

**Youth and Work**  
**Rutgers University, School of Management and Labor Relations**  
**37:575:215:01 and 02**  
**Fall 2022**

Instructor: Professor Patricia McHugh

Class Time and Place:

Section 01: Wednesdays 8:30 – 11:30: Lucy Stone Hall – B256

Section 02: Tuesdays 10:20 – 1:20: RU Academic Building 1180

Office Hours: By appointment.

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### **Course Overview:**

This course will explore youth 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---manufacturing, textiles, homework, 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.

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 half of the course will be an analysis of the experiences of young people in the service sector, and various policies and programs that can improve their experiences and economic security, especially in the midst of the current economic crisis. We will see how youth's involvement in collective action, including forming unions may be important to improving the economic status of young workers in these industries.

We will also examine two critical issues that have become integral to young workers in higher education, student internships and student debt – both that can impact young workers career paths and economic success and stability.

Finally, through group projects, we will make a comparison of child labor and youth work experiences globally, reviewing the challenges youth face in other countries, how their experiences compare to youth in the U.S. and what some global organizations are attempting to do to make an impact to improve the circumstances of young workers.

## Course Competencies

This 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 do the challenges that young workers face differ by cultural context and compared with adult workers?
- How can young workers and their advocates improve young peoples' experiences in the labor market?

### The Core Curriculum Learning Goals assessed in this course Include:

- **CCD-1:** Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities or other social distinctions and their intersections.
- **SCL-1:** Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- **SCL-2:** Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.
- **SMLR- IV:** Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
  - Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
  - Evaluate and apply theories from social science disciplines to workplace issues
- **SMLR – V:** Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions
  - Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
  - Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
  - Analyze issues related to business strategies, organizational structures, and work systems
  - Analyze issues of social justice related to work across local and global contexts (LSER)
  - Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)
- **SMLR – VI:** Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
  - Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
  - Understand the legal, regulatory and ethical issues related to their field

- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)
- **LSER – 1:** Demonstrate an understanding of perspectives, theories and concepts
- **LSER – 2:** Apply those concepts, along with substantive institutional knowledge, to contemporary developments
- **LSER – 6:** Analyze the degree to which forms of human difference shape a person's experience of work.

### **Course Delivery Format:**

This class is scheduled to meet once per week on the day/time stated above for your section. The time spent in class will depend on the materials assigned for the week, potential group discussions or other activities that may help in understanding the weekly topic.

We will be utilizing the Canvas learning management system to access learning materials, post announcements, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, and take exams. Consequently, be sure to check our class Canvas page frequently as there may be announcements and instructions every week.

**Note:** Whenever anything is posted to this site, you will automatically receive a notification to your **rutgers.edu** email account. Checking that email account frequently is highly recommended.

Failure to not review your email, Canvas announcements/directions to assignments, forums etc. is not an excuse for turning assignments in late.

### ***Not a Self-Paced Course***

This is not a self-paced course. Students are expected to follow the course calendar and instructions given on each week's course pages (modules) regarding reading and audio/visual assignments, attending lectures, as well as the uploading of course work and taking exams.

### ***Rutgers University Mask Requirement***

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.).

- Masks must be worn during class meetings; *any student not wearing a mask will be asked to leave.*
- Masks should conform to CDC guidelines and should completely cover the nose and mouth:
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-facecoverings.html> (Links to an external site.)
- Each day before a student arrives on campus or leaves their residence hall, they must complete the brief survey on the My Campus Pass symptom checker self-screening app.

- If a student refuses to wear an acceptable mask after being offered one, or refuses to wear a mask properly after being reminded, the student will be asked to leave class.
- Students who are disruptive and habitually refuse to wear acceptable masks, or persist in wearing them incorrectly, will be reported to Student Conduct.

## ***Student Responsibilities***

### ***Technical Responsibilities:***

Check the Canvas site for announcements, assignments, or other activities.

### **In case of computer failure**

Make sure you have an alternative plan of access to the Canvas course site in case your computer crashes (it happens). An extra computer at home, your employer's computer, or computer at your local library can be some alternatives. Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

## ***Getting Help***

If you have any technical problems during the course, please contact the 24/7 toll free hotline.

- Call or Email the Online Learning Help Desk directly
  - Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)
  - Online Learning Help Desk: (877) 361-1134

You may also read carefully through Course Tools to see if it has an answer to your question

- Click the "help" question mark icon at the bottom of the red global navigation menu on the far left of each Canvas page and either visit the [Online Support Center \(Links to an external site.\)](#) or "Report a Problem" with the Canvas help ticket system.

