

**Youth and Work: 37:575:215:01**  
Fall 2017 Labor Studies and Employment Relations  
Monday: 1:40 p.m. to 4:40 p.m.  
Livingston Campus, Levin Bldg. Room 003

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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 experiences 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 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 the child labor problems contributes to understanding global child 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. 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.

### **Learning Objectives**

*Core Curriculum: 21C and SCL Student is able to:*

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world (Goal a).
- Analyze a contemporary global issue from a multidisciplinary perspective (Goal b).
- Analyze issues of social justice across local and global contexts (Goal d).
- Understand the bases and development of human and societal endeavors across time and place (Goal h).
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m).
- Apply concepts about human and social behavior to particular questions or situations. (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.

**Academic Integrity**

Familiarize yourself with the Rutgers University Academic Integrity Policy which can be found online at: <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.

**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 devices 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.

### *Quizzes*

There will be several quizzes based on the readings, lectures and discussions. The quizzes will require you to construct thoughtful, informed answers to the questions.

### *Mall Assignment*

Students will each conduct a fieldwork project in a local mall to analyze the work experience of young people today. Details for this assignment are located on the course website.

### *Class Grade Distribution*

Your final grade is based on the following distribution:

|                               |     |
|-------------------------------|-----|
| Class Exercises/Participation | 20% |
| Quizzes (Two)                 | 10% |
| Mall Assignment               | 20% |
| Midterm Exam                  | 20% |
| Final Exam                    | 30% |

You must submit quizzes, the Mall Assignment and the Final Exam in class. Other written assignments must be submitted via the class website on Sakai for credit. No papers, assignments or quizzes will be accepted by email or fax.

*\*Note: 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.*

### **Required Book**

*All books available online. Other course readings are available on the Sakai course website or from me directly. Please note that additional readings, mostly contemporary op-ed essays and relevant news articles, will be introduced to some weekly class sessions.*

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

### **Optional Books**

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

Newman, Katherine. 1999. **No Shame in My Game: The Working Poor in the Inner City**. Russel Sage Books.

### **Course Schedule**

#### **Part One: Overview and Framing**

**Week 1**--September 11: 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 18: 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."

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

**Week 3**—September 25: Working and Growing Up in America

Jeylan Mortimer, 2003. *Working and Growing Up in America*. Cambridge: Harvard University Press, Introduction

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

Andrew J. Cherlin, (2014) “The Fall of the Working Class Family: 1975-2010,” from *Labor’s Love Lost: The Rise and Fall of the Working Class Family in America*.

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

**Week 4**—October 2: What is “child labor”?

Hugh Hindman, 2002. *Child Labor: An American History*. Armonk, N.Y.: M.E. Sharpe. Chapters 1, 2 and 9

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

In Class Exercise: **Children on Farms Today**

**Week 5**—October 9: U.S. Policy Responses to Child Labor in the 21<sup>st</sup> Century

Hindman, *Child Labor*, Chapter 3.

John M. Herrick and James Midgley, “The United State.” Pp. 187-216 in *The State of Social Welfare: The Twentieth Century in Cross-national Review*, edited by John Dixon and Robert P. Scheurell (Westport, Conn.:Greenwood).

In class exercise: Triangle Shirtwaist Fire (film and group activity)

**Week 6**--October 16: **In class Midterm Exam**

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

**Week 7**—October 23: Young Workers: Service Sector Employment

Yasemin Besen-Cassino, 2014. *Consuming Work: Youth Labor in America*. Philadelphia: Temple University Press, Chapters 1, 2 and 3

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

In Class Exercise: **Retails Jobs and Young Workers** (needs work prior to class)

**Week 8**--October 30: Young Workers: Race, Class and Gender

Besen-Cassino, *Consuming Work*, Chapter 5: “They Need Me Here”: Work as a Perceived Alternative to School; Chapter 6: “White Young, and Middle Class”: Aesthetic Labor, Race, and Class in the Youth Labor Force; Chapter 7: Origins of the Gender Wage Gap: Gender Inequality in the Youth Labor Force.

Think Progress.org, “There’s Even a Gender Gap in Children’s Allowances”  
<http://thinkprogress.org/economy/2014/04/23/3430025/gender-gap-allowance/>

In Class Exercise: *Gender Wage Gap*

**Week 9**--November 6: Education, Stagnant Pay and Increasing Debt Load

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

**Week 10**—November 13: Young Workers Today—Case Study

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

Besen-Cassino, *Consuming Work*, Chapter 8: The Economic Recession and the Future of Youth Labor

**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 11**--November 20: The Intern Economy

**Mall Observation and Paper Due** by class meeting.

Ross Perlin. *Intern Nation: How to Earn Nothing and Teach Little in the Brave New Economy*. New York: Verso. Chapter 2, “The Explosion”

The Economist. 2014. “The Internship: Generation I.” The Economist, Sept. 6, International 1-9

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

“Defining Employee in the Gig Economy”, NY Times, July 18, 2015

“How Crowdworkers Became the Ghosts in the Digital Machine”, The Nation, November 4, 2014

**Week 12**--November 27: 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”

John Schmitt, 2008. Center for Economic and Policy Research, “Unions and Upward Mobility for Young Workers”

In Class Exercise: *Changing Workplaces*

**Week 13**—December 4: An Agenda for Change

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

**Week 14**—December 11: **Final Exam (In Class)**