



RUTGERS

UNIVERSITY | NEW BRUNSWICK

School of Management and Labor Relations

Youth and Work

37:575:215:01

Fall 2026

Instructor Information

Instructor: Professor Patricia McHugh

Class Time and Place:

- Section 01: Wednesdays 10:20 – 1:20 p.m.; Livingston Campus, Lucy Stone Hall, Room B267

Email: patricia.mchugh@rutgers.edu

Office Hours: By appointment.

Course Overview:

This course will explore the experiences of youth in the labor market. We will begin by examining the work experiences of children and youth in the 19th and early 20th centuries. Our journey starts with a discussion of child labor, including its definitions within social and economic contexts. We will investigate several industries—such as manufacturing, textiles, homework, and agriculture—to better understand the causes and effects of child labor in U.S. history. We will explore why this topic matters both socially and economically, review the reform programs that emerged, and consider how the history of child labor in the U.S. can inform our understanding of current child labor issues, both domestically and globally.

Next, we will review the contemporary experiences of young people in the labor market. This section will explore how young individuals prepare for work, their perceptions of education and workforce development pathways, and their aspirations for future careers. We will focus on the experiences of young workers across racial, socio-economic class, and gender lines, and analyze how public policy can address some of these inequalities. A significant topic will be the experiences of young people in the service sector, alongside various policies and programs designed to improve their experiences and economic security. We will also examine how the rise of technology and social media has transformed youth work in recent years.

In the third part of the course, we will address critical issues that are integral to young workers as they transition into adulthood. We will explore why student internships, even unpaid ones, have become a sought-after opportunity

for students looking to gain an advantage in a competitive job market after graduation. We will discuss how this trend may further exacerbate inequalities based on gender, race, and ethnicity. We will also explore why higher education has been extremely important to securing a good job and how the student debt that often comes with it can impact young workers career paths and economic success and stability, also exacerbating inequalities for youth workers. Additionally, we will examine the role of youth involvement in collective action, including union formation, as a potential avenue for improving the economic status of young workers across the economy.

Finally, through group research 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 Learning Objectives

I. Understand the History of Child Labor of the United States and compare its origins and reforms to the current child labor landscape both within the United States and globally. Using the theories of Hugh Hindman, students will be able to demonstrate an understanding of why industrialization was the catalyst for “problematic” child labor within the U.S. but also brought about its reform. They will also be able to apply these theories to specific industries that historically and currently use child labor.

II. Analyze the evolving landscape of youth employment: Students will be able to critically examine historical and contemporary trends in child labor and youth labor force participation, including the impact of education, globalization, technological advancements, and economic shifts on opportunities and challenges for young workers.

III. Evaluate theoretical frameworks and policy approaches related to child labor, youth and work: Students will demonstrate an understanding of major sociological, economic, and psychological theories explaining youth transitions into the workforce, and be able to assess the effectiveness of various policies and programs aimed at prohibiting “problematic” child labor and supporting youth employment and career development.

IV. Identify and address social inequalities in youth employment: Students will be able to recognize how factors such as race, gender, socioeconomic status, and geographic location influence access to quality employment for young people and propose strategies to promote equitable outcomes in the youth labor market.

V. Develop practical skills for navigating the contemporary world of work and advocating for youth: Students will acquire foundational knowledge relevant to labor economics (g. understanding economic concepts and statistics such as demand and supply, unemployment, labor participation, and labor rights) and be able to articulate informed perspectives on the future of work for young people, engaging in discussions about policy and practice.

Course Competencies

- Historically, how and when did youth work and how did this change over time – especially with the advent of industrialization?
- Why do young people work now?
- What jobs/industries are youth likely to work in, and how has this changed in the more recent past?
- Why and how are young workers concentrated in specific industries/occupations?
- How does young people's role in the labor market today differ from that of previous generations of young workers?
- What are some of the challenges that young people face in obtaining a job and participating in work?

