



# RUTGERS

UNIVERSITY | NEW BRUNSWICK

## School of Management & Labor Relations

Youth at Work, Course 37:575:215:90/91, Spring 2024, Online Asynchronous

### Instructor Information

Instructor: Jennifer Zachary

Course Format: **Online, Asynchronous**

E-mail: [jennifer.zachary@rutgers.edu](mailto:jennifer.zachary@rutgers.edu)

Virtual Office Hours (through Zoom): Tuesdays 11am or upon request at [Prof. Jennifer Zachary Zoom Room](#)

### Course Delivery Format

**This course runs from September 5th- through December 21st, 2023.** It is delivered *entirely* online through the Learning Management System, Canvas. There will be no Face-to-Face, in-person classroom sessions, except for an optional virtual office hour.

The course is delivered in *asynchronous* mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there may be times, if you're working in groups on an assignment, you would need to set up a live session via the **Canvas BigBlueButton, WebEx, or ZOOM.**

**Note:** Even though you don't need to log in at any specific time, **you are required to adhere to all course work due dates.**

### Virtual Office Hour

- The Virtual Office Hour will be conducted through Zoom on date/time. Or upon request.

### Learning Goals

**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.

### **Learning Objectives – SMLR**

1. Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
2. Evaluate the context of workplace issues, public policies, and management decisions.

### **Learning Objectives – LSER Department**

1. Demonstrate an understanding of perspectives, theories, and concepts in our field.
2. Apply those concepts, along with substantive institutional knowledge, to contemporary developments.
3. Analyze the degree to which forms of human difference shape a person's experience of work

### **Accommodations**

Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the [Office of Disability Services \(Links to an external site.\)](#), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. Below is the full contact information for the Office of Disability Services:

### **Office of Disability Services contact and address**

**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/>

## **Communication**

You should inform the professor of any personal emergencies that may arise which will prevent you from getting online. I am available via email ([abahruth@rutgers.edu](mailto:abahruth@rutgers.edu)) or through Canvas Inbox at any time and I generally try to answer emails on the same day they are received. I frequently check my emails during the day. Every other week or so I will also schedule a Zoom drop in office hours session. I will post when these are so that if you would like to meet “in person” we can do so.

## **Rutgers Support Resources for you**

### **Rutgers Student Health Services:**

- Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. [Health, Counseling, and Wellness services](#) are available at several locations throughout Rutgers University.

### **Crisis Intervention - Student Health**

- [Crisis Situations](#)
- [In the Wake of Trauma](#)

### **Academic Services:**

- For academic support including tutoring, visit the [Rutgers - New Brunswick Learning Centers](#).
- For coaching help with writing skills and assignments visit the [Rutgers - New Brunswick Writing Tutors in the Learning Center](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).
- [Registrar's Office](#)
- [Rutgers Dean of Students - Student Affairs](#)

### **Veteran Services:**

- Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services website](#) for more information.

## Course Description

This course explores 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---coal mines, manufacturing, textiles, homework, street work 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 global child labor problems today.

The course further 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 pay particular attention to the growing working poor in the youth labor market, 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 current economy, and various policies and programs that can improve their experiences and economic security, especially in the midst of the current economic crisis.

This course explores several questions, including:

- Why do young people work?
- What jobs/industries are youth likely to work in, and how has this changed over time?
- 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 at work?
- How are the challenges that young workers face differ by cultural context and compared with adult workers?
- Have you ever been hurt at work or know of a young worker who was hurt at work?
- How can young workers and their advocates improve young peoples' experiences in the labor market?

## Course Materials

### Required Readings

There are **two required books** for this course. All books available online and through the university bookstore.

1. *Hindman, Hugh. 2002. Child Labor: An American History. M. E. Sharpe.*
2. [Besen-Cassino, Yasemin. 2013. Consuming Work: Youth Labor in America.](#)
  - o Note: You can access the Besen-Cassino e-text through the Rutgers University Libraries system. The link will direct you to the website and you will be prompted to log in with your NetId and Password. You only need **Chapters 1, 2, & 3**

### **Additional learning materials**

Any other additional articles, videos, and/or other media will be provided to you in the Modules section of this course, under the respective weekly To-Do pages.

