



RUTGERS

UNIVERSITY | NEW BRUNSWICK

School of Management and Labor Relations

Youth and Work

37:575:215:01 and 02

Spring 2025

Instructor Information

Instructor: Professor Patricia McHugh

Class Time and Place:

Section 01: Tuesdays 12:10 – 3:10; College Ave Campus, Frelinghuysen Hall, Room B3

Section 02: Thursdays 8:30 – 11:30; Livingston Campus, Beck Hall, Room 253

Email: patricia.mchugh@rutgers.edu

Office Hours: By appointment.

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 child labor problems today both in the United States and globally.

The course next explores the 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 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. We will also bring this analysis to the now, considering how youth work has transformed in the age of technology and social media.

In the third part of the course, we examine critical issues that have become integral to young workers as they become working adults. We will 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. We will also try to understand why student internships (even when unpaid) have become a desired commodity for students seeking to get a leg up in the competitive job market after graduation and how this can further exacerbate inequalities by gender, race and ethnicity. Finally, we will see how youth's involvement in collective action, including forming unions, may be important to improving the economic status of young workers throughout the economy.

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:

- 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 the role 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, race, ethnicity, and gender and 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 and 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 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.

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

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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 course work and taking exams.

Course Module Structure

The course is structured by weekly Modules. Each Module contains the respective Week's "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

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 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](#)

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 Support Center](#)([Links to an external site.](#)) 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>

Other support services include:

- [Information for SMLR students](#)
- [Rutgers Student Support Services](#)
- [Student Health & Wellness Services](#)
- [Registrar's Office](#)
- [Rutgers Dean of Students - Student Affairs](#)

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
- 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, **this includes, using text written by a 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.. 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.

“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 weekly 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 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.
- **Note: Each Module contains a “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 “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 attendance in class 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 12 classes you can receive attendance credit for (this excludes the first week (attendance will not be taken on this day), the date of your online exam, and Spring Break). 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 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 upon the above model, if you attend more than 10 days of class you will receive extra credit for the days attended. For example: 11 days attended – your grade will equal $11/100 = 110$; 12 days attended – your grade will equal $12/100 = 120$.
- **Important Exception:** *You may NOT, however, be absent from the day you are to present your Group Project – this will be counted as one of your attendance days.*

****Note:** *Signing another student in for attendance purposes is considered an academic integrity violation.*

Participation:

- 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.

3. Exam – U.S. Child Labor History (20%)

- The exam will be open notes/books and will be taken at home. It will include both multiple choice/true false and an essay. NO sources, other than those provided in class or on our class Canvas site, may be used to inform your answers on the exam. This includes the internet and any AI-generated sources of information.

4. On-Line Discussion Forum: First Work Experiences (15%)

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

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

- This will be a short argumentative paper on the topic of child labor in social media.

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

- 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.

7. "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.

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.

STUDENT EVALUATION

FINAL GRADE CALCULATION:

Your final grade will be calculated as follows:

- **Attendance (10%)**
- **Exam – U.S. Child Labor History (20%)**
- **Discussion Forum – First Work Experiences (15%)**
- **Written Assignment – Technology/Social Media and Child Labor (15%)**
- **Global Child Labor/Youth Work Group Project (20%)**
- **Final Exam (20%)**

Course Schedule

*****Please Note: (01) and (02) represent section numbers – different class dates and assignment dates depend on Section numbers. 01 is highlighted in Green and 02 is highlighted in Pink.***

- 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

- 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

Week 1 (January 21 (01)/January 23 (01)):

- **Course Orientation and Introduction**
 - Overview of Course
 - Course Expectations
 - Syllabus Review
 - Defining “Child Labor”

Part One: The Child Labor “Problem”

Week 2 (January 28 (01)/January 30(02)):

- **Evolution of the Child Labor “Problem”**
 - Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Chapters 1
 - Chapter 2
 - Excerpts from “Babes In Bondage” and “Master and Servants American Colonial Model of Child Custody and Control”
 - **Assignment:** Submit to Professor by Email if you have a group of classmates you would like to work on the Global Child Labor Project by no later than **Friday, March 7.**

Week 3 (February 4 (01)/February 06 (02)):

