Worker
  - Teen summer employment rises after slump early in COVID pandemic \_ Pew Research Center
  - Young adults are graduating into a more promising labor market \_ Economic Policy Institute
  - ‘Post-Millennial’ Generation On Track T...e, Best-Educated \_ Pew Research Center.
  - BLS Youth Labor Force Participation Rate - Summer 2023
- **Should Adolescents Work?**
  - Brookings Institute- All school and no work becoming the norm for American teens
  - Mortimer - Should Adolescents Work
  - Mortimer - benefits and risks of adolescent employment
  - Why more teenagers and college students... while in school - The Washington Post
  - Greene and Staff - Teenage Employment and Career Readiness
- **Assignment: Short Essay – First Work Experiences – Due on Canvas by Friday March 15 (at 11:59 pm) (both sections).**

## **Week 8 -- (March 6 (03)/March 7(01)): Young Workers - Service Sector Employment**

### **Readings**

- Yasemin Besen-Cassino, 2014. Consuming Work: Youth Labor in America. Philadelphia: Temple University Press. **\*\*Note:** Entire Book available on Course Canvas Website under Reading List Tab.
  - Chapters 1: Introduction
  - Chapter 2: “Would you like an Application with Your Coffee?”
  - Chapter 3: Fun or Exploitation? The Lived Experience of Suburban Youth Work
- Stuart Tannock, “Why Do Working Youth Work Where They Do?” A Report from the Young Worker Project.
- Stuart Tannock, Youth at Work, Chapter 2: On the Front Lines of the Service Sector
- Hirschman, The structure of Teenage Employment

## **Week 9 (March 13 (03)/March 20 (01)): No Class! Spring Break!**

## **Week 10 -- (March 20) (03)/March 21 (01)): Young Workers - Disparities by Race, Class and Gender**

### **Readings**

- Besen-Cassino, Consuming Work
  - Chapter 6: “White Young, and Middle Class”: Aesthetic Labor, Race, and Class in the Youth Labor Force
  - Chapter 7: Origins of the Gender Wage Gap: Gender Inequality in the Youth Labor Force.
- UCLA Labor Center: I am a Young Worker
- For People of Color, Employment Disparities Start Early – Student Urban Institute

### **Optional Reading (Referenced in Class)**

- UCLA Labor Center: Young Worker Scheduling
- CRS - Youth Employment Trends
- Job Accessibility and Racial Differences in Youth Employment Rates.
- Opinion\_ Not only is The Man sexist, so...allowance pay gap\_ - Los Angeles Times
- Busy Kid: Gender Pay Gap in Children

## **Week 10: (March 27 (03) / March 28 (01)): Youth Work in the Age of Technology and Social Media**

### **Readings:**

- Will be posted on Canvas
- **Assignment: Short Essay** – *Technology/Social Media and Child Labor – Due on Canvas by April 12 (at 11:59 pm) (both sections).*

### **Part Three: Issues Faced by Youth Workers Through College and Beyond**

## **Week 12 (April 3 (03) / April 4 (01)): College (and HS!) Internships**

### **Readings**

- J. Maio: 10 Reasons Why An Internship is Important to All Students \_ Big Ideas Blog (June 29, 2018)
- A. Crain: Understanding the Impact of Unpaid Internships on College Student Career Development and Employment Outcomes, NACE Foundation (December 2016)
- U Dhotakia: Why Unpaid Internships are Unethical, Psychology Today (August 16, 2019)
- Rothschild, Philip C. and Rothschild, Connor L. (2020) "The Unpaid Internship: Benefits, Drawbacks, and Legal Issues," Administrative Issues Journal: Vol. 10 : Iss. 2 , Article 5.
- R. A. Ravishanker, Its time to Officially End Unpaid Internships, Harvard Business Review (May 26, 2021)
- Matthew Yglesias, 'Two Cheers for Unpaid Internships - America needs more on-the-job learning, not less. Unpaid Internships: Cheaper Than School!', Slate (online), 4 Dec 2013.
- S. Lucas: Why the New Internship Ruling is Bad for College Students, Inc., June 18, 2013
- Fact Sheet #71\_ Internship Programs Under The Fair Labor Standards Act \_ U.S. Department of Labor-1.pdf

## **Week 13 (April 10 (03)/April 11 (01)) Higher Education and the Student Debt Crisis**

### **Readings**

3 ways student debt impacts the economy

- The Making of the Student Debt Crisis, Explained \_ NEA
- 10 Key Facts about Student Debt in the United States
- Student Loan Debt Crisis in America (by the Numbers) \_ EducationData.org
- How Does Student Debt Affect the Economy
- Student-Loan Debt Is a Crisis for Black Borrowers
- Companies Can — and Should — Help Employees Pay Student Loans
- Solving Student Debt Crisis
- Opinion \_ Should Biden Cancel Student Debt\_ - The New York Times
- Opinion \_ What Canceling Student Debt W...Racial Wealth Gap - The New York Times
- Biden Announces New Student Loan Plan\_ 8 Big Details On Forgiveness And Payments
- A Cheap Race Neutral Way to Close the Racial Wealth-Gap
- Baby Bonds - Would Skyrocket College Co... G. Martin Center for Academic Renewa

### **Optional Reading (Referenced in Class)**

- Pew Research- Young Adults, Student Debt and Well Being (This is an older article but the concepts still apply today)
- Is College Worth It\_ 17 Pros and Cons
- FACT SHEET\_ President Biden Announces S...ers Who Need It Most \_ The White House
- Student Loan Debt Elimination - Pros & Cons - ProCon.org
- Student loans, the racial wealth divide...we need full student debt cancellation
- Texas Judge Strikes Down Biden’s Student Debt Cancellation - The New York Times

## **Week 15 (April 17 (03)/April 18 (01)): Youth and Unions**

- Cornell - report - Youth and Unions
- How Unions Help Working People
- Schmitt - Unions and Upward mobility
- Tannock - Youth at work ch 7
- Youth Activism in Labor Movement
- Can Millennials Save Unions The Atlantic
- Amazon, Starbucks, and beyond\_ Why young workers boost labor unions. - CSMonitor.com
- Young Workers are Organizing can their Fervor Save Unions – Washington Post
- Latest data release on unionization is a wake-up call to lawmakers - We must fix our broken system of labor law - Economic Policy Institute
- Op-Ed - A new generation is reviving uni...d guard could help - Los Angeles Times

### **Optional (Referenced in Class)**

- Res19 - AFL-CIO - In support of Youth .pdf
- Time: Gen Z Unionizing Starbucks

### **Week 14 (April 24 (03)/April 19 (01): Global Child Labor/Youth Work Presentations**

- **\*\*All Students Must be Present on date of presentations\*\***

### **Final “Take-Home” Exam TBD as per University Exam Schedule**

***\*\*The instructor reserves the right to modify this syllabus, assignments, course content, grading distribution, to offer extra credit assignments or add change readings and other learning materials or otherwise change the structure of the course to enhance the learning of the students.***