### **Computer & Other Technology Requirements**

- Access to the internet
- Reliable computer
- Headphones/Headsets - optional
- Webcam - optional
- Microsoft Word
- [Basic Computer Specifications for Canvas \(Links to an external site.\)](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [Canvas Student App for iOS](#)

### **Canvas Tutorials & Technical Support**

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students \(Links to an external site.\)](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Canvas Help Desk](#). 833-648-4357, [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu).
- Refer to the [Canvas Student TutorialLinks to an external site.](#)
- View tutorials at Course Tools Tutorials (in the Modules section)

### **Course Module Structure**

The course is structured by weekly Modules. Each Module contains the respective Week's "To-Do" page. The To-Do page lists:

- Brief topic introduction
- Learning Objectives for the week/topic
- Weekly Instructor Note (this is a more detailed description of the weekly topic.) The Weekly Instructor Note will help you better understand, absorb the readings for the week.
- Readings (textbook chapters, web articles, and/or other sources).
- Videos (Watching)
- Assignments (Forum Discussion, and/or other Assignment). Note, there may not be Assignments every week.

The course is divided into 15 weekly modules as follows:

### [Week 1: Orientation](#)

### [Week 2: Introduction](#)

#### **Watch**

- [U.S. Child Labor, 1908-1920](#)
- [The Dark Side of Chocolate](#)

#### **Read**

- [Cocoa's Child Laborers](#)
- [Child labor and Slavery in the Chocolate Industry](#)

### [Week 3: Defining the Child Labor Problem](#)

#### **Read**

1. Hindman, Hugh. 2002. *Child Labor: An American History*. M. E. Sharpe. Chapters 1, 2, & 9
2. [Child Labor in AgricultureLinks to an external site.Open this document with ReadSpeaker docReader Links to an external site.](#)
3. [Children Working in Terrifying Conditions in US Agriculture.](#)

Watch

- [Children on US Tobacco Farms](#)
- [Fingers to the Bone](#)
- [Children of the Fields](#)

#### [Week 4: Child Labor Home and the Streets](#)

Read

- Hindman, Hugh. 2002. *Child Labor: An American History*. M. E. Sharpe.
  - Chapters 7 & 8
  - Week 4 Instructor notes

Watch

- [Newsboys' Strike of 1899 | The Kids Who Beat Pulitzer and Hearst ...](#)
- [Tenement Museum - Lower East Side, NY](#)
- [Grace Abbott: Social Work Pioneer](#)
- [Mother Jones and the March of the Mill Children](#)
- [Life and Legacy of Frances Perkins BiographyLinks to an external site.](#)

## [Week 5: Child Labor in the Mines and Factories](#)

Read

- Hindman, Hugh. 2002. *Child Labor: An American History*. M. E. Sharpe.
  - Chapters 4 & 6
- [The work of a Breaker Boy](#)
- [A Day in the Life of Young Angelo](#)
- [Week 5 Instructor Notes](#)

Watch

- [Breaker Boys](#)
- [Cotton Mill Girl: Behind Lewis Hine's Photograph & Child Labor Series](#)

## [Week 6: Should Adolescents Work?](#)

Read

### **Teen Labor Force Participation Data**

- [Teen Labor Force Participation Before and After the Great Recession and Beyond](#) - US Bureau of Labor Statistics, February 2017 - just skim through, you don't need to read in detail.
- [During COVID-19, teen summer jobs were at lowest since Great Recession](#) - Pew Research Center, June 2021
- [Employment and Unemployment Among Youth - Summer 2020](#) - just skim through, you don't need to read in detail.
- [Teens are having their best summer since 1953](#) - CBS News, June 10, 2021
- [Employment and Unemployment Among Youth - Summer 2021](#) - just skim through, you don't need to read in detail.
- [Teen workers fill job shortage, but what happens when summer fades](#) (article and video)
- [Instructor Notes: Teen Labor Force Participation Data](#)