## ***Attendance and Participation:***

As attendance in class is an important tool in the learning process, class attendance will be taken each week. Your attendance will be worth up to **20 extra credit** points on your **Final Exam** grade. Except as required below, each time you attend class, you will receive 2 point of EC for the final. **\*\*Note: Signing another student in for attendance purposes is considered an academic integrity violation.**

- ***You may NOT, however, be absent from the day you are to present your Group Project. This date will not be included as 1 of the 10 to earn EC points for your final exam.***

Whether in person or through email or Canvas inbox, you are encouraged to ask questions. Our sessions will work best and be most interesting to you and your classmates if you participate.

**Participation** in class **may be** utilized **at the discretion of the professor** to increase a student's final grade in the class.

***Student Code of Conduct***

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in consequences, including dismissal from the course. Your communication with your classmates and/or your instructor must be of the highest professional and respectable standard.

***Disability Statement:***

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 website (<https://ods.rutgers.edu/students/registration-form>)

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know. Below is the full contact information for the office of disability services:

**Lucy Stone Hall, Livingston Campus**, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

***Cheating/Plagiarism***

There are serious consequences, including expulsion, for cheating and taking someone credit for someone else's work without attribution. The university has clear, strict policies on these matters. They include signing in for another student. I will report all violations. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/> The instructions are brief and straightforward. If you have any questions, please see me.

**NOTE: Unless you are told otherwise, you always must provide a citation to a source when you utilized information or ideas from that source – even when it is not a direct quote. This is a requirement in ALL written assignments (including forums). This is true for every assignment you submit at Rutgers even if a professor does not specifically direct you to provide citations (no matter the format). If citations are not provided when you utilize ideas or writing from another person (even if you take from your own previous work from another**

class or from a fellow student), this is considered plagiarism and a violation of Rutgers Academic Integrity Policy.

***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.

***Use of Class Materials:***

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

**IN SUM: YOUR RESPONSIBILITIES**

- Read the syllabus and visit and use the canvas site for this course.
- Check your Rutgers email for announcements and emails relevant to the class.
- Do the readings.
- Attend lectures.
- Turn in your assignments on time.
- Make sure your assignments are “submitted.”
- Find out what you missed if you are unable to attend.

**COURSE REQUIREMENTS**

**1. Required Readings and Visual Materials**

- *Cassino-Besen, Yasemin. 2014. Consuming Work: Youth Labor in America. Temple University Press* (This book can be purchased at the Rutgers Barnes and Noble or on-line).
  - *I am also trying to make this available through the Rutgers Library so that you do not have to purchase the book. I hope to know if this is possible by the 2<sup>nd</sup> week of class.*

All the other reading and visual materials required for this course will be posted online on the course website on Canvas, which you may access at <https://canvas.rutgers.edu/>

Once you are registered for the course, you will be granted access to the site. It is your responsibility to access course materials, including the reading assignments.

The syllabus, schedule and assignments are subject to change as the course evolves, and sometimes due to unforeseen schedule changes due to weather. Please note that additional sets of readings that highlight contemporary issues that develop during the course of the semester may also be added to our activities.

2. **Exam - Child Labor History (20%)**

3. **Short Assignment: First Work Experiences (15%)**

4. **Research Project - Field Study (20%)**

- You will be conducting observational research based on research consistent with Besen-Cassino's research and analysis in *Consuming Work* and preparing a comparative analysis report of your findings. Further details on the project will be provided in Class and on Canvas.

5. **Group Project: Global Issues Child Labor/Youth Work (25%)**

- With a group of fellow students, you will research and prepare a slide presentation of a child labor issue in an industry outside the United States. As part of the project you will also prepare an original awareness piece about the issue. Further details on the Global Group Project will be provided in Class and on Canvas.

6. **"Final" Exam (20%)**

- Your final assignment will be a short essay discussing one of the contemporary issues youth workers face today. Based upon the readings/videos and other materials we have reviewed on the topic you will provide a context for the issue, describe why youth workers, in particular, are impacted and make proposals, based on the readings, how this issue might be resolved.

