

Rutgers, The State University of New Jersey

Youth and Work - 37:575:215:T1

Labor Studies and Employment Relations

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Course Description:

This course will focus on young peoples' 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.

Overall, the 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 different from or similar to those of adult workers? How can young workers and their advocates improve young peoples' experiences in the labor market?

Course Delivery of Learning Objectives:

- Course written lectures.
 - Research based papers and articles.
 - Answer questions regarding the readings.
 - Online threaded discussions with other students, posting at least 3 times a week.
 - Course videos, and/or listening to audio files.
 - Course examinations.
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Required Textbooks:

All books are available online. In addition to textbooks, course readings are available on the course website.

Cassino-Besen, Yasemin. 2014. **Consuming Work: Youth Labor in America**. Temple University Press

Hindman, Hugh. 2002. **Child Labor: An American History**. M. E. Sharpe

Policies and Procedures - Class Sessions and Assignment Due Date Information:

The course begins **Tuesday, May 31, 2016**. Last assignment will be submitted by **Wednesday, August 17, 2016**.

Tuesdays are the beginning of each course week. ***A weekly message will be emailed and posted to the announcement page in eCollege at the beginning of the week. Students are responsible for the contents of weekly messages. Messages present timely information on course activities/assignments and content.

Written assignments (weekly questions and forum posts) will be accepted up to **24 hours late (12:01 am – 11:59 pm) for a 50% penalty**. Writing assignments submitted **after the 24 hour late period will not be accepted. No exceptions.**

Things happen. When you don't have to attend a class session in person, it is easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time. Because “things happen” it is a best practice not to wait until the last minute to take the exam, submit a comment in a forum, or upload a writing assignment.

Contact the eCollege 24/7 toll free helpdesk (877-778-8437) if you experience any technical problems that prohibit you from completing an assignment. Technical problems are not a valid excuse for missing a due date.

Plan ahead if you'll be unable to complete an assignment on time. You may need to submit the assignment earlier than the posted due date.

Media Policy:

The recording and transmission of classroom activities and discussions by students or faculty is prohibited without written permission from the class instructor and all students in the class. Class participants must have been informed that audio/video recording or reposting of forum contributions may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The recording may not be reproduced or uploaded to publicly accessible web environments without written permission. You may not share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, forum content, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception:

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center ("LNEC") to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations are solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings:

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

Disability Services:

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 web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity Policy:

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by

honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy. Students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty.

Avoid plagiarism or other violations of academic integrity! Your written questions will be submitted to “Turnitin.com” to insure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to “copy” phrases or sentences excessively from the readings. The goal is to put the ideas into your own words!

Instructor's Email Checking Policy:

Unless you receive advance notification, your instructor will check for email messages daily on most workdays. (This excludes Saturday/Sunday, holidays, and Spring Break.) If a student sends a comment or question, your instructor will try to answer the email within 24 hours.

Students Email Checking Policy:

It is the responsibility of the student to check for incoming course related messages at least 3 times a week. This is in addition to engaging in forums in the course. Students receive at least 1 message a week via email. Email messages are ALWAYS sent to the student’s default email address for the course. Forgetting or being unable to check your email is not an excuse.

Grade Distribution (out of 1,000 points)

Course Information Sheet:	5 points
IceBreaker Forum:	50 points
Forums	300 points (50 points each)
Mall Assignment	125 points
Briefing Paper to Secretary Perez	120 points
Quizzes (2 exams total)	400 points (200 points each)

Assessment of Online Forums and Weekly Assignments:

There are forums EACH WEEK (except exam weeks) throughout the semester. A forum is an interactive threaded discussion. In addition, you will have an ICEBREAKER forum starting the FIRST day of class to help you get comfortable with the forum format and meet your fellow students. This first forum will give you an idea of how to use the discussion forum feature and will be graded. The forums are found within each of the units they are associated with.

NOTE—FOR ALL THE FORUMS YOU NEED TO POST YOUR COMMENT BEFORE YOU CAN SEE OTHER STUDENTS COMMENTS

Your contribution will be evaluated as follows:

How much you participate in a substantive way. In general, you can think of this as 1 point per substantive post that adds to the discussion.

Was your participation ongoing and interactive? You can interact with others by asking or answering questions, or by agreeing or disagreeing with them, but remember you must add to the discussion, not simply agree.

