

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

Instructor: Professor Patricia McHugh

Class Time and Place:

Section 01: Wednesdays 10:20-1:20 – Rutgers Academic Bldg – Rm 1280

Section 02: Tuesdays 8:30-11:30 – Frelinghuysen Hall - Room B3

Office Hours: By appointment.

Email: pamchugh@scarletmail.rutgers.edu

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 current pandemic, and various policies and programs that can improve their experiences and economic security, especially in the midst of the current economic crisis.

We will also exam 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, we will make a comparison of child labor and youth work experiences globally, reviewing the challenges youth face in other 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 are 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.

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. Because of the additional requirements to keep our learning community safe during the Pandemic will not utilize the entire class period to impart and assess learning but, rather, will take advantage of watching some longer videos, conducting discussions and completing assignments through Canvas. Consequently, be sure to check our Canvas page frequently as there will 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 synchronous 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. Your instructor cannot solve your problems.

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

Participation:

This class will utilize a variety of learning formats, in person, on-line and through discussion forums. 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. There will not be a formal "participation" grade but instead online discussion forums and other assignments will be used to assess your interaction with the course materials.

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 (Discussion Forums, when applicable). 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 dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Please also refer to the Discussion Post Guidelines on Canvas when communicating in your Canvas class in discussion forums.

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
- <https://ods.rutgers.edu/>

Cheating/plagiarism

There are serious consequences, including expulsion, for cheating and taking 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 relevant parts 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, whether or not a professor directs you to provide citations (no matter the format). If citations are not provided when you utilize ideas or writing (even if they are just phrases) from another person (even if you take from your own previous work from another class), 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 and post in online discussion forums.
- Turn in your assignments/participate in discussion forums on time.
- Make sure your assignments/discussion forum posts 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)

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. Forums (35%)

Forums are asynchronous discussions, which student groups use to process and synthesize course content. Leading questions will be posted with each forum. It is expected that you give your initial impressions in your first post and then engage your classmates in subsequent posts.

- Forums are not meant to just be stating your opinions about the topic or your opinion about fellow student's posts. Your posts should be substantive and refer to the

readings/written materials/videos etc. that are the subject of the forum. You must utilize these materials to inform your posts and referencing and citing them as needed. If you do not take the forums seriously, you will find you cannot recover for your grade with the other assignments in the course.

- For each forum be sure to read the requirements as to when your **initial post** and **subsequent comments/interactions** are due. Initial forum posts are earlier than the overall deadline for a forum. **A MISSED FORUM CANNOT BE MADE UP.**
- See forum rubrics and instructions for required elements, deadlines, and graded aspects for each forum. Please note that not all forums are worth the same amount of points - some are worth more than others.

3. **Writing Assignment (10%)**

There is 1 writing assignment that you will complete during the semester. This is meant to be a brief but thoughtful response to **all** of the readings for that week. Insightfulness and clarity are important. Be sure to cite which articles you are referring to in your articles by using **in-text citations** and a **reference section**, when applicable (this does not count toward the word minimum). These do not re-tell the "story" in the course material but it does identify the main ideas as well as the relationships of these ideas to assigned topics/issues and to other course materials (synthesis).

See rubrics provided in the instruction area for the writing assignment for specific grading details.

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

- Details on the project will be provided in Class and on Canvas.

5. **Group Project: Global Issues Child Labor/Youth Work (20%)**

- Details on the Group Powerpoint will be provided in Class and on Canvas.

6. **"Final" Exam (15%)**

Your final assignment will be 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 the youth workers, in particular, are impacted and make proposals, based on the readings how this issue might be resolved.

General Information For Forum Posts, Papers, and Projects and Academic Integrity Policy:

All course deliverables are to be your own original work. You should use your books and notes as a reference. Be sure to cite any direct quotations and paraphrasing that you use. You may discuss ideas with other students in the class, but the final product must be your own work. Any violations of these requirements are potential violations of the schools academic integrity policy and will be referred to the Office Of Academic Integrity. Please review this policy here The focus is on how

what we have read and talked about in class can be used in order to critically examine the issues/arguments presented in the papers. Therefore you will be graded on your understanding of the scholarly information, theories and concepts that we have discussed. Simply regurgitating class notes is not a thoughtfully constructed paper.

STUDENT EVALUATION

FINAL GRADE CALCULATION:

Your final grade will be calculated as follows:

- **Forums (35%)**
 - Introductory Forum (5%)
 - Defining Child Labor Forum (10%)
 - Youth Labor Marketing Forum (10%)
 - Future of Youth and Work Forum (10%)
- **Secretary of Labor Briefing Memo: (10%)**
- **Research Project (20%)**
- **Global Child Labor/Youth Work Group Project (20%)**
- **Final Exam (15%)**

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

Course Schedule

Part One: Overview and Framing

Week 1 (January 18 (02)/January 19 (01)): Course Orientation and Introduction

- Syllabus Review
- Video: Children of the Fields; U.S. Child Labor, 1908-1920
- Video: The Dark Side of Chocolate
- **Discussion Forum: 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 (January 25 (02)/January 26 (01)): The Current Situation of Young Workers