- How do the challenges that young workers face differ by cultural context, socio-economic status, race, ethnicity, and gender, and also compared with adult workers?
- How has youth work changed with increased access to technology and social media?
- How can young workers and their advocates improve young people's experiences in the labor market?
- How has improved access to and the expectation that youth should obtain post-secondary education changed how youth think about work, their pathway to a career, and their lives once entering the labor market?

Core Curriculum Learning Goals

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 is an **in-person class** and 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, annotate readings, 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** email account. Checking that email account frequently is highly recommended.

Failure to 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 an online, remote, or self-paced course. Students are expected to attend class and 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 uploading coursework and taking exams.

Note: Students who do not attend **at least 7 of the in-person class days (inclusive of a University-allowed absence as described below)** will automatically receive an F for the course – regardless of whether they submit the assigned work.

Course Module Structure

The course is structured by weekly Modules. Each Module contains the respective Class "To-Do" page. The To-Do page generally lists:

- Brief topic introduction
- Learning Objectives for the week/topic
- Focus Questions and Instructor Notes will help you better understand and absorb the readings for the week.
- Readings (textbook chapters, web articles, and/or other sources).
- Videos
- Assignments (Papers, Exams, Forum Discussion, and/or other Assignments). Note, that there may not be Assignments every week.

Student Responsibilities, Support Services, and Class/University Policies

COMPUTER & OTHER TECHNOLOGY REQUIREMENTS

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

In case of computer failure

Ensure 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 a computer at your local library can be some alternatives. Additionally, be sure to back up your important documents and assignments on a flash drive or other external device.

Getting Technical Help

If you are new to Canvas or need a refresher tutorial, visit:

- Getting Started in Canvas for Students – which is a link on our Canvas Webpage

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
 - 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 Report Center or "Report a Problem" with the Canvas help ticket system.

Student Support Services

- Note: If you need to access help for (a) victim and mental health services, (b) academics, and (c) financial assistance (mainly emergencies) – please contact.
 - <https://smlr.rutgers.edu/academic-programs/current-students>

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 respectful 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
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- Web address: <https://ods.rutgers.edu/>

Academic Integrity

There are serious consequences, including expulsion, for cheating and taking someone credit for someone else's work without attribution, **this includes, using text written by an AI generation system as one's own** (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper), using the internet to answer questions on exams or on papers, when advised to use only class materials or fabricating citations (text in your writing does not match to the citation you provide for that text). They also include signing in for another student for attendance. The university has clear, strict policies on these matters. All violations will be reported. 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 must always provide a citation to a source when you utilize information or ideas from that source*** – even when it is not a direct quote. This is a requirement in ALL written assignments (including forums). Also, if you provide an in-text citation for specific information you provide in a paper/essay, that information must be found on the page/article of the citation you provide. If they do not match, this may be considered fabrication and a violation of academic integrity. In addition, if you utilize an AI generation system to summarize articles and use that information for a specific idea without identifying a specific page number for where the idea(s) are from, this is also an academic integrity violation.

These requirements apply to 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.

I am obligated, pursuant to Rutgers Policy, to report all suspected violations to the Office of Academic Integrity.

“Turn-It-In” will be used in this class to ensure Academic Integrity and make the grading of written material fair to everyone. “Turn-It-In” and other AI detection software will be used to detect use of AI bots as well as whether you copied material not just from academic sources, but also your own and other's prior papers submitted to Rutgers or other institutions.

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.

COURSE REQUIREMENTS

1. Required Readings and Visual Materials

- **You are NOT required to purchase/rent any reading/visual materials for this course.**
- **ALL** of the reading and visual materials required for this course will be posted online on the course website on Canvas in the Modules section of this course, under the respective Class Module To-Do pages **OR** in the Reading List Function, 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 occasionally due to unforeseen schedule changes due to weather. Please note that additional sets of readings highlighting contemporary issues that emerge during the course of the semester may also be included in our readings/activities.
- **Note: Each Module contains a Class “To Do.”**
 - Within this page will be the readings and assignments you should have read for that week’s class. **So, if you want to know what readings you need to do for a particular class, go to that week’s module, and the readings will be under the Class “To Do” for that week.**
 - Since you do not need to purchase any reading materials for this class, all the readings will be available as either PDFs, links, or in the “Reading List” tab on the class Canvas Webpage.