## The Pros and Cons of Teen Employment

- [Mortimer - benefits and risks of adolescent employment](#)
- [The Pros and Cons of Having Your Teen Work a Part-Time Job](#)
- [The Pros and Cons of After-School Jobs for Teens](#)

Watch

- [How Working Affects Teenagers and their Careers](#)
- [Inside Walmart's plan to hire more teenagers](#)
- [Teen Employment](#)

## [Week 7: Paid and Unpaid Internships](#)

Read

- [Employing Interns - SHRM](#)
- [Internships Under FLSA - Department of Labor](#)
- [In Defense of Unpaid Internships - The Atlantic](#)
- [Virtual Internships and the Zoom Skills you Don't Learn in College](#)
- [Unpaid Internships - Bad for Students, Bad for Workers, Bad for Society - The Atlantic](#)
- [Unpaid Internships - Banning them Will Build a Bigger Wall Between School and Work](#)
- [Why Unpaid Internships are Unethical - Psychology Today](#)
- [What Happened to the Intern Revolution - The New Republic](#)

Watch

- [BBC Documentary - Unpaid Internships](#)
- [We will not be the unpaid intern generation any longer](#)
- [Pandemic Turns Internships Virtual](#)

## [Week 8: Teen Workers Today, Part 1](#)

Read

- *Cassino-Besen, Yasemin. 2014. Consuming Work: Youth Labor in America. Temple University Press*
  - Chapters 2 and 3 in Consuming Work (Skim Chapter 1)
- [Tannock Why Do Working Youth Work Where They Do](#)
- [Tannock Youth at work chapter 2](#)
- [Instructor Notes: Consuming Work](#)
- [Instructor Notes: Tannock](#)

## [Week 9: Teen Workers Today, Part 2](#)

Read

- *Cassino-Besen, Yasemin. 2014. Consuming Work: Youth Labor in America. Temple University Press*
  - Chapters 5-7 in Consuming Work
- [Instructor Notes: Chapters 5-7](#)
- [Think Progress - Gender Pay Gap \(Links to an external site.\)](#)
- [BusyKid - Gender Pay Gap](#)

## [Week 10: Course Project Submission and Reviews](#)

## [Week 11: Youth at Work: Talking Safety](#)

Read

1. [Young Workers: You Have Rights - OSHA](#). Review the material on the website, including reading the tabs about your rights, employer responsibilities and the hazards young workers face at common jobs.
2. [Young Worker Safety and Health - NIOSH](#). Review the material on the website and specifically read:
  - [Foundational workplace safety and health competencies for the emerging workforce](#)
  - [CDC Morbidity and Mortality Weekly Report - Nonfatal Occupational Injuries to Younger Workers — United States, 2012–2018](#)
3. [Teen Injuries at Work](#). Once on the page, read and review the content under the tabs: **Stats and Stories, Hazards, What to do if you get hurt on the job.**
4. [Safe. Skilled. Ready Workforce Program - NIOSH](#) - read program description, vision and mission, and foundational OSH Competencies. The NIOSH Competencies may be delivered to young workers and other high-risk groups through a free, fun, and interactive curriculum, [Youth@Work—Talking Safety](#), geared towards middle- and high-school students. *Talking Safety* has customized versions for all U.S. states, the District of Columbia, the U.S. Virgin Islands, and Puerto Rico as well as Spanish-language versions. Read the overview of the program - [here](#).

