

2026SP - YOUTH AND WORK 37:575:215:98

Instructor Information

Instructor: Catherine (Mary) Sobol

Course Format: **Online, Asynchronous**

E-mail: cmo105@scarletmail.rutgers.edu

Virtual Office Hours Tuesday 4-5 PM (through Zoom): By Appointment

Course Delivery Format

This course runs from January 20 - May 10. It is delivered *entirely* online through the Learning Management System, Canvas. There will be no Face-to-Face, in-person classroom sessions, except for an optional virtual office hour. We may be on a group Zoom for one class so that you can present your projects, but we'll figure out when that is later in the semester.

The course is delivered in *asynchronous* mode. This means the learning activities and communication take place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there may be times when you're working in groups on an assignment, you would need to set up a live session via the **Canvas BigBlueButton, WebEx, or ZOOM.**

Note: Even though you don't need to log in at any specific time, **you are required to adhere to all coursework due dates.**

Virtual Office Hour

- The Virtual Office Hour will be conducted through Zoom on **Tuesdays from 4 to 5 PM.** Or upon request.

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 provision of 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/>

Communication

You should inform me of any personal emergencies that may arise, which will prevent you from getting online. I am available via email (abahruth@rutgers.edu). **Try to avoid the Canvas Inbox because that does NOT link to my email, and I don't check that inbox regularly.** I generally try to answer emails on the same day they are received.

Student Support Services

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

Course Description

This course explores 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 coal mines, manufacturing, textiles, homework, street work, 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 further 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 economy, and various policies and programs that can improve their experiences and economic security, especially in the midst of the current economic crisis.

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 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 at work?
- How do the challenges that young workers face differ by cultural context and compared with adult workers?
- Have you ever been hurt at work or know of a young worker who was hurt at work?
- How can young workers and their advocates improve young people's experiences in the labor market?

Course Materials

Required Readings

There is one **required book** for this course. All books are available online and through the university bookstore.

1. [Online/digital Hindman, Hugh. 2002. *Child Labor: An American History*. M. E. Sharpe.](#)
2. [Online/digital: Besen-Cassino, Yasemin. 2013. *Consuming Work: Youth Labor in America*.](#)
 - Note: You can access both e-books through the Rutgers University Libraries system. The link will direct you to the website, and you will be prompted to log in with your NetID and Password.

Additional learning materials

Any other additional articles, videos, and/or other media will be provided to you in the Modules section of this course, under the respective weekly To-Do pages.

Computer & Other Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - optional
- 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 instructions on the respective app centers:

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

Canvas Tutorials & Technical Support

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

- [Getting Started In Canvas for Students](#)
- [Canvas \(Links to an external site.\)](#)Canvas is Web Accessibility Guidelines compliant. More on [Canvas accessibility Standards](#)

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

- Contact [Rutgers IT Help Desk \(Links to an external site.\)](#). 833-648-4357, email help@oit.rutgers.edu, accessible 24 hours a day, 7 days a week.
- Refer to the [Canvas Student TutorialLinks to an external site.](#)
- Canvas [Student Guide PDF Version](#)
- Access Rutgers Canvas via the [MyRutgers Portal](#), rutgers.instructure.com, mobile app, and <https://canvas.rutgers.edu>
- For Canvas assistance, Passwords, or any other computer-related technical support, contact the [Rutgers Canvas Help Desk](#).
 - help@canvas.rutgers.edu
- View tutorials at Course Tools Tutorials (in the Modules section)

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.

Professional Development – Demonstrate an ability to interact with and professionally influence others, and to effectively present ideas and recommendations:

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

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)

Course Module Structure

The course is structured into weekly Modules. Each Module contains the respective Week's "To-Do" page. The To-Do page lists:

- Brief topic introduction
- Learning Objectives for the week/topic
- Weekly Instructor Note (this is a more detailed description of the weekly topic.) The Weekly Instructor Note will help you better understand, absorb the readings for the week.
- Readings (textbook chapters, web articles, and/or other sources).
- Videos (Watching)
- Assignments (Forum Discussion, and/or other Assignment). Note, there may not be Assignments every week.