2. Attendance and Participation (10%)

Attendance:

As class attendance is an important tool in the learning process, class attendance will be taken each week. **Attendance will be 10% of your total semester grade.** There are a total of 13 classes you can receive attendance credit for (this excludes the first week; attendance will not be taken on this day). You will receive 10 points for each class attended. You must attend at least 10 class days to receive 100% for attendance. If you are ill or for some other reason cannot attend class, these additional days will accommodate these absences.

- *Absences will be excused for religious observation and athletic travel per Rutgers University Policy.*

- Absences for a longer-term illness/disability may be excused if a request is received from your Dean for the excused absences.
- **Extra Credit for Attendance:** Based on the above model, if you attend more than 10 days of class, you will receive extra credit for the days you attend. For example: 11 days attended – your grade will equal $11/100 = 110$; 12 days attended - your grade will equal $12/100 = 120$.
- *****Important Notes:***
 - *If you are over ½ hour late or leave early without my permission, you will not receive attendance for that class. It is not fair to the students who attend the full class session for those who are late or leave early to receive credit for attendance. This will be strictly enforced.*
 - *If you forget to sign in a previous week, you will not be able to sign in on a subsequent week.*
 - *Signing another student in for attendance purposes is considered an academic integrity violation.*
 - *Students who do not attend at least 7 of the in-person class days (inclusive of a University-allowed absence as described above) will automatically receive an F for the course – regardless of whether they submit the assigned work.*
 - *Important Exception: You may NOT, however, be absent from the day you are to present your Group Project – you will receive a deduction on your Project grade if you do not attend.*

Participation:

- Whether in person, via email, or through the 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.

3. Reflection: Invisible Hands (5%)

- You will provide your thoughts on a documentary we will be watching in class on the state of child labor across the globe.

4. 3 Industries Questions (5%)

- You will be answering questions about 1 of 3 industries where child labor historically occurred in the U.S. We will use your responses for a group discussion in class to compare and contrast aspects of child labor in the U.S.

5. Reading Annotations: (8%)

- During the semester, you will be asked to annotate and interact with your classmates for several readings that will be due in a particular week. This will ensure that you are grasping the important concepts contained in those readings.

6. Midterm Exam: U.S. Child Labor History (15%)

- This will be an in-person exam covering the first half of the class. It will include short answers and an essay question.

7. Online Discussion Forum: First Work Experiences (15%)

- This assignment will take place online, and you will utilize information from a questionnaire you will complete and readings for class to inform your discussion.

8. Written Assignment: Technology/Social Media and Child Labor (15%)

- You will be asked to write an argumentative paper on the current topic of child labor in social media and make connections to arguments made in the past seeking to reform child labor.

9. Group Project: Global Issues Child Labor/Youth Work (17%)

- 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, your group 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.

10. "Final" Exam (10%)

- Your final assignment will be a short essay discussing one of the contemporary issues youth workers face today. Based on 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 propose, based on the readings, how this issue might be resolved.

IN SUM: YOUR RESPONSIBILITIES

- Read the syllabus and visit and use the Canvas site for this course.
- Check your Rutgers email for announcements and other relevant emails related 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.

