



RUTGERS

UNIVERSITY | NEW BRUNSWICK

School of Management & Labor Relations

Youth and Work, 37:575:215:80, Spring 2022, Brookdale College

Course Delivery Format

Class meets: **Tuesdays, 3 PM to 5:40 PM (EST), through Zoom** for the first two weeks. Then in-person, at Brookdale Campus, Larison Hall, Room TBD.

Course Description

This course examines the current situation of young workers, reviews the history and policy responses to child labor in America and considers the challenges of youth and work today.

Some of the core questions we will explore include: What counts as “work”? Why do young people work and how has that changed over time? How does young people’s preparation for and participation in the labor market differ from that of previous generations? What are some of the challenges that young workers face at work? What kinds of policies, organizational practices, and legal changes can improve young worker’s experience in the work force?

We will examine the work experiences of children and youth in the 19th and early 20th century. We will look at how “child labor” is defined in social and economic contexts and investigate several industries including coal mining, manufacturing, textiles, homework, street work, retail and service and agriculture—to better understand the causes and effects of child labor in U.S. history—and how reform programs and laws emerged to address the issue. We will also look at whether the U.S.’s response to the child labor problems contributes to understanding global labor problems.

The course next explores contemporary experiences of young people in the labor market. We will explore how young people prepare for work, view their education and workforce development pathways; and view their work and future careers. 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 will be an analysis of the experiences of young people in the

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

Course Instructor

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Virtual Office Hours: By Appointment through Zoom

Canvas Tutorials & Technical Support

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

- [Getting Started In Canvas for Students](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk](#), 833-648-4357, help@oit.rutgers.edu.
- Refer to the [Canvas Student Tutorial](#)
- View tutorials at [Course Tools Tutorials](#) (in the Modules section)

Course Materials

All course readings are available on this course website (Canvas) in their respective Weekly modules (To Do pages) and/or from me directly. Please note that additional readings—mostly contemporary op-ed essays from newspapers, magazines and the web will be introduced to weekly class sessions.

Required Readings

- [Cassino-Besen, Yasemin. The Cost of Being a Girl: Working Teens and the Origins of the Gender Wage Gap. Temple University Press, 2018](#)
- [Silva, Jennifer M. Coming Up Short: Working Class Adulthood in an Age of Uncertainty. Oxford University Press, 2015, Chapters 1-5, and the Conclusion.](#)

Note: The links above will direct you to the Rutgers University Libraries website. Once there, you will be prompted to log in with your NetId and Password. Go ahead and do so. Once on the article page, you have the option to read online and/or download as a PDF.

How to Access Zoom

Virtual office hours are conducted through scheduled ZOOM meeting. If you have not activated your Rutgers ZOOM account, you will need to do so prior to class starts. Follow the steps below:

1. Follow instructions on [Creating Rutgers ZOOM Account](#). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
2. Once you have activated your Rutgers ZOOM account you will then need to make sure your Canvas default email is in the format **netid@rutgers.edu**. Follow instructions on [How to check and set your Canvas Default Email](#) if needed. Then you can access the scheduled ZOOM class sessions.
3. To access and join the scheduled class sessions, select the ZOOM tab from the left navigation menu, then select Join to join the scheduled session. If you are new to ZOOM, review the tutorials under [Course Tools Tutorials](#) or at [Rutgers ZOOM Homepage](#).

ZOOM etiquettes:

- For audio clarity, mute your microphone when not speaking, unmute only when you are speaking.
- Allow for the brief delay that happens when a conversation from one speaker transitions to another. Be patient and allow the person to speak.
- You have the option to turn on/off your webcam.
- You can use the Chat box to ask questions, share your thoughts.

Special Needs Accommodations

Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the [Office of Disability Services \(Links to an external site.\)](#), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. Below is the full contact information for the Office of Disability Services:

Office of Disability Services contact and address

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/>

Computer and other Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - highly recommended

- Webcam - optional
- Microsoft Word
- [Basic Computer Specifications for Canvas \(Links to an external site.\)](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [Canvas Student App for iOS](#)

Class Grade Distribution

Grading Components	Percent towards Final Grade
History of Family Work Paper	20%
Quizzes (2)	20% (10% each)
Workplace Observation	20%
Midterm Exam	20%
Final Exam	20%

Note: Professor reserves the right to add or change readings or otherwise change the structure of the course.