The course is divided into 15 weekly modules as follows:

- Week 1 (January 20 - 25): Orientation
- Week 2 (January 26 - February 1): Introduction
- Week 3 (February 2 - 8): Defining the Child Labor Problem
- Week 4 (February 9 - 15): Child Labor Home and the Streets
- Week 4 (February 9 - 15): Child Labor Home and the Streets
- Week 5 (February 16 - 22): Child Labor in the Mines and Factories
- Week 6 (February 23 - March 1): Should Adolescents Work?
- Week 7 (March 2 - 8): Paid and Unpaid Internships
- Week 8 (March 9 - 13): Teen Workers Today
- Spring Break: March 14 - 22
- Week 9 (March 23 - 29): Youth at Work: Talking Safety
- Week 10 (March 30 - April 5): Work on Finalizing your Project
- Week 11 (April 6 - 12): Youth Unemployment
- Week 12 (April 13 - 19): Responding to Peer Group Projects
- Week 13: (April 20 - 26) Youth and the Future of Work
- Week 14 (April 27 - May 3): Youth and Unions
- Week 15 (May 4 - 10): Course Wrap Up

Discussion Forums

In the absence of face-to-face interaction, the discussion forums become essential in sharing your thoughts, experiences, and expertise with each other. **Discussion is a significant portion of this course.** Participation is required as this is a graded activity.

Before posting your thoughts, replies to the discussion forum, make sure to have read the assigned readings, viewed/listened to the relevant media (videos, podcasts, etc). Take time to reflect on what you have read and viewed, and organize your references and citations. Write a draft, refine your response, save your document in Word (just in case), then copy and paste to the Discussion forum(s). Provide a substantial response supported by references and citations. Stay on topic. Follow the Discussion Post Guidelines and Rubric noted in each Discussion Forum Portal.

Except Week 1 Discussion, your Discussion Forums are set up as a Group Discussion; 10-15 students per group. Over the course of the semester, your groups will be randomly reset so you get to know your classmates.

Note: *Timeliness is important* - a good discussion entails keeping the dialogue going (throughout the given week) with your classmates. In order to facilitate the dialogue, it is critical that you **adhere to the Discussion post due dates** so you have sufficient time to respond to each other's posts. Please **do not wait until the last day** of the week to post your replies.

- Each forum opens on a **Monday** of the week. First post is due on **Wednesdays**, and replies to your classmates' are due on **Saturdays**. Continue the dialogue through Sunday. Each forum closes on a **Sunday** (11:59 PM) of the week.

Group Course Project

Detailed project information will be available here.

Grade Distribution

A final grade is based on a **1000-point** system. Each assignment is worth a specific number of points. Total points accumulated determine the final course grade.

Grading Components	# of Points
Discussion Forum Participation (50 points each)	600
Course Project	400
Total	1000

Grading Scale

Letter Grade	Points Range
A	900-1000
B+	870-899
B	800-869
C	700-799

D	600-699
F	599 and below

Policies and Procedures

Online Participation and Engagement

The success of this course depends on active engagement and dialogue by members of the class. You must be fully prepared to discuss and debate the issues raised in the assigned reading material. The course week begins on **Monday** for all weeks and ends on **Sunday, with the exception of the first week, which starts on Tuesday.**

Stay on Track

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anywhere, anytime, *you are still expected to **adhere to all due dates.***

You are expected to:

- Have access to a reliable computer and access to the Internet
- Log in to Canvas for your course **regularly**
- Check for any announcements, updates to the syllabus, assignments, and/or discussions, and respond accordingly
- Actively participate in the Discussion Forum
- Complete the assigned readings and/or media
- Complete the assigned exercises and projects
- Adhere to all due dates

In case of computer failure

Make sure you have an alternative plan of access to your Canvas course in case your computer gets damaged or is lost. Additionally, be sure to back up your important documents and assignments on a flash drive or other external device.

Where to Next?

After reviewing the syllabus components, proceed to Modules, and review the Learning Support Resources before starting Week 1 activities.