STUDENT EVALUATION**FINAL GRADE CALCULATION:**

Your final grade will be calculated as follows:

- **Attendance (10%)**
- **Reflection: Invisible Hands (5%)**
- **3 Industries Questions (5%)**
- **Annotation Exercises (8%)**
- **Midterm Exam: U.S. Child Labor History (15%)**
- **Discussion Forum – First Work Experiences (15%)**
- **Written Assignment – Technology/Social Media and Child Labor (15%)**
- **Global Child Labor/Youth Work Group Project (17%)**
- **Final Exam (10%)**

Course Schedule

- Note: There may seem a LOT of readings for certain topics. However, if you read closely – in a number of cases, I have divided what is required for class from others that you will use to write a forum post, a paper and your final. This is so that you will not need to do any outside research for this class, except for your Global Child Labor Project.

Any Broken Links

- **Important: If you come across any broken links to articles, assignments etc., please contact me as soon as possible for me to investigate and correct the situation.**

Introduction

Class 1 (September 2):

- **Course Orientation and Introduction**
 - Overview of Course
 - Course Expectations
 - Syllabus Review
- **Assignments for next week's class:**
 - Review How to Annotate a PDF (on Canvas)
 - Complete Practice Annotation Assignment (on Canvas)
 - Complete Academic Integrity Assignment (on Canvas)

Part One: The Child Labor “Problem”

Class 2 (September 9):

- **Yes, Child Labor Still Exists!**
 - Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Watch in Class: Invisible Hands (2018)
- **Assignment: Reflection: Invisible Hands (specific due date and instructions on Canvas)**
- **Assignment for Next Week's Class:** Annotation Exercise #1: Hindman Chapter 2

Class 3 (September 16):

- **Evolution of the Child Labor “Problem” in America**
 - Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Chapter 2
 - Excerpts from “Babes In Bondage” and “Master and Servants American Colonial Model of Child Custody and Control”

- US Bureau of Labor Statistics Monthly Labor Review: History of Child Labor in the United States, Part 1: Little Children Working (2017)
- **Assignment due for this week's class:** Annotation Exercise #1: Hindman Chapter 2
- **Assignments due for next week's class:**
 - **3 Industries Questions:** Answer the questions posted on Canvas about the Chapter you are assigned and be prepared to discuss them in class.
 - **Annotation Exercise #2:** Hindman Chapter 10 (pp. 302 – 310 – do not annotate outside these pages)

Class 4 (September 23):

- **Comparing Child Labor in Specific Industries/Defining Child Labor**
 - **Child Labor in Agriculture, Textile Mills, Factories and Tenements**
NOTE: You will be assigned in Class only ONE of these chapters to read
 - Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Chapter 9
 - Chapter 6
 - Chapter 7
- **Defining Child Labor**
 - Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe. Chapter 10 (pp.
 - Department of Labor – Definition of Child Labor
 - International Labor Organization – Definition of Child Labor
 - Specific Sections of the FLSA of 1938 as amended
 - (l) "oppressive child labor" and (f) "agriculture"
 - Section 212 - Child Labor Provisions
 - Department of Labor: Child Labor. Review the definition of Child Labor on the landing page, then select the "Child Labor Fact Sheets" to the right and explore some of these.
 - International Labor Organization - Child Labor
- **Assignments due for this week's class:**
 - Answer the questions posted on Canvas about the Chapter you are assigned and be prepared to discuss them in class.
 - **Annotation Exercise #2:** Hindman Chapter 10 (pp. 302 – 310 – do not annotate outside these pages)
- **Assignment for Next Week's class:**
 - **Annotation Exercise #3:** Hindman Chapter 3 (pp. 44 - 64)

Class 5 (September 30):

- **The Child Labor Reform Movement in the U.S.**
- **The Child Labor Reform Movement**
 - Hindman, Hugh. 2002. Child Labor: An American History. M. E. Sharpe.
 - Chapter 3
 - BLS – History of Child Labor in the United States – U.S. Bureau of Labor Statistics – Part 2 – Reform
 - World History Project: Child Labor and Reform Movements