## **STUDENT EVALUATION**

### **FINAL GRADE CALCULATION:**

Your final grade will be calculated as follows:

- **Exam – U.S. Child Labor History (20%)**
- **Short Assignment – First Work Experiences (15%)**
- **Research Project (20%)**
- **Global Child Labor/Youth Work Group Project (25%)**
- **Final Exam (20%)**

**\*\**(01) and (02) represent section numbers***



## **Course Schedule**

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

#### **Week 1 (September 6 (02)/September 7 (01)): Course Orientation and Introduction**

- Overview of Course
- Course Expectations
- Syllabus Review

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

#### **Week 2 (September 13 (02)/September 14 (01)): Defining “Child Labor” and Child Labor in Agriculture**

- Hugh Hindman, 2002. *Child Labor: An American History*. Armonk, N.Y.: M.E. Sharpe.
  - Chapters 1, 2 and 9
- BLS - History of Child Labor in the United States - Part 1

#### **Week 3 (September 20 (02)/September 21 (01)): Child Labor in Mills, Factories and Tenements/U.S. Policy Response to Child Labor**

- **Child Labor in Mills, Factories and Tenements**
  - Hugh Hindman, 2002. *Child Labor: An American History*. Armonk, N.Y.: M.E. Sharpe.
    - Chapters 6, 7, and 8
  - Mill Girls of Lowell – Excerpt
- **U.S. Policy Responses to Child Labor in the 21st 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).

#### **Optional Video:**

- U.S. Child Labor, 1908-1920 (<https://www.youtube.com/watch?v=tY1gk6l6zc>)
  - Highlights Lewis Hines Photography

#### **Week 4: (September 27 (02)/September 28 (01)): Linking the Past to the Present: Current Situation of Child Labor in the U.S and Abroad/ Intro to Global Child Labor Project**

- Anne B. W. Effland, “Agrarianism and Child Labor Policy for Agriculture,” *Agricultural History*, Vol. 79, No. 3. 281-97 (Summer, 2005).



- Ariel Ramchandani, “Child Labor in the U.S. Tobacco Industry,” The Atlantic Online, <https://www.theatlantic.com/family/archive/2018/06/child-labor-tobacco/562964/> June 21, 2018.
- Child Labor Laws in Federal 2022 - Minimum-Wage.org
- Federal Child Labor Laws for Agriculture & Farming - Minimum-Wage.org

## **Week 5 : (October 4 (02)/October 5 (01)): In Class Exam – History of Child Labor**

### **Part Three: The Challenges of Teen Workers**

## **Week 6 (October 11 (02)/October 12 (01)): Current Situation Facing Young Workers/Should Adolescents Work?**

**There are a lot of articles here – but they are all relatively short**

- **Current Situation Facing Young Workers**
  - Teen labor force participation before a...view\_ U.S. Bureau of Labor Statistics.
  - ‘Post-Millennial’ Generation On Track T...e, Best-Educated \_ Pew Research Center.
  - The State of Youth in the U.S. Labor Market\_ Pre-September 2018 Jobs Day Release - Center for American Progress.
  - The fading of the teen summer job \_ Pew Research Center
  - The Vanishing Teenage Worker
  - EPI - Young Workers Hit Hard By Pandemic
  - During COVID-19, teen summer jobs were ... Great Recession \_ Pew Research Center
  - BLS Youth Labor Force Participation Rate - Summer 2022
  - College Graduates Find Booming Job Mark...ter Pandemic Lows - The New York Times
  - Teen summer employment rises after slump early in COVID pandemic \_ Pew Research Center
  - 2022 Teen Summer Job Outlook
  - Young adults are graduating into a more promising labor market \_ Economic Policy Institute
  - So much for lazy teenagers. Unemploymen...labor market draws in a younger crowd.
- **Should Adolescents Work?**
  - Brookings Institute- All school and no work becoming the norm for American teens
  - Mortimer - Should Adolescents Work
  - Mortimer - benefits and risks of adolescent employment
  - Why more teenagers and college students... while in school - The Washington Post
  - Greene and Staff - Teenage Employment and Career Readiness

## **Short Writing Assignment – Past Work Experiences**

## **Week 7 (October 18 (02)/October 19 (01)): Young Workers and Service Sector Employment**

- Yasemin Besen-Cassino, 2014. Consuming Work: Youth Labor in America. Philadelphia: Temple University Press.
  - Chapters 1: Introduction
  - Chapter 2: “Would you like an Application with Your Coffee?”
  - Chapter 3: Fun or Exploitation? The Lived Experience of Suburban Youth Work
- 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 25) (02)/October 26 (01)): Young Workers and Service Sector Employment – Part 2: 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.
  - Chapter 8: Conclusion
- CRS - Youth Employment Trends
- For People of Color, Employment Disparities Start Early \_ Urban Institute
- Job Accessibility and Racial Differences in Youth Employment Rates.
- Opinion\_ Not only is The Man sexist, so...allowance pay gap\_ - Los Angeles Times
- Busy Kid: Gender Pay Gap in Children