- **Comparing Child Labor in Specific Industries**
- **Initial Attempts at Reform**

Child Labor in Agriculture, Textile Mills, Factories and Tenements

- Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Chapter 9
 - Chapter 6
 - Chapter 7

Initial Attempts at Reform

- Hindman, Chapter 3 (pp. 44-64)
- BLS – History of Child Labor in the United States – U.S. Bureau of Labor Statistics – Part 2 (Read only up to “1906 – A Historic Year” – we will read other half in next module)
- Child Labor and Reform Movements

Assignment on Canvas for Week 7: First Work Experiences Questionnaire

- Read instructions and complete questionnaire for yourself and someone 30 years older than you.
- **Due on Canvas by:**
 - **Monday, March 3 (at 11:59) (01)/Tuesday, March 5 (at 11:59 pm) (02)**
- **AND Bring or have access to in Class on March 4 (01)/ March 6 (02) .**

Week 4 (February 11 (01)/February 13 (02)):

- **The Child Labor Reform Movement**
- **Agricultural Resistance to Child Labor Reform**

The Child Labor Reform Movement

- Hugh Hindman, 2002. *Child Labor: An American History*. Armonk, N.Y.: M.E. Sharpe.
 - Chapter 3 (pp. 64-85)
- BLS – History of Child Labor in the United States – U.S. Bureau of Labor Statistics – Part 2 (Read from 1906 – “A Historic...” until the End)

Agricultural Resistance to Child Labor Reform

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

Week 5 (February 18 (01)/ February 20 (02)):

- **Defining Child Labor**
- **Child Labor in the United States Today**

Defining Child Labor

- Hugh Hindman, 2002. *Child Labor: An American History*. Armonk, N.Y.: M.E. Sharpe. Chapter 10
- Department of Labor – Child Labor
- International Labor Organization – Child Labor

Child Labor in the United States Today

- 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.
- Hindman, 2002, Chapter 9 – re-read pp. 286-290.
- Child Labor on Farms is Legal at age 12. A bill seeks to Change the Law. NPR
- 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 FLS) for Agricultural Occupations – US Department of Labor

Week 6 (February 25 (01)/February 27 (02)): No In-Person Class

- **Online Exam – History of Child Labor**

Part Two: The Challenges of Youth Workers

Week 7 (March 4 (01)/March 6(02)):

- **First Work Experiences**
- **Teen Labor Force Participation**
- **Should Adolescents Work?**

Teen Labor Force Participation

- Employment and Unemployment Among Youth – Summer 2024 – U.S. Bureau of Labor Statistics.
- Teen labor force participation before a...review_ U.S. Bureau of Labor Statistics.
- Staff, Ramirez, and Cundiff (2017): The Vanishing Teenage Worker
- The fading of the teen summer job _ Pew Research Center
- Gen Z is bringing back the Part-Time Job. The Washington Post
- Recent Trends and Persistent Disparities in Teenage Labor Force Participation. AIER.
- Tight labor market draws in teenagers after decades of declines _ S&P Global Market Intelligence
- Brookings Institute- All school and no work becoming the norm for American teens

Should Adolescents Work?

- Mortimer (2003) “Should Adolescents Work?” In Working and Growing up in America
- Mortimer (2010) “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
- Lasting Benefits of Early Work Experience. EPI
- Mott Poll Report: Parents See Upsides and Downsides to Teen Jobs

Assignment: On-Line Discussion Forum

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

Week 8 (March 11 (01)/March 13 (02)):

○ **Youth Workers and 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.
- Stuart Tannock (2001), Chapter 2: “On the Front Lines of the Service Sector” in Youth at Work.
- Charles Hirschman(2007) “The structure of Teenage Employment: Social Background and the Jobs Held by High School Seniors.”
- Ester Reiter (1991), Chapter 1: “The Market Moves into the Family” in Making Fast Food.
- Jasmin Besen-Cassino (2014), Chapter 1: “Introduction” in Consuming Work.
- USA Facts: What kinds of jobs do young people have?
- Harknett, Schneider, and Storer (2021) Early Career Workers in Service Sector Shift Research Study

****Global Child Labor Project Groups will be assigned this week and you will have time to meet with your group in class.**

Week 9 (March 18 (01)/March 20 (02)):

