

Youth and Work
Rutgers University, School of Management and Labor Relations
37:575:215:01 and 03
Spring 2023

Instructor: Professor Patricia McHugh

Class Time and Place:

Section 01: Mondays 10:20 – 1:20 : Campbell Hall – Room A3

Section 03: Wednesdays 8:30-11:30 : Lucy Stone Hall – Room B269

Office Hours: By appointment.

Email: patricia.mchugh@rutgers.edu

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 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 service sector, and various policies and programs that can improve their experiences and economic security, especially in the midst of the current economic crisis. We will see how youth's involvement in collective action, including forming unions may be important to improving the economic status of young workers in these industries.

We will also examine two critical issues that have become integral to young workers in higher education, student internships and student debt – both that can impact young workers career paths and economic success and stability.

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:

- 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 do the challenges that young workers face differ by cultural context and compared with adult workers?
- How can young workers and their advocates improve young peoples' experiences in the labor market?

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.

Note: Whenever anything is posted to this site, you will automatically receive a notification to your **rutgers.edu** email account. Checking that email account frequently is highly recommended.

Failure to not 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 on-line 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 the uploading of course work and taking exams.

Student Responsibilities

Technical Responsibilities:

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 computer at your local library can be some alternatives. Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

Getting Help

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

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>

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.

Attendance and Participation:

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. You must attend at least 10 of them to received 100% for attendance. All students who decide to take the class will receive attendance credit for the first day of class to account for the add/drop period (even if they did not attend). If you are ill or for some other reason cannot attend class, there is an additional day built into the schedule to accommodate for these absences.

- ***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.***
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- ***Extra Credit for Attendance:***
 - If you attend 10 or more classes you will receive an extra 20 points on your attendance grade or a 120/100.
 - If you attend 9 classes you will receive 10 extra points on your attendance grade. 100/100

*****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.

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). 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 will be able to detect use of AI bots as well as whether you copied material not just from academic sources, but also your own and others 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.

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.

COURSE REQUIREMENTS

1. Required Readings and Visual Materials

- *Cassino-Besen, Yasemin. 2014. Consuming Work: Youth Labor in America. Temple University Press* (This book can be purchased at the Rutgers Barnes and Noble or on-line).

You may purchase this book if you wish but it will be available on our class Canvas Website through the Reading List Tab.

All the other reading and visual materials required for this course will be posted online on the course website on Canvas, 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.

2. Attendance: (10%)

3. Exam - Child Labor History (15%)

4. Short Assignment: First Work Experiences (15%)

5. Research Project - Field Study (20%)

- You will conduct observational research based on research consistent with research and analysis performed by 3 scholars on youth and work and prepare a comparative analysis report of your findings. Further details on the project will be provided in Class and on Canvas.

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 you 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.

STUDENT EVALUATION**FINAL GRADE CALCULATION:**

Your final grade will be calculated as follows:

- Attendance (10%)
- Exam – U.S. Child Labor History (15%)
- Short Assignment – First Work Experiences (15%)
- Research Project (20%)
- Global Child Labor/Youth Work Group Project (20%)
- Final Exam (20%)

Course Schedule

*****Please Note: (01) and (03) represent section numbers – there are different class dates and assignment dates depending on Section number. 01 is highlighted in Pink and 03 is highlighted in Green.***

Note: All readings (except for Besen-Cassino) are posted on the Canvas Web page for the class in the **module for the week specified.**

Exception: The Entire Besen-Cassino Book (of which you will only read certain chapters) is posted in the **“Reading List” on Canvas** (Link on left hand side of Canvas)

Part One: Overview and Framing

Week 1 -- (January 18 (03)/January 23 (01)): Course Orientation and Introduction

- Overview of Course
- Course Expectations
- Syllabus Review

Part Two: The “Child Labor” “Problem”

Week 2 -- (January 25 (03)/January 30 (01)): Historically defining “Child Labor” and Child Labor in Agriculture

Read for Class

- Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Chapters 1, 2 and 9
- BLS - History of Child Labor in the United States - Part 1

Week 3 -- (February 1 (03)/ February 6 (01)): Child Labor in Mills, Factories and Tenements/U.S. Policy Response to Child Labor

Read for Class:

Child Labor in Mills, Factories and Tenements

- Hugh Hindman, 2002. Child Labor: An American History. Armonk, N.Y.: M.E. Sharpe.
 - Chapters 6, 7, and 8

U.S. Policy Responses to Child Labor in the 21st Century

- Hindman, Child Labor, Chapter 3.
- John M. Herrick and James Midgley, "The United State." pp. 187-216 in The State of Social Welfare: The Twentieth Century in Cross-national Review, edited by John Dixon and Robert P. Scheurell (Westport, Conn.: Greenwood).

