

# **RUTGERS UNIVERSITY**

## **YOUTH AND WORK**

**37:575:215**

**SUMMER 2023**

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### **Course Description**

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

### **Core Curriculum Learning Goal**

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.

## **Labor Studies & Employment Relations Learning Goal**

Analyze the degree to which forms of human difference shape a person's experience of work (6).

## **School of Management & Labor Relations Learning Goal**

Evaluate the context of workplace issues, public policies, and management decisions. (V)

## **Instructor's Learning Goals**

At the conclusion of this course it is expected that students will be able to:

- Understand, critically analyze and synthesize academic, policy and popular sources of literature regarding the history and experience of Youth workers in the United States labor market
  - Express themselves clearly and concisely in writing about course topics.
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## **Course Organization**

### ***Week 1: Course Orientation***

This is Course Orientation Week. Please take this week to familiarize yourself with the course shell and how to navigate through it. Please also be sure that you have a working email address as this is the way I will be communicating with you each week. Keep in mind that this is NOT a self-paced class. You will be expected to work weekly in the course shell and keep up with weekly assignments.

**Assignments:** 1<sup>st</sup> Weekly Message; Required reading on Course Home Page

**Course Work Reminder:** There is no work due this week, simply look around the class, read the syllabus and other course processes to familiarize yourself with the requirements of this course.

### **Reading – Course Process**

Syllabus, Course Calendar, and other course material (these can be located on the tabs to the left).

### ***Week 2: Introduction***

We are going to explore a lot this semester, so this week it is really about getting a sense of each other as classmates and beginning to think about the ideas. So to start, I want you to watch a video of child labor in a factory in the early 20th century US. [Click here for the video](#) Links to an external site.

Now, check out this video from 2010 "Documentary. The Dark Side Of Chocolate"

[Click here for the video](#) Links to an external site.(The video is about 45 minutes so give yourself enough time.) This video goes undercover in the African chocolate industry to uncover the dangerous conditions many children work in today. As you can see each day trafficked children working on cocoa farms are:

- Forced to carry extremely heavy loads
- Forced to work with dangerous machetes, resulting in serious injury
- Exposed to dangerous pesticides
- Given no education
- Undernourished

Complete Forum 1: Introductions. See Course Calendar for Due Dates

Participate in the Group Project Discussion Area Forum, create and submit your group member names to the class inbox. Groups should contain 3-4 students. See course calendar for due dates.

### ***Week 3: Defining Child Labor Problem- Agriculture***

To prepare for class please read The Child Labor Problem (Hindman Chapters 1 and 2) and Child Labor in America—Agriculture (Hindman Chapter 9).

Complete Forum 2. Defining Child Labor. See Course Calendar for Due Dates

### ***Week 4: Child Labor Problem- Mines and Manufacturing***

Read Hindman's Chapters 4 and 5 on the experiences of children working in coal mines and manufacturing.

View some of the videos on child labor. [Click here for the video Links to an external site.](#)

Complete Forum 3: Child Labor in Manufacturing. See Course Calendar for Due Dates

### ***Week 5: Child Labor- Homework and the Streets***

Read Hindman Book Chapters 7 and 8.

Complete Forum 4- Homework and the Streets. See Course Calendar for Due Dates

### ***Week 6: Teen Workers Today- Part 1***

Read Chapters 1 to 3 in the Besen-Cassino book "Consuming Work" and then [Click here for the Tannock Reading](#)

Complete Forum 5- Teen Workers Part 1. See Course Calendar for Due Dates

***Week 7: Teen Workers Today Part 2.***

We are going to continue reading "Consuming Work" book, so you want to start this week by reading Chapters 5-7. (Notice we are skipping Chapter 4, but feel free to read it on your own time).

Complete Forum 6- Teen Workers Part 2. See Course Calendar for Due Dates

***Week 8: Teen Workers Today Part 3.***

Read Chapter 8-- the final chapter of "Consuming Work". In this concluding chapter there are some points I want you to focus on. Notice how she highlights the impact of aesthetic labor and "branded" workers on the opportunities for low-income young workers of color who do not fit the "brand" image. In fact check out this *60 Minutes* piece on what they call "Lookism" at Abercrombie and Fitch. [Click here for the videoLinks to an external site.](#)

Complete Writing Assignment 1- Youth Workers at Work

***Week 9: Course Project Work Week***

This week is left open for each of you to work on your course project.

Check the Course Group Project Information tab (under course essentials) for information on grading and due dates for your course project.

***Week 10: Race, Class, and Unemployment***

For this week you need to read the following articles:

[Click here for the reading from Economic Policy Institute](#) focus here on the differences across race, class and education

[Click here for the reading from the AFL-CIO](#) focus here on the long term impacts of the "lost decade"

[Click here for the reading by Jacobs](#) focus here on how we can address youth unemployment.

