Youth and Work: 37:575:215:01
Fall 2019 Labor Studies and Employment Relations
Monday 7:15-10:05 pm
Cook / Douglass Lecture Hall - Room 103

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Course Overview

This course examines the current situation of young workers, reviews the history and policy responses to child labor in America and considers the challenges of youth and work today.

Some of the core questions we will explore include: What counts as “work”? Why do young people work and how has that changed over time? How does young people’s preparation for and participation in the labor market differ from that of previous generations? What are some of the challenges that young workers face at work? What kinds of policies, organizational practices, and legal changes can improve young worker’s experience in the work force?

We will examine the work experiences of children and youth in the 19th and early 20th century. We will look at how “child labor” is defined in social and economic contexts and investigate several industries including coal mining, manufacturing, textiles, homework, street work, retail and service and agriculture—to better understand the causes and effects of child labor in U.S. history—and how reform programs and laws emerged to address the issue. We will also look at whether the U.S.’s response to the child labor problems contributes to understanding global labor problems.

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 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 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 security, especially in the midst of the current economic crisis.

Relationship to School of Arts and Sciences (SAS) Learning Goals

A. This class has the following 21st Century Challenge objectives:
   a. Analyze the degree to which forms of human difference shape a person’s experience and perspectives on the world.
   b. Analyze issues of social justice across local and global contexts.
B. It also has the following Social Analysis objectives:
   a. Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
   b. Understand different theories in social and historical analysis.
   c. Apply Concepts about human and social behavior to particular questions or situations.

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

**Academic Integrity.** Familiarize yourself with the Rutgers University Academic Integrity Policy which can be found online at: [http://academicintegrity.rutgers.edu/academic-integrity-policy/](http://academicintegrity.rutgers.edu/academic-integrity-policy/)

Plagiarism or other violations of academic integrity will not be tolerated. Your written assignments will be submitted to “Turnitin.com” to insure that your assignment is yours and not gleaned from the web, another student or source. Use proper citations and quote marks around any material that is not yours. Be careful not to “copy” phrases or sentences excessively from the readings. The goal is to put the ideas into your own words.

**Course Requirements**

*Class attendance:* You are expected to attend each class session, and to be on time. An attendance sheet will be passed out during each class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over. As the class is three hours long, we will have periodic breaks built into the scheduled time.

*Participation:* This class will utilize a variety of formats, with weekly discussion sessions one of the more important of these. You are expected to have completed the readings assigned before coming to class each week and be ready to take an active role in these discussions. Class participation includes active, respectful listening and well as talking. Cell phones and other electronic devises must be turned off during class. If you have a laptop computer, please feel free to bring it to class as a useful tool to augment in class readings and You Tube clips. Do not use any recording devices in this class.

*Missed Exams:* All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. Documented emergencies and personal matters will be taken into account for possible cases of rescheduling that arise.

Unless otherwise specified, all writing assignments should be submitted to me via email attachment before class the day that they are due. Out of respect to those who meet this expectation, all late papers will be subject to downgrading.
Accommodations: This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

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 web site at: https://ods.rutgers.edu/students/registration-form The Rutgers Office of Disability Services can also be reached at 848-445-6800.

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.

In Class Exercises

This class is highly participatory and requires that you attend and that you work in groups or teams. Coming to class prepared (with readings and assignments up to date) is key to participating effectively in your discussion group. Throughout the course, there will be in class group exercises, including some hands-on projects related to the readings done in groups or pairs. There are NO make-up class exercises and they must be completed during the class period. Of course, if you do not attend class, you will lose points for participation in these exercises as well as for attendance.