- **Spring Break – Have Fun!**

Week 10 (March 25 (01)/March 27 (02)):

- **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

- Children making big money: The implications of Kidfluencing as new form of child labor
- Online and Earnings Thousands, at Age 4 -- Meet the Kidfluencers - The New York Times.
- Research Brief_ "Sharenting" and Child Influencers - The Digital Wellness Lab
- When Play Becomes Work_ Child Labor Laws in the Era of Kidfluencers
- Kidfluencers: New Child Stars in Need of Protection

Assignment: Argumentative Essay

- **Kidfluencers Argumentative Essay**
 - **See Directions and Due Dates on Canvas**

Week 11 (April 1 (01)/April 3 (02)):

- **Youth Workers – Disparities Faced by Youth Workers**

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

Socio-Economic, Race and Ethnicity Disparities

- UCLA Labor Center: I am a Young Worker
- For People of Color, Employment Disparities Start Early _ Urban Institute
- What Explains Racial Ethnic Inequality in Job Quality in the Service Sector
- Utah's Teen LFP Rate
- The Youth Workforce – The Urban Institute – July 2019
- Retail Work, Aesthetic Labor and Race
- High Joblessness for Black Youth – More than 500,000 Jobs are Needed

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

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

Week 12 (April 8 (01)/April 10 (02)):

- **The Intern Economy**
 - A. Crain: Understanding the Impact of Unpaid Internships on College Student Career Development and Employment Outcomes, NACE Foundation (December 2016)
 - 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.
 - S. Lucas: Why the New Internship Ruling is Bad for College Students, Inc., June 18, 2013
 - Fact Sheet #71_ Internship Programs Under The Fair Labor Standards Act _ U.S. Department of Labor-1.pdf
 - CCWT Policy Brief #2_ Unpaid Internships & Inequality_ A Review of the Data and Recommendations for Research, Policy and Practice
 - nace-position-statement-unpaid-internships-and-the-need-for-federal-action-may-2023
 - Internship Meaning and Definition_ A NACE Guide.
 - Gatta (2023) The Class of 2023_ Inequity Continues to Underpin Internship Participation and Pay Status
 - How unpaid internships hurt all workers and worsen income inequality - Fast Company

Week 13 (April 15 (01)/April 17 (02)):

- **Higher Education and the College Student Debt Crisis**
 - Abigail Johnson Hess, 3 ways student debt impacts the economy (CNBC 2021)
 - Mary Ellen Flannery, The Making of the Student Debt Crisis, Explained (NEA 2021)
 - 10 Key Facts about Student Debt in the United States (Peter G. Peterson Foundation 2021)
 - Melanie Hanson, Student Loan Debt Crisis in America (by the Numbers) (EducationData.org 2021)
 - Jason Houle and Fenaba Addo, Student-Loan Debt Is a Crisis for Black Borrowers (Chronicles of Higher Education 2022)
 - Ella Koeze and Karl Russell, Loan Forgiveness_ How Student Debt in the U.S. Has Skyrocketed (The New York Times 2022)
 - Michael Fenlon, Companies Can — and Should — Help Employees Pay Student Loans (Harvard Business Review 2021)
 - Kiese Hanson and Tim Shaw, Solving Student Debt Crisis (The Aspen Institute, 2020)
 - Annie Lowrey, A Cheap Race Neutral Way to Close the Racial Wealth-Gap (The Atlantic 2020)
 - Adam Minsky, 6 Student Loan Forgiveness Updates As Trump Returns To White House (Fortune 2024)

Week 14 (April 22 (01)/April 24 (02)):**○ Youth and Unions**

- Marlena Fontes and Ken Margolies, Cornell Report - Youth and Unions (Cornell University ILR School 2010)
- Economic Policy Institute, How Unions Help Working People (2017)
- Eric Blanc, Labor's Generation Gap - by Eric Blanc (Labor Politics 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)
- Elizabeth Garone, How Gen Z Baristas are Spreading the Starbucks Unionization Effort (Time 2022)

Week 15 (April 29(01)/May 1 (02)):**○ Global Child Labor/Youth Work Presentations**

- **All Group Members Must be Present on date of presentations**

During Exam Period: 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.***