

Youth and Work: 37:575:215:01
Fall 2018 Labor Studies and Employment Relations
Mondays 12:35pm-3:35pm
Labor Education Center Room 133

Instructor:
Phela Townsend
Phela.townsend@rutgers.edu
Office Hours: By Appointment

Student Aide:
Julia Mazzucca
jcm351@scarletmail.rutgers.edu

Course Overview

This course examines the past and current situation of young workers, reviews the history and policy responses to child labor in America, and considers the question surrounding what it means to be a young person in the U.S. workforce 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?

In the first half of the semester, 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 the extent to which the U.S. response to the child labor problems contributes to our understanding global labor problems.

The second half of the semester 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 emerging trends and issues in the youth labor market –for example the growing income and wealth gap – and how public policy and social movements can address these trends. 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/>

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. You will receive a name plate in the first session, and it is expected that you will have this with you in every class.

An attendance sheet will also 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 daily discussion sessions and group work being 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 YouTube clips. However, if laptops become a distraction, the instructor reserves the right to prohibit the use of them during class time. 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 uploaded to Sakai 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. Assignments submitted more than a week after the due date will automatically receive a zero unless there are extenuating circumstances and alternative arrangements are made with the instructor.

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

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	25%
Mall Assignment	20%
Midterm Exam	25%
Final Exam	30%
Extra Credit*	

Professors reserve the right to add or change readings or otherwise change the structure of the course.

Required Book

Other course readings are available on the Sakai 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.

Kochan and Dyer, 2017. “Shaping the Future of Work: A Handbook for Action and a New Social Contract.”

Optional Books

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 Schedule

Part One: Overview and Framing

Week 1—September 10: Introduction to Studying Youth and Work; Syllabus Review

Readings to be completed for Today’s Class:

- Huffington Post, Michael Hobbes, “Millennials are Screwed.”
<https://highline.huffingtonpost.com/articles/en/poor-millennials/>
- Huffington Post, David Weil, “Millennial Employees Aren’t The Problem. The Transformed Workplace Is.”
https://www.huffingtonpost.com/entry/millennial-employees-arent-the-problem_us_5a317838e4b091ca2684ed54

Week 2—September 17: The Current Situation of Young Workers

Readings to be completed for today’s class:

- Economic Policy Institute Report, “The Class of 2017.”
- Boston College Center for Work and Family Briefing Paper, “Creating Tomorrow’s Leaders: The Expanding Role of Millennials in the Workplace.”
- Dan Schawbel, Forbes. 2018. “10 Workplace Trends You’ll See In 2018.”
<https://www.forbes.com/sites/danschawbel/2017/11/01/10-workplace-trends-youll-see-in-2018/>
- The New York Times, Hyman. 2018. “It’s Not Technology That’s Disrupting Our Jobs.”
<https://www.nytimes.com/2018/08/18/opinion/technology/technology-gig-economy.html>

Week 3—September 24: Working and Growing Up in America

Readings to be completed for today’s class:

- 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:” Past Present and Future

Week 4—October 1: What is “child labor”?

Readings to be completed for today’s class:

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

- International Labour Organization Brief, 2018. Improving the Safety and Health of Young Workers.
https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_625223.pdf

Week 5—October 8: U.S. Policy Responses to Child Labor

Readings to be completed for today’s class:

- 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).

Week 6—October 15: **In class Midterm Exam (In Class)**

Part 3. The Challenges of Youth and Work Today

Week 7—October 22: The Macroeconomic Landscape

Readings to be completed for today’s class

- Kochan and Dyer, 2017. “Shaping the Future of Work: A Handbook for Action and a New Social Contract.” Chapters 1-3.
- Economic Policy Institute Report, 2018. “The State of American Wages 2017.”
(Note: You do not need to read entire report. Focus on key findings and review charts.)
<https://www.epi.org/publication/the-state-of-american-wages-2017-wages-have-finally-recovered-from-the-blow-of-the-great-recession-but-are-still-growing-too-slowly-and-unequally/>

Week 8—October 29: The Rise of Nonstandard (Gig) Work

Readings to be completed for today’s class:

- Arne Kalleberg, 2009. *Precarious Work, Insecure Workers: Employment Relations in Transition*. 1-22.
- David Weil, *The Fissured Workplace*, 2014. 7-16; 286-289.
- Ross Perlin. *Intern Nation: How to Earn Nothing and Learn 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
- NPR: *All Things Considered*, Noguchi, March 2018. “Gig Economy Renews Debate Over Whether Contractors Are Really Employees.”
<https://www.npr.org/2018/03/07/589840595/gig-economy-renews-debate-over-whether-contractors-are-really-workers>

Week 9—November 5: Young Workers: Service Sector Employment (Part 1)

Readings to be completed for today's class:

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

Week 10—November 12: Education, Stagnant Pay and Increasing Debt Load

Readings to be Completed for Today's Class:

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 11—November 19: **No Class Meeting due to Mall Assignment**

Readings to be completed (even though no class today):

Service Sector Employment (Part 2) (Race, Class, Gender, and Disability: Discrimination in Labor Markets)

- 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

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 12— November 26: The Future of Work

Readings to be completed for today's class:

- Jacob Barnes and Phela Townsend, Alibaba Report (draft), Chapter 1: *The Changing U.S. Economy and Employment*.
- McKinsey Global Institute, 2017. “Technology, Jobs, and the Future of Work.”

<https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Employment%20and%20Growth/Technology%20jobs%20and%20the%20future%20of%20work/MGI-Future-of-Work-Briefing-note-May-2017.ashx>

Week 13— December 3: Unions and Worker Voice

Readings to be completed for today's class:

- Tannock, *Youth at Work*, Chapter 7: “The Youth Union”
- John Schmitt, 2008. Center for Economic and Policy Research, “Unions and Upward Mobility for Young Workers”
- Council of Economic Advisers Report, 2015. *Worker Voice in a Time of Rising Inequality*.

Week 14— December 10: How Young Workers Will Change Work/ An Agenda for Change

Mall Observation and Paper Due by class meeting.

Readings to be completed for today's class:

- Tamara Draut, *Strapped*, Chapter 7: Changing Course: An Agenda for Reform
- Kochan and Dyer, 2017. “Shaping the Future of Work: A Handbook for Action and a New Social Contract.” Chapters 4-8, and Conclusion.

Week 15—December 17: **Final Exam**