- Pew Research Center - 'Post-Millennial' Generation On Track To be Most Diverse, Best-Educated Yet.
- EPI - Class of 2019 College Edition
- EPI Class of 2019 High School Edition
- BLS - Employment And Unemployment Among Youth – Summer 2020
- BLS - 46.7 percent of 16- to 24-year-olds employed daily...
- Pew Research Center - During COVID-19, teen summer employment hit its lowest point since the Great Recession.
- The New York Times - Loss of Youth Jobs

- Pew Research Center - Employment, workforce participation of college grads amid COVID-19
- EPI - Young Workers Hit Hard By Pandemic
- BLS - Unemployment and Employment - Youth - Summer 2021
- The New York Times - The Luckiest Workers in America_ Teenagers
- Wall Street Journal - Summer Job Market for Teens Is Sweet
- The New York Times - College Graduates Find Booming Job Mark after Pandemic Lows
- ILO-Statistical Brief - Impact of pandemic on Youth Labor Market
- Businessweek-Lockdown Generation - Youth Unemployment

Part Two: The “Child Labor Problem”

Week 3 (February 1 (02)/February 2(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
- Videos:
 - Fingers to the Bone: Child Farmworkers in the U.S.;
 - Made in the USA: Child Labor and Tobacco;
- **Discussion Forum: “Child Labor in Agriculture”**

Week 4 (February 8 (02)/February 9 (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).

Part Three: The Challenges of Teen Workers

Week 5 (February 15 (02)/February 16 (01)): Should Adolescents Work?

- Youth Employment - Child Trends
- CNBC Video and Article
- Fewer teens have summer jobs... Pew Research Center.pdf
- The fading of the teen summer job _ Pew Research Center.pdf
- BLS Youth Unemployment 2019, 2020 and 2021
- Mortimer - Should Adolescents Work
- Mortimer - benefits and risks of adolescent employment
- Brookings Institute- All school and no work becoming the norm for American teens
- Protecting Youth at Work_ Health, Safet...n and Adolescents in the United States

Week 6 (February 22 (02)/February 23 (01)): Teen Workers – Part 1: Young Workers: 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
- **Discussion Forum: Marketing to Young Workers in the Retail/Service Sector**

Week 7 (March 1 (02)/March 2(01)): Teen Workers – Part 2: 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.
 - Chapter 8: Conclusion
- Opinion_ Not only is The Man sexist, so...allowance pay gap_ - Los Angeles Times.pdf
- Busy Kid: Gender Pay Gap in Children

Week 8 (March 8 (02)/March 9 (01)): Research Project

Week 9 (March 15 (02)/March 16 (01)): Spring Break – Have fun!

Week 10 (March 22 (02)/March 23 (01)): Teen Workers - Part 3: Youth Unemployment and Race

Note: There are a lot of articles here – but they are all very short (sometimes only 1 page) – you will be utilizing this information to help prepare your Briefing Memo

- BLS Youth Unemployment – 2021
- THE EMPLOYMENT SITUATION — JULY 2020
- Brookings: July’s jobs report shows Black teens starting with the highest unemployment rate
- Youth Unemployment in the First Year of...om the Breakout to the Vaccine Rollout
- Employment During COVID-19 _ Youth-1.gov with Chart Descriptions
- Reuters: Why the drop in the U.S. Black unemployment rate may not be good news
- EPI Briefing Paper - the Kids aren't Alright.pdf
- NPR - Will Stone: A 'Lost Generation Of Workers': The Cost Of Youth Unemployment
- EPI - Youth Unemployment Pandemic
- Brookings: Unemployment among young workers during COVID-19
- Reuters Youth unemployment_ a scourge of the COVID-19 economy
- EPI: Black workers face two of the most lethal pre-existing conditions for Coronavirus: Racism and Economic inequality

- Child Trends: COVID-19 Recession Hits Black Young Adult Employment Especially Hard
- CNN: It's not just about money. Black youth...permanent scars from this recession
- **Writing Assignment: Secretary of Labor Briefing Memo**

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

Week 11 (March 29 (02)/March 30 (01)): College (and HS!) Internships

- 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"

Week 12 (April 4 (02)/April 6 (01)): Higher Education and the College Debt Crisis

- Tamara Draut, Strapped
 - Chapters 1: Higher and Higher Education
 - Chapter 2: Paycheck Paralysis
 - Chapter 3: Generation Debt
- William Elliott III and Melinda K. Lewis
 - Chapter 2: Two Paths, one Dream
 - Chapter 3: Education is Still our Best Hope
 - Chapter 4: The Student Loan Program has an Equity Problem
 - Chapter 6: Delayed Dreams

Week 13 (April 12 (02)/April 13 (01)): Youth and Unions

- Cornell - report - Youth and Unions
- How Unions Help Working People
- Schmitt - Unions and Upward mobility
- Strapped - chapter 7
- Tannock - Youth at work ch 7
- Youth Activism in Labor Movement
- How Unions Can Engage Young Workers During the Pandemic

Week 14 (April 19 (02)/April 20 (01)): Global Child Labor/Youth Work Presentations

Week 15 (April 26 (02)/April 27 (01)): "Generations" of Youth Workers – Changing the Nature of Leadership and Work

- 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

[Type here]

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

[Type here]

- 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
- ***Discussion Forum: Future of Youth and Work***

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.***