- Slate – The Vault: Maps show how states handled child labor laws before federal regulation, Rebecca Onion, Jan 6, 2014.
- **Assignment due for this week's class:**
 - **Annotation Exercise #3: Hindman Chapter 3 (pp. 44 - 64)**

Class 6 (October 7):

- **What's Different about Child Labor in Agriculture?/Resurgence of Child Labor in the U.S.**
- **Agriculture**
 - Hindman, Hugh. 2002. Child Labor: An American History. M. E. Sharpe.
 - Chapter 9, Pages 286-290
 - Anne B. W. Effland, "Agrarianism and Child Labor Policy for Agriculture," Agricultural History, Vol. 79, No. 3. 281-97 (Summer, 2005).
 - Fact Sheet #43: Child Labor Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations U.S. Department of Labor
 - Fact Sheet #40: Overview of Youth Employment (Child Labor) Provisions of the Fair Labor Standards Act (FLSA) for Agricultural Occupations U.S. Department of Labor
 - Ariel Ramchandani, "Child Labor in the U.S. Tobacco Industry," The Atlantic Online, June 21, 2018
- **Resurgence of Child Labor in America (Note: Most of these are short articles by the NYT)**
 - U.S. DOL: Enforcement of the Child Labor Provisions of the Fair Labor Standards Act. November 2024
 - Hannah Dreier, "Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S.," The New York Times (February 25, 2023).
 - The following 2 articles are companion pieces accessible through the New York Times
 - Hannah Dreier, "The Kids on the Night Shift," The New York Times Magazine (September 18, 2023) (This is an updated story of the one above with pictures and more direct information from the people impacted)
 - Hannah Dreier, Brent McDonald, Nicole Salazar, Annie Correal and Carson Kessler, "Children Risk Their Lives Building America's Roofs," The New York Times (Dec. 14, 2023)
 - DOL Newsroom – Child Labor (Review some of the articles that discuss the Department of Labor's activities combating recent child labor violations)
 - Jennifer Sherer and Nina Mast, "Child labor laws are under attack in states across the country," Economic Policy Institute (March 14, 2023).
 - Child workers found throughout the Hyundai-Kia supply chain in Alabama, ABC Premium News (December 17, 2022)
 - Terri Gerstein, "Policies for states and localities to fight oppressive child labor," Economic Policy Institute (February 27, 2024)
- **Global Child Labor Project Groups will be assigned this week and you will have time to meet with your group in class.**

Class 7 (October 14):

- **Child Labor History Exam**
- **Assignment on Canvas for Class 8: First Work Experiences Questionnaire**
 - Read the instructions on Canvas and complete the questionnaire for yourself and someone 30 years older than you.
 - **Due on Canvas by:**
 - **Tuesday, October 20**

- **AND Bring or have access to in class on October 21.**

Part Two: The Challenges of Youth Workers

Class 8 (October 21):

- **First Work Experiences**
- **Teen Labor Force Participation**
- **Should Adolescents Work?**
- **Teen Labor Force Participation**
 - Teresa Morisi "Teen labor force participation before and after the Great Recession and Beyond" U.S. Bureau of Labor Statistics Monthly Labor Review (Feb. 2017)
 - Brookings Institute: All school and no work becoming the norm for American teens
 - Tight labor market draws in teenagers after decades of declines - S&P Global Market Intelligence (September 8, 2022)
 - Kailyn Rhone, "The Summer Job, a Rite of Passage for Teens, May Be Fading Away," The New York Times, June 30, 2025
- **Should Adolescents Work?**
 - Jeylin T Mortimer: The Benefits and Risks of Adolescent Employment - The Prevention Researcher, 2010-01, Vol.17 (2), p.8-11
 - Mott Poll Report - Parents See Upsides and Downsides to Teen Jobs
 - Employment Policy Institute: The Lasting Benefits of Early Work Experience (2015)
 - Greene and Staff - Teenage Employment and Career Readiness
 - Jeffrey Selinger, "Why more teenagers and college students should work while in school," The Washington Post (November 25, 2015)