## **Watch**

- [OSHA - Young Worker Rights](#)
  - [First Day on the Job Was His Last: What Happened to Day Davis](#)
  - [Young Worker Seriously Injured on Construction Site](#)
  - [Lost Youth \(Unedited\)](#). Note: this video is very graphic. Please watch with that understanding.
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- [Week 12: Responding to Peer Group Projects](#)
  - [Week 13: Youth Unemployment](#)
  - [Week 14: Youth and the Future of Work](#)
  - [Week 15: Youth and Unions](#)

## Discussion Forums

In the absence of a face-to-face interaction, the discussion forums become essential in sharing your thoughts, experiences, expertise with each other. Discussion is a significant portion of this course. Participation is required as this is a graded activity.

Before posting your thoughts, replies to the discussion forum, make sure to have read the assigned readings, viewed/listened the relevant media (videos, podcasts, etc). Take time to reflect on what you have read and viewed, organize your references, and citations. Write a draft, refine your response, save your document in Word (just in case), then copy and paste to the Discussion forum(s). Provide a substantial response supported by references and citations. Stay on topic. Follow the Discussion Post Guidelines and Rubric noted in each Discussion Forum Portal.

With the exception of Week 1 Discussion, your Discussion Forums are set up as a Group Discussion; 10 students per group. Over the course of the semester, your groups will be randomly reset so you get to know your classmates.

**Note:** *Timeliness is important* - a good discussion entails keeping the dialogue going (throughout the given week) with your classmates. In order to facilitate the dialogue, it is critical you **adhere to the Discussion post due dates** so you have sufficient time to respond to each other's posts. Please **do not wait until the last day** of the week to post your replies.

- Each forum opens on a Monday of the week. First post is due on **Wednesdays**, and replies to your classmates' are due on **Saturdays**. Each forum closes on a Sunday of the week.
- You are encouraged to post your replies **by audio, video, and/or text**. Refer to each forum portal for instructions. If you reply in audio/video, you still need to post your citations and references in the forum portal, in text.
- The Discussion Forums are set up for groups of 10 students, 6 groups in total. There are 3 rounds of Forum groups in which you are randomly assigned to different Forum groups so you get to know and interact with your classmates. Here are the list and breakdown of the Forum groupings:
  - Forums 2, 3, and 4 - 1st round grouping
  - Forums 5, 6, and 9 - 2nd round grouping
  - Forums 10, and 12 - 3rd round grouping
  - Forums 7 and 11 are optional, non-graded but you are encouraged to participate.

## Group Course Project

Detailed project information will be available in Week 3. You will also be randomly assigned to the project groups in Week 3. Note: this is a different Grouping from the Forum groups.

## Grade Distribution

A final grade is based on a **1000-point** system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

<b>Grading Components</b>	<b>Percent towards Final Grade</b>
Discussion Forum Participation (50 points each)	40%
Writing Assignments	20%
Course Project	40%
<b>Total</b>	<b>100%</b>

### **Grading Scale**

<b>Letter Grade</b>	<b>Points Range</b>
A	90-100
B+	87-89
B	80-86
C	70-79
D	60-69
F	59 and below

## **Policies and Procedures**

### **Online Participation and Engagement**

The success of this course depends on active engagement and dialogue by members of the class. You must be fully prepared to discuss and debate the issues raised in the assigned reading material. The course week begins on **Monday** for all weeks and ends on **Sunday**.

### **Your Responsibilities**

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anyplace, anytime, *you are still expected to **adhere to all due dates***.

You are expected to:

- Have access to a reliable computer, and access to the Internet

- Log in to Canvas for your course *on a regular basis*
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
- Actively participate in the Discussion Forum
- Complete the assigned readings and/or media
- Complete the assigned exercises and projects
- Adhere to all due dates

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

Make sure you have an alternative plan of access to your Canvas course in case your computer crashes (it happens). Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

### **Acknowledgement**

I want to acknowledge and appreciate instructor [Amy Bahruth](#) for sharing this course content and structure. Amy Bahruth is the Associate Director for the American Federation of Teachers in the Union Leadership Institute in Washington, DC. Amy has taught this course at SMLR for many years and has carefully selected content based on her expertise on OSHA. I have added/modified certain parts but most of the content is from Professor Bahruth.