## **Week 9: (November 1 (02) /November 2 (01)): Research Project – No In Person Class**

### **Part Four: Issues Faced by Youth Workers through College and Beyond**

## **Week 10 (November 8 (02)/November 9 (01)): College (and HS!) Internships**

- J. Maio: 10 Reasons Why An Internship is Important to All Students \_ Big Ideas Blog (June 29, 2018)
- Top Benefits of Internships \_ Post University Blog (September 14, 2020)
- M. Hora, Z. Chen, E. Parrott, P. Her: Problematizing college internships: Exploring Issues with access, program design and developmental outcomes, International Journal of Work-Integrated Learning, 21(3), 235-252 (2020).
- A. Crain: Understanding the Impact of Unpaid Internships on College Student Career Development and Employment Outcomes, NACE Foundation (December 2016)
- U Dhotakia: Why Unpaid Internships are Unethical, Psychology Today (August 16, 2019)

- Rothschild, Philip C. and Rothschild, Connor L. (2020) "The Unpaid Internship: Benefits, Drawbacks, and Legal Issues," Administrative Issues Journal: Vol. 10 : Iss. 2 , Article 5.
- R. A. Ravishanker, Its time to Officially End Unpaid Internships, Harvard Business Review (May 26, 2021)
- Matthew Yglesias, "Two Cheers for Unpaid Internships - America needs more on-the-job learning, not less. Unpaid Internships: Cheaper Than School!", Slate (online), 4 Dec 2013.
- S. Lucas: Why the New Internship Ruling is Bad for College Students, Inc., June 18, 2013

## **Week 11 (November 9 (02)/November 10 (01)): Higher Education and the College Debt Crisis**

**(This section will be updated with some newer articles on the new executive order to cancel part of student debt)**

- 3 ways student debt impacts the economy
- The Making of the Student Debt Crisis, Explained \_ NEA
- 10 Key Facts about Student Debt in the United States
- Student Loan Debt Crisis in America (by the Numbers) \_ EducationData.org
- How Does Student Debt Affect the Economy
- Pew Research- Young Adults, Student Debt and Well Being (This is an older article but the concepts still apply today)
- Companies Can — and Should — Help Employees Pay Student Loans
- Solving Student Debt Crisis
- Looney-Testimony-4-13-21
- Opinion \_ Should Biden Cancel Student Debt\_ - The New York Times
- Opinion \_ What Canceling Student Debt W...Racial Wealth Gap - The New York Times

### **The Pros and Cons of Utilizing Baby Bonds to help avoid Student Debt**

- A Cheap Race Neutral Way to Close the Racial Wealth-Gap
- Baby Bonds - Would Skyrocket College Co... G. Martin Center for Academic Renewal

### **The Pandemic's Impact on Student Debt**

- How the Pandemic Could Affect the Rise in Student Debt. The Pew Charitable Trusts

## **Week 12 (November 22 (02)/November 23 (01)): Thanksgiving Break**

## **Week 13 (November 29 (02)/November 30 (01) Youth and Unions**

- Cornell - report - Youth and Unions
- How Unions Help Working People
- Schmitt - Unions and Upward mobility
- Strapped - chapter7
- Tannock - Youth at work ch 7

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**\*\*Preliminary – Subject to Revision\*\***

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- Youth Activism in Labor Movement
- How Unions Can Engage Young Workers During the Pandemic

### **Week 14 ( December 6 (02)/December 7 (01)): “Generations” of Youth Workers – Changing the Nature of Leadership and Work and Global Child Labor/Youth Work Presentations**

- Williams, Psychology Today, “How Young Workers Will Change Work”
- Forbes - Ways Millennials are Changing Traditional Leadership
- How Millennials Are Changing the Face of Leadership \_ Fortune
- Kasasa: Boomer, Gen X, Gen Y, Gen Z and Gen A explained
- Adecco: Millennials vs. Gen Z: Key Differences in the Workplace
- Boston College Center for Work and Family: Creating Tomorrow’s Leaders: The Expanding Roles of Millennials in the Workplace
- OK, Boomer. Lying Flat Has Been a Long Time Coming for Millennials - Bloomberg
- The 37-Year-Olds Are Afraid of the 23-Y...Who Work for Them - The New York Times
- The One Value That Unites Generational Differences in the Workplace
- NPR - Are Millennials afraid of Gen Z – Podcast

### **Week 14 (December 13 (02)/December 14 (01): Global Child Labor/Youth Work Presentations**

### **Final “Take-Home” Exam TBD as per University Exam Schedule**

***\*\*The instructor reserves the right to modify this syllabus, assignments, course content, grading distribution, to offer extra credit assignments or add change readings and other learning materials or otherwise change the structure of the course to enhance the learning of the students.***