Mall Assignment and Youth Worker Survey

Students will each conduct a fieldwork project in a local mall to analyze the work experience of young people today, as well as a survey of contemporary work experiences. Details for these assignments are located on the course website.
**Class Grade Distribution:**
Your final grade is based on the following distribution:

- Class Exercises/Participation: 15%
- Survey: 20%
- Mall Assignment: 20%
- Midterm Exam: 20%
- Final Exam: 25%

_The Professor reserves the right to add or change readings or otherwise change the structure of the course._

**Required Book**

_Other course readings are available on the Canvas course website or from me directly. Please note that additional readings—mostly contemporary op-ed essays from newspapers, magazines and the web will be introduced to weekly class sessions._

Cassino-Besen, Yasemin. 2014. **Consuming Work: Youth Labor in America.** Temple University Press

**Course Schedule**

**Part One: Overview and Framing**

**Week 1**- September 9: Introduction to Studying Youth and Work; Syllabus Review

**In Class Exercise: “First Work Experiences.”** We are going to start to get to know each other and also start to think about our own work experiences. We will discuss our first paid work experiences, how we got hired, how we felt about it, how much we earned, etc.

**Week 2**- September 16: The Current Situation of Young Workers

EPI Briefing Paper, “The Class of 2015: Despite an Improving Economy, Young Grads Still Face an Uphill Climb.”

Boston College Center for Work and Family Briefing Paper, “Creating Tomorrow’s Leaders: The Expanding Role of Millennials in the Workplace.”

UCLA Labor Center, “Young Workers in Los Angeles: A Snapshot,” September 2015

Short film and discussion: **Eyes on the Fries: Young Workers in the Service Economy**

**Week 3**- September 23: Working and Growing Up in America


AFL-CIO Working America Briefing Paper: “Young Workers: A Lost Decade.”

**Part Two: The “Child Labor Problem”**

**Week 4**- September 30: What is “child labor”?  
Videos: Fingers to the Bone: Child Farmworkers in the U.S.; Made in the USA: Child Labor and Tobacco; Children of the Fields; U.S. Child Labor, 1908-1920 and The Dark Side of Chocolate

**Week 5**- October 7: U.S. Policy Responses to Child Labor  
Hindman, *Child Labor*, Chapter 3.  

In Class Exercise: The Triangle Shirtwaist Fire

**Week 6**- October 14: **In class Midterm Exam**

**Part 3. The Challenges of Youth and Work Today**

**Week 7**- October 21: Young Workers: Service Sector Employment  
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

**Week 8**- October 28: Young Workers: Race, Class and Gender  

Think Progress.org, “There’s Even a Gender Gap in Children’s Allowances”  

In Class Exercise: **Gender Wage Gap**
**Week 9-** November 4: Young Workers Today—Case Study

*Mall Assignment--No Class Meeting due to Mall Assignment*


*Mall Observations:* Visit the course website and find the section that details the Mall Observation assignment. Download the observation sheets and start your observations. You must bring this material to class next week. I have given you this 3-hour period to complete the assignment. You may do it during this time or at another time but there are no late assignments.

**Week 10-** November 11: Education, Stagnant Pay and Increasing Debt Load

*Mall Observation and Paper Due* by class meeting.

Tamara Draut, *Strapped*, Chapters 1: Higher and Higher Education; Chapter 2: Paycheck Paralysis; and Chapter 3: Generation Debt

**Week 11-** November 18: The Intern Economy


Josh Eidelson, “Legal Protections for Interns: A Guide”

**Week 12-** November 25 : How Young Workers Will Change Work

Tannock, *Youth at Work*, Chapter 7: “The Youth Union”

Ray B. Williams, “How the Millennial Generation Will Change the Workplace”

Lauren Stiller Rikleen, Esq., “Creating Tomorrow’s Leaders: the Expanding Roles of Millennials in the Workplace”


*Survey Assignment Due in Class*

**Week 13-** December 2: An Agenda for Change

Tamara Draut, *Strapped*, Chapter 7: Changing Course: An Agenda for Reform

**Week 14-** December 9: Course wrap up and final review

**Week 15-** December 16: **Final Exam (In Class)**