Topics In Labor Studies- Youth and Work
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Index # 54707
Labor Studies and Employment Relations
HYBRID COURSE Wednesday 6-8:40 pm
Atlantic Cape Campus-

Dr. Mary Gatta
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Course Overview:

This course will focus on young peoples' 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.
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The course next explores contemporary experiences of young people in the labormarket. 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 economic recession, and various policies and programs that can improve their experiences and economic self-sufficiency, especially in the midst of the current economic crisis.

Overall, the 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 different from or similar to those of adult workers? How can young workers and their advocates improve young peoples' experiences in the labor market?

Hybrid Course Requirements

This course is being taught as a online hybrid. What that means is that half the class will be taught in the classroom on the Atlantic Cape Campus, and the other half will be taught online. In order to access the online portion of the course, and other course materials you will log onto Rutgers "E-companion" which you may access at https://ecollege.rutgers.edu/students.jsp using your netID. In addition, in order to access this site, and other resources be sure that your Rutgers email account is working. Communication from the instructor will go to your Rutgers email account; remember you can set it up to forward mail to another email system if you use that.

The online portion of this course will be asynchronous. What this means is that you will NOT have to log onto the course during the time of the class, but will be able to access the online portion during that week. There maybe specific times that assignments online are due, and that must be paid attention to.

Specifically, contact time will be divided in the following way: 50 % face-to-face AND 50 % online

Online sessions will be a blend of self-paced and group activities using E-Companion and other Web sites. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting. Face-to-face sessions will be held on the Atlantic Cape Campus.

In addition because this class is hybrid, if any in-person classes need to be canceled because of weather or other reason, the class WILL be converted to online for that session. This means you need to check the course website regularly and will be responsible for that work.

Required Books:

All books available at Rutgers Bookstore or online. In addition to books, course readings are available on the course E-Companion website or from me.

Draut, Tamara. 2005. Strapped: **Why America's 20- and 30- Somethings Can't Get Ahead.** Doubleday Books.

Hindman, Hugh. 2002. **Child Labor: An American History.** M. E. Sharpe

Class Grade:
Your grade is based on the following distribution:

Journal/Online Exercises	25%
2 Quizzes (15% each)	30%
Mall-Fieldwork Paper	20%
Class Youth Experience Powerpoint/Presentation	25%

Assignments

Journal/Online Exercises- Throughout the course you will be asked to journal on the course website and/or complete online exercises. You must check our course website regularly for these assignments. Due dates and assignment parameters are located there. I will drop ONE journal/online exercise, which means you can miss one.

Quizzes: Two 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 use your notes and readings for the quizzes. The quizzes are your own work and students CANNOT work together. Additional quizzes will be scheduled or administered spontaneously as necessary if course participants fall to prepare or participate in class.

Class Youth Experience/Powerpoints: On the final day of class, you will present a powerpoint presentation where you analyze your work experiences relative to the experiences of the other students in the class, and our course readings. We will create a 'dataset' of student work experiences that will serve as the basis of your presentation. More details will follow on this assignment!

Mall Assignment: You will conduct a fieldwork project in a local mall to analyze the work experiences of young people today. Details for this assignment are located on the course website.

Course Schedule

January 19--- IN CLASS-
Topic: Introduction to Course, requirements, hybrid format and E-Companion
Introduction to Studying Youth and Work

January 26---ONLINE
Topic: Your work experiences. Guided assignment where you chronicle your work experiences as a young worker. This assignment will serve as a data set of the classes' work experiences that will be referred to in the final assignment.

February 2—IN CLASS

Topic: The Child Labor Problem (Hindman Chapters 1 and 2) and Child Labor in America—Agriculture (Hindman Chapter 9)

February 9---ONLINE

Topic: Child Labor in America--Coal Mines, Manufacturing (Hindman Chapters 4 and 5)

February 16th---IN CLASS

Topic: Child Labor in America—Homework and Street Trades (Hindman Chapters 7 and 8)

February 23rd----ONLINE

Quiz #1

March 2---IN CLASS

Topic: Teenage Workers Today (Besen, Contemporary Work Experiences, Exploitation or Fun * and Besen, Consumption of Production*) and Tannock, Why Do Working Youth Work Where They Do?:A Report from the Young Worker Project*)

March 9---ONLINE

Mall Observation Hour and Online Mall Assignment

March 16---SPRING BREAK

March 23—IN CLASS

Topic: Gender Inequality and Youth Work (Besen, At Sam's Club, no girls allowed: the lived experiences of sex discrimination* AND Besen, 'The Cost of Being a Girl: Gender Earnings Differentials in the Early Labor Market*) AND Race, Class, and Youth Work (AFL-CIO "Young workers: A Lost Decade*" and Economic Policy Institute "The Kids Aren't Alright: A Labor Market Analysis of Young Workers*)

March 30---ONLINE

Topic: Youth, Work and Concerns for the Future (Draut, Introduction and Chapter 1 & 2)

April 6—IN CLASS

Topic: Young People, Debt and Work (Draut, Chapters 3, 4, 5)

April 13—ONLINE

Quiz #2

April 20---IN CLASS

Presentations of Class Work Experiences

April 27--ONLINE