

2024SP - YOUTH AND WORK 37:575:215:92

Instructor Information

Instructor: Jim Osterheldt

Course Format: **Online, Asynchronous**

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Virtual Office Hours (through Zoom): By Appointment

Course Delivery Format

This course runs from January 16 through May 1, 2024. 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.

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

Core Curriculum 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 questions or situations, using appropriate assumptions, methods, evidence, and arguments.

Virtual Office Hour

- The Virtual Office Hour will be conducted through Zoom upon request. Due to the asynchronous nature of this course, I am willing to accommodate individual students needs and find time that best suits you.

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 any 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
- 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 or through Canvas Inbox at any time and I 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 will be so that if you would like to meet “in person” we can do so.

Student Support Services

- [Rutgers Student Support Services](#)
- [Student Health & Wellness Services](#)
- [Registrar's Office](#)
- [Rutgers Dean of Students - Student Affairs \(Links to an external site.\)](#)

Course Description

This course explores youth experiences in the labor market. By the end of the semester, we will discuss these experiences in the past, present, and future tense. We will begin by exploring the idea of child labor, and how it is defined in social and economic contexts. The remainder of the first half of the semester will focus on the history and evolution of child labor in the United States. The focus of this time will be 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. Using this information, we will begin observing the current state of child labor on a global scale and find connections to social and economic data. At the conclusion of the semester, we will combine our historical knowledge and current perspectives to develop solutions to current child labor problems while predicting the future of the youth experience in the labor market.

Week 1 **January 16-21**

Orientation

Week 2 **January 22-28**

Introduction to Child Labor

Week 3 **January 29-February 4**

Defining the Child Labor Problem

Week 4 **February 5-11**

Protection Through Legislation

Week 5 **February 12-18**

Child Labor and Agriculture

Week 6 **February 19-25**

Protection Through Education

Week 7 **February 26-March 3**

The Evolution of Youth and Work in America 1945-Today

Week 8 March 4-8

The Current State of Youth and Work in America

March 11-17

Spring Recess

Week 9 March 18-24

The Current State of Youth and Work in America

Week 10 March 25-31

The Future of Youth and Work in America

Week 11 April 1-7

Youth and Work Around the World: Developing Countries

Week 12 April 8-14

The Influence over Youth and Work Around the World by America

Week 13 April 15-21

The Influence over America by Youth and Work Around the World

Week 14 April 22-28

The Future of Youth and Work

Course Materials

Required Readings

There are no required books to purchase for this class. You will have access to multiple readings through the University Library system and the rest will be posted to canvas directly.

1. [Besen-Cassino, Yasemin. 2013. *Consuming Work: Youth Labor in America*. \(Links to an external site.\)](#)
 - - 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**
 - 2. [Hindman, Hugh. 2002. *Child Labor: An American History* \(Links to an external site.\)](#)
 - Note: You can access the Hindman 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.

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
- 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 Rutgers IT Help Desk (Links to an external site.). 877-361-1134, accessible 24 hours a day, 7 days a week.
- Refer to the Canvas Student Tutorial (Links 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.

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 sizable 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.

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

Again, apart from Week 1 Discussion, you will be required to make a **MINIMUM** of two posts per discussion.

-One original post in response to the discussion forum topic of the week.

-At least one response to an original response written by a classmate. This response is expected be more than a compliment for their answer or simply agreeing. These responses do not have a set word limit but will be expected to show an effort to exchange perspectives with another classmate.

Note: *Timeliness is important* - a good discussion entails keeping the dialogue going (throughout the given week) with your classmates. 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 **Thursdays** and replies to your classmates are due before each forum closes on Sunday of the week.

State Labor Analysis Project

Each of you will be completing a State Labor Analysis project. The output of your project will be combined with the work submitted by classmates to create a collaborative analysis of Child Labor in the United States. We will be using the results of this project for weeks 8 and 9 as well.

Global Labor Analysis Project

Each of you will be completing a Labor Analysis like our state project, but this time on a country. The output of that project of your project will be combined with the work submitted by classmates to create a collaborative analysis of Child Labor globally. We will be using the results of this project week fourteen.

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.

All discussions will be worth 50 pts each. There will be twelve discussions with a total of six hundred points.

The State Labor Analysis project will be worth two hundred points.

The Global Labor Analysis project will be worth two hundred points.

Grading Scale

A	900-1000
B+	870-899
B	800-869
C	700-799
D	600-699
F	599 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 an elevated 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 back up your important documents and assignments on a flash drive or other external device.

Where to Next?

After reviewing the syllabus components, proceed to Modules, and review the Learning Support Resources before starting Week 1 activities.

Any Broken Links

At SMLR we strive to continuously improve all course designs. If you come across any broken links/URLs, or suggestions for improving the design, please feel free to email Marta Pulley, Instructional Technology Specialist, marta.pulley@rutgers.edu.