Complete Writing Assignment 2- Letter.

***Week 11: Looking Toward the Future of Youth and Work***

Read this piece in Psychology Today by Williams on How Millennials are changing leadership. [Click here for the Williams reading](#)

Read Boston College's Center for Work and Family on how these researchers recommend using the different skills, education, diversity and outlooks of Millennials to develop new forms of leadership. [Click here for the reading on leadership](#)

Complete Forum 7: The Future of Youth and Work

Complete Final Assignment.

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## **Course Requirements**

### ***Reading, Audio/Video Assignments***

Reading – Students will read book chapters, academic journal articles, newspapers articles and other reports.

There are two required books for this course. All books available online and through the university bookstore.

- 1) Cassino-Besen, Yasemin. 2014. Consuming Work: Youth Labor in America. Temple University Press
- 2) Hindman, Hugh. 2002. Child Labor: An American History. M. E. Sharpe.

Audio/Visual – Student will occasionally be required to watch instructor generated video presentations as well as watch other videos and listen to audio presentations related to Youth and Work. All video and audio material is provided through links within the course shell.

### **Writing Assignments**

There are 2 short writing assignments for this course. These should be at least 500 words in length. They are 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 each writing assignment for specific grading details. See Course Calendar for Due Dates

### Forums

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.

For all forums, initial posts should be a minimum of 250 words in length, and each response should be a minimum of 100 words each, to at least two of your classmates. A MISSED FORUM CANNOT BE MADE UP.

See forum rubrics and instructions for required elements, deadlines, and graded aspects for each forum. See Course Calendar for Due Dates

### Course Group Project

The course project is a PowerPoint presentation you will design and turn in (with notes) on a topic related to Youth and Work. There are three options for the course project:

Youth and Media (as it relates to work)

Youth and Policy (as it relates to work)

Youth Experiences around the World (as it relates to work) Another Topic Approved by the Instructor

Additional Details on the course project will be provided in the classroom.

### Final Assignment

Your final assignment is a project based on the weekly readings and discussions throughout the class. See final assignment module for more information.

### General Information for Forum Posts, Papers, and Projects:

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 papers that are conspicuously similar are automatically sent to the Dean. 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.

See course calendar for due dates

\*\*\*\*At the end of the course project, students will have the opportunity to review the effort of other group members. All students are expected to put forth 100% effort. If groups agree that a particular student has only put forth 80% effort (for example), they will only receive 80% of the group grade.\*\*\*\*

### Course Grading

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

A	900-1000 points
B+	870-899 points
B	800-869 points
C	700-799 points
D	600-699 points
F	599 points and below

The points are accumulated as follows:

Item % of Grade	Assignment and Associated Points
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<b>Forums and Assignments</b> 55%	7 Forums 50 points each ( 7*50= 350 points total) 2 Writing Assignments 100 points each (2*100= 200 points total)
<b>Course Project</b> 25%	Issue Power Point Project 250 points
<b>Final Assignment</b> 30%	Final PowerPoint Project 200 points

## **Policies and Procedures**

### Class Sessions

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 **Wednesday** for all weeks.

- You are expected to enter the course for the first time on the first day of the semester
- You are expected to log into the course prior to final grades being posted

A weekly message will be sent to you each Wednesday in Canvas. You can find these under Announcements

Each week of the semester is divided into Units. In each Unit, I will introduce the topic for the week in the weekly message. This message will contain key terms and phrases; link you to power point slides and/or videos. Each Unit will also contain your reading for the week.

Keeping current with the material and assignments is vital to your success in the course. You are expected to participate in the online class each week fully prepared to discuss and debate the issues raised in the assigned reading material. Exam material will draw heavily from material covered in lectures, reading response entries and forum discussions.

### Due Dates

**This is not a self-paced class!** All assignments must be completed by dates indicated on the course calendar. Deadlines are listed in the course calendar and within the course assignments. Thus, you have significant notification of deadlines.

Forums lock after 11:59pm on the Tuesday following the week in which it was assigned. **Missed Forums cannot be made up, no exceptions.**

### Communication

You should inform the professor of any personal emergencies that may arise which will prevent you from getting online. I am available via email at any time and I generally try to answer emails on the same day they are received. You may also reach me on my cell phone at 334-663-4880. **Please reserve this form of contact for only pressing issues.** I prefer not to be called before 9am or after 9pm. You may also send me a text message. I am here to help you to succeed in the class – but **communication is crucial!**

### Accommodation Requests

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> (Links to an external site.). 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 web site at: <https://ods.rutgers.edu/students/registration-form> (Links to an external site.).

*\*The instructor reserves the right to modify this syllabus, assignments, course content, etc. in any way to enhance the learning experience of this course*