Assignment: On-Line Discussion Forum

- **On-Line Discussion Forum: First Work Experiences/Should Adolescents Work?**
 - **See Directions and Due Dates on Canvas**

Class 9 (October 28):

- **Youth Workers and Service Sector Employment**
- **Disparities Faced by Youth Workers**
- **Service Sector Employment**
 - Stuart Tannock (2003), "Why Do Working Youth Work Where They Do?" in Youth and Work in the Post Industrial City of North America and Europe.
 - Ester Reiter (1991), Chapter 1: "The Market Moves into the Family" in Making Fast Food.
- **Disparities With Adult Workers**
 - EPI Briefing Paper (2010): The Kids Aren't Alright: A Labor Market Analysis of Young Workers
 - The Burning Glass Institute (2024): Talent-Disrupted
 - Young Graduates are Facing an Employment Crisis, Wall Street Journal, June 16, 202
- **Race and Ethnicity Disparities**
 - Natalie Spievack, "For People of Color, Employment Disparities Start Early," The Urban Institute (July 15, 2019)

- **Gender Disparities**
 - Besen-Cassino: The Cost of Being a Girl
 - Introduction
 - Chapter 1: Origins of the Gender Wage Gap
 - Chapter 4: Race, Class and Gender Inequality

Class 10 (November 4):

- **Aesthetic Labor/Branding**
- **Youth Work in the Age of Technology – Kidfluencers**

Aesthetic Labor Branding

- Besen-Cassino "Consuming Work" (2014) Chapter 3: "Would You Like an Application with Your Coffee_ "
- Besen-Cassino - Consuming Work (2014) Chapter 6: "White, Young, Middle Class"
- Tannock "Why Do Working Youth Work Where They Do" (pp. 297-300) "Consumerism and Commodification of Youth"

Child Labor in the Age of Technology – Kidfluencers

- Lisa Miller, "When a Child's Life Becomes the Family Business," The New York Times, April 27, 2025

Assignment: Kidfluencers Argumentative Essay

- See Directions and Due Dates on Canvas

Part Three: Issues Faced by Youth Workers through College and Beyond

Note: The topics in the last section of the syllabus contain a lot of readings. You will only be expected to review the readings for one topic – the ones you will use to write your final essay.

Class 11 (November 11):

- **The Intern Economy**
- Ron Leiber, "Why we still haven't solved the unpaid internship problem," The New York Times, June 11, 2022
- Fact Sheet #71_ Internship Programs Under The Fair Labor Standards Act _ U.S. Department of Labor-1.pdf
- J.C Pan, "What Happened to the Intern Revolution, The New Republic, January 26, 2021.
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Class 12 (November 18):

- **Why a College Education?**
- **Impact of Artificial Intelligence on Youth Workers**
- Kevin Roose, "For Some Recent Graduates, the A.I. Job Apocalypse May Already Be Here," The New York Times, May 30, 2025
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- Lindsay Ellis and Katherine Bindley, "AI Is Wrecking an Already Fragile Job Market for College Graduates," The Wall Street Journal (July 28, 2025) in Dow Jones Institutional News; New York. 28 July 2025.
- Megan Cerullo, "New study sheds light on what kinds of workers are losing jobs to AI," CBS News Moneywatch (Updated on: August 28, 2025)
- Trevor Laurence Jockims, "AI is not just ending entry-level jobs. It's the end of the career ladder as we know it. CNBC Technology Executive Council, September 7, 2025.
- Amy C. Edmondson and Tomas Charmorro-Premuzic, "The Perils of Using AI to Replace Entry-Level Jobs," Harvard Business Review, September 16, 2025.
- Rose Khattar, "Will AI Benefit or Harm Workers," Center for American Progress, August 23, 2023
- Jan Shelly Brown, Matthew Finney, Natasha Korgaonkar, Mark McMillan, and Chris Perkins, "The Impact of Generative AI on Black Communities," McKinsey Institute for Economic Mobility, December 19, 2023
- Sasha Rogelberg, "AI in the workplace is nearly 3 times more likely to take a woman's job as a man's, UN report finds," MSN - Originally Published in Fortune.com, May 20, 2025
- Gad Levanon, Matt Sigelman, Mariano Mamertino, Mels de Zeeuw, and Gwynn Guilford, "No Country for Young Grads," The Burning Glass Institute, July 2025
- Dan Scholler and Ian MacInnes, "The Economic Impact of AI on Employment and Income Disparities," 31st European Conference of the International Telecommunications Society (ITS): "Reining in Digital Platforms? Challenging monopolies, promoting competition and developing regulatory regimes", Gothenburg, Sweden, 20th - 21st June 2022, International Telecommunications Society (ITS), Calgary

