

YOUTH AND WORK: 37:575:215:01

Fall 2020 - Labor Studies and Employment Relations

Tuesdays and Thursdays: 1:40 p.m. to 3:00 p.m.

Format: Online (Mix of Asynchronous via Canvas and Synchronous via Zoom or Webex)

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Office hours by appointment

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 experiences in the work force?

We will begin by examining 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 mines, manufacturing, textiles, homework, street work and agriculture---to better understand the causes and effects of child labor in U.S. history, and reform programs and laws that emerged to address the issue. We will also look at whether the U.S.’s response to child labor problems contributes to understanding global child labor problems.

The course next explores the sociology of work and the 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. 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 pandemic.

LEARNING OBJECTIVES

Core Curriculum: CC and SCL Student is able to:

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on contemporary issues. (Goal a).
- Analyze contemporary issues of social justice. (Goal d).
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (Goal m).
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (Goal n).

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)
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School of Management and Labor Relations:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

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

COURSE MATERIALS

Lectures

Powerpoint presentations from all lectures will be made available on Canvas after the class session in which they were presented. Lectures will not be recorded, so attendance is highly recommended for all days with synchronous class meetings. Note: exams will be based upon material that is provided in powerpoints, videos, readings, and other course materials, not on comments made by the instructor during lectures that are not documented elsewhere.

Videos

Links for all videos watched in class will be posted in the Canvas module for the week in which they were viewed.

Required Readings

All books and readings are available online either through the Rutgers Library or as pdf files on the course Canvas site in the modules for the weeks they are assigned. Please note that additional readings, mostly contemporary op-ed essays and relevant news articles, will be introduced to some weekly class sessions. If you prefer to buy physical books, the primary texts for this course are:

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

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

COURSE REQUIREMENTS*

Class Attendance and Participation

This class will utilize a variety of formats, with weekly online discussion forums one of the more important of these. You are expected to have completed the readings assigned before class each week and be ready to take an active role in these discussions. Less frequently we will have synchronous class meetings during class time. All Exams will be held during class time.

Missed Exams: All students are expected to take the scheduled in-class exams 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 assignments should be submitted via the Canvas system by their due date. Out of respect to those who meet this expectation, all late assignments will be subject to downgrading.

Class Forums on Canvas (600 pts)

Forums are asynchronous discussions which students use to process and synthesize course content. Leading questions will be posted with each forum. It is expected that you give your initial impressions in your first post and then engage your classmates in subsequent posts. There are 8 discussion forums, you must participate in 6 for full credit (you are allowed to skip two of your choice, or alternately you may complete more than 6 and the lowest grade will be dropped).

There is a 3-post minimum for each forum. Remember the idea is to engage and respond (react) to the commentary and these forums also count as your attendance and participation grade. Making 2 posts results in a 20-point deduction; making only 1 post will result in a 40-point deduction.

Initial posts should be a minimum of 200 words in length, and each response post should be at minimum of 100 words each. Short posts will lead to point deductions.

During the weeks that forums are open, there is an initial post deadline of 11:59 pm on Wednesday. Additional posts must be completed by 11:59pm on Sunday. Missing the initial post deadline will result in an automatic 20-point participation deduction for the first day and an additional 10pts per day late beyond that. Making all posts in 1 day at any time during the forum period will result in a 20-point deduction plus any deductions for tardiness or brevity.

A MISSED FORUM CANNOT BE MADE UP.

Note: the forums are asynchronous - you may choose to use the scheduled class time to work on posts or you may decide to work outside of class time as long as you meet the two deadlines for the initial post and final posts.

Forum posts are graded on three criteria: participation, content/synthesis, and mechanics.

Participation: (60 points)

Students are required to cultivate an online learning community that will enable you to understand and synthesize weekly topics. Engaging with and responding to the ideas of other students through this online learning community will give students a broader appreciation of the ideas put forth in the class.

Content/Synthesis: (30 points)

Students are required to engage in an informed academic discussion on selected course topics within each forum. Students are also required to synthesize the forum discussion with the course reading for the week and/or from prior weeks.

Mechanics: (10 point)

Grammar, spelling and sentence structure are important. This is an online forum – but it is an online forum in an upper level college class! Students must also be mindful of sentence structure and how ideas are presented.

Practice Exam (25pts)

There will be a practice exam to test the Lockdown Browser App that will be needed for the real exam. All students will receive full credit for completing the practice exam by the due date.

Exams (375pts)

There will be two in-class, online exams, plus one online final exam during exam week, all based on the readings, lectures, and discussions from the relevant section of the course (worth 125 pts each). The exams will be a mix of multiple choice and open-ended questions which require you to construct thoughtful, informed answers. The final is **not** cumulative.

**Note: The professor reserves the right to change the grading distribution, to offer extra credit assignments, to add or change readings or otherwise change the structure of the course.*

GRADING

Your final grade is based on the following distribution of points:

60% Forums x6 (100pts each)

2.5% Practice Exam (25pts)

37.5% Exams x3 (125pts each)

Assignments must be submitted via the class website on Canvas for credit. No papers, assignments or quizzes will be accepted by email or fax.

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.

ACADEMIC INTEGRITY

Familiarize yourself with Rutgers 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 another 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.

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.

COURSE SCHEDULE

(Subject to Change - Check Canvas Modules Regularly to Stay up to Date)

	Date	Class Topic and Activities	Readings
Act I. Setting the Stage			
Week 1			
	Sept. 1	Course Overview/First Work Experiences	
	Sept. 3	Child Labor in America	Hindman Chapt. 1, 2
Act II. The History of Youth and Work			
Week 2			
		Child Labor in America - Agriculture and Food Process	Hindman Chapt. 9; Mortimer
		FORUM 1: "Children on Farms Today"	
Week 3			
		Child Labor in America - Coal Mines and Manufacturing	Hindman Chapt. 4 and 5
		FORUM 2: Triangle Shirtwaist Fire"	
Week 4			
		Child Labor in America - Homework and Street Trades	Hindman Chapt. 7 and 8
		FORUM 3: "Gender and Child Labor"	
Week 5			
		Policy Responses to Child Labor in the 21st Century	Hindman Chapt. 3
Week 6			
	Oct. 8	EXAM #1	
Act III. The Sociology of Youth and Work			
Week 7			
		Racial Inequality and Work	Besen-Cassino Chapt. 6; Wright & Rogers Chapt. 14
		FORUM 4	
Week 8			
		Gender Inequality and Work	Besen-Cassino Chapt. 7; Wright & Rogers Chapt. 15
		FORUM 5: Gender Wage Gap	
Week 9			
		Class Inequality and Work	Besen-Cassino Chapt. 5; Wright & Rogers Chapt. 11
	Oct. 29	FILM: <i>Inequality for All</i>	
Week 10			
	Nov. 5	EXAM #2	

Act. IV. The Present and Future of Youth and Work			
Week 11			
		Young Workers: Service Sector Employment	Besen-Cassino Chapt. 1, 2, 3; Tannock Chapt. 2
		FORUM 6	
Week 12			
		Young Workers: Education, Debt, and Stagnant Pay	Draut Chapt. 1, 2, 3
		FORUM 7	
Week 13			
		Young Workers: The Intern Economy	Perlin Chapt. 2; NYTimes; Marvit; Eidelson
Week 14			
		Labor Unions	Tannock Chapt. 7; Schmitt
		FORUM 8	
Week 15			
	Dec. 8	The Future of Work: An Agenda for Change	Draut Chapt. 7

EXAM #3 will be held during the scheduled time during the Final Exam Week