Were your comments thoughtful and based on the readings? Did you understand the ideas correctly or did you make errors? Did you connect the ideas of readings to those of others? In other words, what was the quality of your comments?

Were your opinions backed by personal experience or other types of evidence? Persuasive opinions are backed by a variety of types of evidence –from other academic sources, from current events, and from personal experience.

Were your comments expressed clearly and appropriately? Informality is OK, but use standard written English of the sort that would be appropriate in a work setting.

Quizzes:

Two quizzes are scheduled throughout the semester. These are based on the weekly readings and discussions. The quizzes will require you to construct informed and thoughtful answers to the questions.

Mall Assignment:

You will conduct a fieldwork project in a local mall to analyze the work experiences of young people today. Details for this assignment are located on the course website

Briefing Paper to Labor Secretary Perez

You will write a briefing paper to US Labor Secretary Thomas Perez on the challenges of young workers with a focus on race and socio-economic status. Details for this assignment are located in the course website.

General Information For Forum Posts, Papers and Quizzes:

The papers are to be your own original work. You should use your books and notes as a reference. Be sure to cite any direct quotations that you use. You may discuss ideas with other students in the class, but the final product must be your own work. 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.

Course Schedule

Week 1: May 31 to June 6

Topic: Introduction to Studying Youth and Work

Videos: *U.S. Child Labor, 1908-1920* and *The Dark Side of Chocolate*

Forum: *Icebreaker “Your First Work Experiences”*. For this icebreaker forum we are going to start to get to know each other and also start to think about our own work experiences. First, I want you to post about the first paid work experience that you had. There are questions in the forum to guide your thinking and writing of this post.

Week 2: June 7 to June 13

Topic: The Child Labor Problem (Hindman Chapters 1 and 2) and Child Labor in America—Agriculture (Hindman Chapter 9)

Forum: *Children on Farms Today*. For this forum we want to explore how far (or not so far) the United States has progressed in regard to child labor on farms. You read about child labor in the 19th/20th century this week—well what about today?

Week 3: June 14 to June 20

Topic: Child Labor in America--Coal Mines, Manufacturing (Hindman Chapters 4 and 5)

Forum: *Triangle Shirtwaist Factory Fire*. For this forum we want to build on what we read and focus in on factory work.

Week 4: June 21 to June 27

Topic: Child Labor in America—Homework and Street Trades (Hindman Chapters 7 and 8)

Forum: *Gender and Child Labor*. This week you read about 2 very ‘gendered’ forms of child labor—young boys working as news boys and messengers; and young girls working as homeworkers/sewers.

Week 5: June 28 to July 4

Quiz #1

Week 6: July 5 to July 11

Topic: Teenage Workers Today (Besen-Cassino, Chapter 1-3 and Tannock, Why Do Working Youth Work Where They Do?: A Report from the Young Worker Project)

Forum: ***Retails Jobs and Young Workers***. For this forum I want you to search online for help wanted ads for the types of workplaces/retail establishments that Besen-Cassino talks about in Chapter 2 and 3.

Week 7: July 12 to July 18

Topic: Teenage Workers Today (Besen-Cassino, Chapter 5-7)

Forum: ***Gender Wage Gap***. For this forum I want to focus in on Besen-Cassino's chapter on gender pay gap for young people

Week 8: July 19 to July 25

Topic: Teenage Workers Today – Besen-Cassino Chapter 8

No Forum-- ***Begin Mall Observations***. Visit the page on our course website that details the Mall Observation assignment and you are to download the observation sheets and start your observations.

Week 9: July 26 to August 1

Mall Observation and Paper Due. Details on the assignment are found in the course website.

Week 11: August 2 to August 8

Topic: Teenage Workers today: Race, Class and Unemployment Part 1 (AFL-CIO “Young workers: A Lost Decade” and Economic Policy Institute “The Kids Aren’t Alright: A Labor Market Analysis of Young Workers; and Jacobs, “Twelve Ways to Fix the Youth Unemployment Crisis

No Forum but you should start your **Briefing Paper to US Labor Secretary Perez**. Details for the briefing paper are on the course website.

Week 12: August 9 to August 15

Topic: Teenage Workers today: Race, Class and Unemployment Part 2

For this week you are to post your **Briefing Paper to Secretary Perez** in the dropbox by midnight. Details on the paper are found in the course website.

Week 13: August 16 to August 17

Quiz #2