(November 25) – Change in Designation Days: Wednesday Classes are Cancelled (Friday classes meet instead)

Class 13 (December 2):

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- Marlena Fontes and Ken Margolies, Cornell Report - Youth and Unions (Cornell University ILR School 2010)

- Bivens et al. "How today's unions help working people," Economic Policy Institute, August 24, 2017
- Eric Blanc, "Labor's Generation Gap," Labor Politics, June 23, 2023
- Laura Feiveson, "Labor Unions and the U.S. Economy" (U.S. Department of the Treasury 2023)
- Hayley Brown, "The Union Advantage for Young Workers - Higher Wages and More Benefits," Center for Economic and Policy Research 2022.
- Heidi Shierholz, Margaret Poydock, John Schmitt, and Celine McNicholas, "Latest data release on unionization is a wake-up call to lawmakers. We must fix our broken system of labor law," Economic Policy Institute 2022
- Steven Greenhouse, "Young Workers are Organizing, Can their Fervor Save Unions," Washington Post 2022.
- John S. Ahlquist, Jake Grumbach and Thomas Koch, "The rise of the 'union curious'_ Support for unionization among America's frontline workers," Economic Policy Institute, 2024.
- Aurelia Glass, "Explaining Young Workers' Support for Unions," Center for American Progress, 2024.
- Celine McNicholas, Margaret Poydock, Heidi Shierholz, and Hilary Wething, "Unions aren't just good for workers—they also benefit communities and democracy, Economic Policy Institute, August 20, 2025.
- Hayley Brown, "The Union Advantage for Young Workers: Higher Wages and More Benefits," CEPR, September 1, 2022
- Hayley Brown and Jordan Billings, "The Union Advantage for Black Workers: Wages, Benefits and the Unfinished March," CEPR, August 21, 2025
- Sandra Markowitz, "Unions Are Good for Women," National Women's Law Center Fact Sheet," May 2025
- Rachel Haut, Natalie Kelly, and Max Mishle, "Youth Activism in the Labor Movement: 3 Perspectives," New Labor Forum, Volume 18, No 1 (Winter 2009) pp. 98-107
- Paige Damek "Why Are So Many Young People Joining Labor Unions?" The Nation, May 1, 2023
- Steven Greenhouse, "A New Generation is Reviving Unions. The Old Guard Could Help." The Los Angeles Times, May 23, 2022
- Tannock - Youth at Work, Chapter 7.
- Elizabeth Garone, "How Gen Z Baristas are Spreading the Starbucks Unionization Effort," Time, 2022.
- Laurent Belsie, "Amazon, Starbucks, and beyond? Young workers fuel union drives." The Christian Science Monitor, May 18, 2022
- Ashley Ahn and Christine Hauser, "Starbucks Workers Strike at Dozens of U.S. Stores on 'Red Cup Day,'" The New York Times, November 13, 2025

Class 14 (December 9):

- **Global Child Labor/Youth Work Presentations**
- **All Group Members Must be Present on date of presentations**

During Exam Period: Final Exam TBD as per University Exam Schedule

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