**COURSE OVERVIEW:**

This course explores historical and contemporary issues related to young workers in the U.S. labor market.

**Initially**, we will discuss the concept of “child labor” in the 19th and early 20th centuries. We will focus on defining child labor within social and economic contexts. In doing so, we will investigate several industries where the use of child labor was common during the pertinent time frame. Discussion will center on the cause and effects of child and youth labor and related reforms. We will also examine the continued existence of child labor in the U.S. and globally.

**Along with our historical** study, we will explore how contemporary youth view and prepare for work, what expectations they have, and what role their education plays in relation to workforce paths and careers. Topics discussed in this section will include, working students, educational opportunities, different experiences among young workers in the current economic environment and the issue of student debt and its ramification.

**Finally**, we will discuss internships, contingent workers, knowledge and skill base requirements and job-hopping as they relate to employment in the current job market.
**Relationship to School of Arts and Sciences (SAS) Learning Goals:**

A. This class relates to the overall objectives of the 21st Century Challenges.

Analyze the degree to which forms of human difference shape a person’s experiences and perspective on the world-

Analyze issues of social justice across local and global contexts.

B. It also has the following Social Analysis objectives:

Explain and be able to assess the relationship among assumptions, methods, evidence, arguments, and theory in social and historical analysis.

Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

Students will demonstrate their understanding of these concepts via class readings, discussions, exams and group work which focuses on historical and contemporary issues for youth and work.

**CLASS EXPECTATIONS**

I will spend a significant part of the class providing a framework and/or background for each session’s topic, however I view this as an interactive course and I expect your input.

The quality and effectiveness of the course will depend heavily on your input as a careful reader of the assigned materials and as a participant and leader of discussion. Participating in class discussions is one of the best ways to learn. Contributing to class discussions can take a
number of forms. You may answer a question that I ask. You may ask a question. You may comment on another person’s contribution or you may try to encourage others to speak. The goal is to participate in an intellectually rigorous manner that will help us advance the discussion. You cannot do this if you are not prepared for class. Being prepared means you have read and completed all assignments and have done so thoughtfully and carefully. The less you participate in class, the more I must lecture. Think about that!

In addition, all types of cell phones, pagers, laptops and other devices, must be turned off prior to the start of class. Surreptitious use of cell phones or laptops will effect your class participation grade. Yes, this means no note-taking with any electronic device! I also expect that you will make every effort to arrive on time to class. In addition, I expect that, barring any emergencies, you will be present (both physically & mentally) during the entire class period. Please note that if you choose not to come to class on a particular day, you are still responsible for that day’s lecture, readings, etc.

We all must be committed to work hard to create a class culture that will be congenial for each student’s participation. You will be expected to respect each of your classmates and their comments, and demonstrate that respect at all times. This includes giving your full attention to student speakers and the professor. Remarks that are dismissive of other students, or personally attack anyone in the classroom will not be tolerated and will severely reduce your participation grade. Please do not be concerned that taking a perspective different from mine will in any way negatively affect your grade. We will be doing some group work in class. I will assign each student to a group.

REQUIRED BOOKS
The textbook is available at Rutgers Bookstore.

Supplemental course readings will be available on the course website, online, or from me.


**CLASS GRADE**
Your final grade is based on the following:
- Class Exercises/ Participation 15%
- 2 Quizzes 35%
- Personal Experience Paper 20%
- Final Exam /Paper 30%

Absent an extreme emergency, there will be no opportunity to make up quizzes and no extensions of time to hand in papers. If you experience a significant situation which effects your ability to complete the work in this class in a timely fashion **do not delay in discussing the problem with me.** I will make myself available to meet with students before and after class sessions as needed.

Throughout the course there may be in-class exercises for certain classes. These will include hands-on projects related to the readings. There are NO make-up class exercises, they must be completed during the class period, and will be handed in before you leave that class. If a given exercise requires out-of-class preparation, I will assign the exercise prior to the class in which it will be done. In class exercises will be counted toward your class participation grade.

I may provide the opportunity to do 1 outside assignment to be counted as extra credit. I will not accept or agree to requests to do additional extra credit work and all assigned extra credit work must be submitted on time.
Personal Experience Paper

Students will write a short (3-4 pages) essay reflecting on their own experiences in the labor market. Papers should address at a minimum the following questions: When did you start working, and why? What types of jobs have you held, and in what industries have you worked? Has most of your work experience been in the formal or informal sector? Have you worked mostly for individuals, small family businesses, or large companies? What are the best and worst things about the jobs that you have held? How typical do you think that you work experience has been? What are your career expectations and objectives and what steps are you taking to reach your goals? How do you think your work experience to date will help or hinder your future work life? What issues concern you most in preparing for your work life and why?

This paper also requires research on the skill requirements and current labor market in your chosen field or the industry in which you hope to work. Your paper will be presented in class and all students must submit their paper on the due date I establish.

Quizzes

Two in-class quizzes are scheduled throughout the semester. These quizzes are based on the weekly readings and discussions. The quizzes will require you to construct informed and thoughtful answers to the questions. Therefore, you will be allowed to bring your own personal class and reading notes to each quiz. These notes may be handwritten or typed, but must be in the form of a ‘hard copy’—either part of a paper notebook or folder, or on loose paper. They cannot be on a laptop, phone, or PDA. Additional quizzes will be scheduled or administered spontaneously as necessary if students fail to prepare or participate in class.

Final Exam/Paper
You will have either a final exam pulling together the reading from the course, but particularly focusing on current issues regarding youth in today’s labor market or a final paper on an assigned topic.

Course Schedule

The following schedule is subject to revisions at my discretion if necessary as the course progresses.

January

**Week 1** 1/23  Introduction to course and explanation of Work Experience paper. **Paper due**

Feb. 6.  Assignment: Hindman  Chap.2

**Week 2** 1/30  Lecture/discussion Chap.2 and child labor reform

Assignment: Hindman Chaps. 4&6

February

**Week 3** 2/6  Lecture/discussion Chap.4,  Begin presentations of Work Experience papers

Assignment: Hindman Chap. 7

**Week 4** 2/13  Lecture/discussion Chaps. 6&7,  Video

Assignment: Hindman Chap. 9

**Week 5** 2/20  Lecture/discussion Chap. 9  Video, discussion  Presentations of Work Experience papers
**Week 6 2/27**  Finish Chap.9 discussion,  Presentation of Work Experience papers

**Week 7 3/6**  QUIZ  chaps. 2,4,6,7

Assignment: Hindman Chap. 11

**Week 8 3/13**  Discussion: Current child labor US., Global

**Group Project**  Draft legislation for child labor reform in Agriculture or
Homework/sweatshop

**Week 9 3/20**  Spring Break  No class

**Week 10 3/27**  Intro. To contemporary young adult work issues

Review Hindman Chaps. 7 & 9

**Week 11 4/3**  QUIZ  Chaps. 7,9 & Global  Explanation of final paper topics and
requirements  PAPER DUE 5/1

**Week 12 4/10**  Lecture/discussion  Young workers’ debt, stagnation

Scenario 1  to be handed out in class  Group discussion.

Assignment: Besen Articles to be determined

**Week 13 4/17**  Discussion  Internships, job hopping, independent contractors

**Week 14 4/24**  Discussion of Besen articles & Any extraneous issues.

**Week 15  5/1**  Submission of Final Paper

**Week 13 4/17**