Course Topics & Schedule

Part One: Overview and Framing

- [Week 1 \(January 18\): Introduction to Studying Youth and Work](#)
- [Week 2 \(January 25\): The Current Situation of Young Workers](#)
- [Week 3 \(February 1\): Working and Growing Up in America](#)

Part Two: The "Child Labor Problem"

- [Week 4 \(February 8\): What is "Child Labor"?](#)
- [Week 5 \(February 15\): U.S. Policy Responses to Child Labor](#)
- [Week 6 \(February 22\): In-class Midterm Exam](#)

Part Three: The Challenges of Youth and Work Today

- [Week 7 \(March 1\): Young Workers: Service Sector Employment](#)
- [Week 8 \(March 8\): Young Workers: Race, Class and Gender](#)
- [Week 9 \(March 15\): Spring Break](#)

- [Week 10 \(March 22\): No Class Meeting. Workplace Observation Assignment](#)
- [Week 11 \(March 29\) Education, Stagnant Pay and Increasing Debt Load](#)
- [Week 12 \(April 5\) The Intern Economy and Alternative Education Options](#)
- [Week 13 \(April 12\) How Young Workers Will Change Work](#)
- [Week 14 \(April 19\) An Agenda for Change](#)
- [Week 15 \(April 26\): Final Exam \(In-Class\)](#)

Course Requirements

Attendance

You are expected to attend each class session, and to be on time. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and leave at break may have their grades lowered. If you need to leave early, let me know before class; otherwise you are expected to remain until the class is over. This applies for our Zoom sessions as well.

Participation

The nature of this topic is one which is best explored through group discussion. As a result, you are expected to attend class and actively participate and contribute to discussions in some form. “Class participation” means not only attending class but also doing the readings and engaging actively and constructively in "live" discussion, including respectful listening as well as talking. If you are not one to be the most verbal in class discussions, other options for participation include facilitating in small group work, and using the Chat option in Zoom.

When in the classroom (in-person) cell phones must be turned off during class. If you have a laptop computer or tablet, please feel free to bring it to class as a useful tool to augment in class readings and You Tube clips.

History of Family Work Paper

Detailed instructions are on [History of Family Work Paper Assignment](#) portal.

Missed Exams

All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. Documented emergencies and personal matters will be taken into account for possible cases of rescheduling that arise. Note: if the remote learning continues beyond the end of January, you will complete your exams online through this Canvas site. The instructor will let you know in advance.

Unless otherwise specified, all writing assignments should be submitted to me in print version at the beginning of class the day that they are due. If you miss class that day, you must submit via email attachment prior to that time. Out of respect to those who meet this expectation, all late papers will be subject to downgrading.

In-Class Exercises

This class is highly participatory and requires that you attend and that you work in groups or teams. Coming to class prepared (with readings and assignments up to date) is key to participating effectively in your discussion group. Throughout the course, there will be in-class group exercises, including some hands-on projects related to the readings done in groups or pairs. There are NO make-up class exercises and they must be completed during the class period. Of course, if you do not attend class, you will lose points for participation in these exercises as well as for attendance. Unexcused absences of more than two classes will result in points from you final grade.

Quizzes

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

Workplace Observation Assignment

Students will each conduct a fieldwork project in at local businesses to analyze the work experience of young people today. Details for this assignment are located on [Workplace Observation Assignment portal](#).

Rutgers Academic Integrity

Be sure to review and abide by the [Rutgers Academic Integrity](#)

Course Objectives

Relationship to School of Arts and Sciences (SAS) Learning Goals

Learning Objectives. The student is able to:

Core Curriculum: 21C and SCL

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on contemporary issues (a).
- Analyze contemporary issues of social justice (d).
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (m).
- Employ tools of social scientific reasoning to study particular questions or situations using appropriate assumptions, methods, evidence, and arguments (n).

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).

- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

School of Management and Labor Relations:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

Students will demonstrate their understanding of these concepts via class readings, discussions, assignments, and exams which focus on historical and contemporary issues of youth and work.

Student Support Resources

- [Rutgers Student Support Services](#)
- [Student Health & Wellness Services](#)
- [Registrar's Office](#)
- [Rutgers Office of the Dean of Students](#) provides support to students who may be facing exceptional difficulties that could jeopardize their education. Visit the website to learn more about the type of support they offer and/or to schedule an appointment. Specific pages on the site that may be of interest:
 - [Rutgers Community-Based Counseling](#)
 - [Rutgers Residence Life](#)
 - [Rutgers Students Food Pantry](#)
 - [Rutgers Student Counseling Service](#)

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.

Where to Next?

After reviewing the content of this Course Syllabus, proceed to **Modules (left navigation menu)**, and review the [Learning Support Resources](#) section. Then continue on to Week 1: To Do.