Optional (Referenced in Class)

- Video: U.S. Child Labor, 1908-1920 (<https://www.youtube.com/watch?v=tY1gk6J6zc>)
 - Highlights Lewis Hines Photography
- Mill Girls of Lowell – Excerpt – may be read in class

Week 4 -- (February 8 (03)/February 13 (01)): Linking the Past to the Present: Current Situation of Child Labor in the U.S and Abroad/ Intro to Global Child Labor Project

Read for Class:

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

Optional Reading (Referenced in Class)

- Fact Sheet #43_ Child Labor Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations _ U.S. Department of Labor
- Child Labor Bulletin 102 – Agriculture
- Child Labor Coalition welcomes the reintroduction of the Children’s Act for Responsible Employment and Farm Safety 2022 (CARE Act) - National Consumers League.pdf

Week 5 -- (February 15 (03)/February 20 (01)) No In Person Class: Online Exam – History of Child Labor

- **Assignment for Week 6: First Work Experiences Questionnaire: Due On-Line on by Tuesday February 21 (at 11:59) (03)/Sunday February 26 (at**

11:59 pm) (01) and Bring or have access to in Class on February 22 (03)/ February 27 (01) .

Part Three: The Challenges of Teen Workers

Week 6 -- (February 22 (03)/February 27(01)): Current Situation Facing Young Workers/Should Adolescents Work?

Read for Class

- **Current Situation Facing Young Workers**
 - Teen labor force participation before a...eview_ U.S. Bureau of Labor Statistics.
 - The State of Youth in the U.S. Labor Market_ Pre-September 2018 Jobs Day Release - Center for American Progress.
 - The fading of the teen summer job _ Pew Research Center
 - The Vanishing Teenage Worker
 - Teen summer employment rises after slump early in COVID pandemic _ Pew Research Center
 - Young adults are graduating into a more promising labor market _ Economic Policy Institute
- **Should Adolescents Work?**
 - Brookings Institute- All school and no work becoming the norm for American teens
 - Mortimer - Should Adolescents Work
 - Mortimer - 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

Optional Reading (referenced in class)

- ‘Post-Millennial’ Generation On Track T...e, Best-Educated _ Pew Research Center.
- BLS Youth Labor Force Participation Rate - Summer 2022
- 2022 Teen Summer Job Outlook
- **Assignment: Short Essay – Past Work Experiences – Due on Canvas by Tuesday, March 07(03) (at 11:59 pm)/Friday March 10 (01)(at 11:59 p.m.)**

Week 7 -- (March 1 (03)/March 6 (01)): Young Workers and Service Sector Employment (Part 1)

Read for Class

- Yasemin Besen-Cassino, 2014. Consuming Work: Youth Labor in America. Philadelphia: Temple University Press. Note: Entire Book available on Course Canvas Website under Reading List Tab.
 - Chapters 1: Introduction

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- Chapter 2: “Would you like an Application with Your Coffee?”
- Chapter 3: Fun or Exploitation? The Lived Experience of Suburban Youth Work
- Stuart Tannock, “Why Do Working Youth Work Where They Do?” A Report from the Young Worker Project.
- Stuart Tannock, Youth at Work, Chapter 2: On the Front Lines of the Service Sector
- Hirschman, The structure of Teenage Employment

Week 8: Spring Break – Have a Great Holiday!! (March 15 (03)/March 13 (01))

Week 9 -- (March 8) (03)/March 20 (01): Young Workers and Service Sector Employment (Part 2: Race, Class and Gender)

Read for Class

- Besen-Cassino, Consuming Work
 - Chapter 6: “White Young, and Middle Class”: Aesthetic Labor, Race, and Class in the Youth Labor Force
 - Chapter 7: Origins of the Gender Wage Gap: Gender Inequality in the Youth Labor Force.
- UCLA Labor Center: I am a Young Worker
- For People of Color, Employment Disparities Start Early _ Urban Institute

Optional Reading (Referenced in Class)

- UCLA Labor Center: Young Worker Scheduling
- CRS - Youth Employment Trends
- Job Accessibility and Racial Differences in Youth Employment Rates.
- Opinion_ Not only is The Man sexist, so...allowance pay gap_ - Los Angeles Times
- Busy Kid: Gender Pay Gap in Children

Week 10: **No In-Person Class (March 22 (03) /March 27 (01)): Work on Field Research Project**

- **Assignment: Field Research Project – Due on Canvas:**
 - **Section 03: by Tuesday April 4 (at 11:59 p.m.)**
 - **Section 01: by Sunday April 9 (at 11:59 p.m.)**

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

Week 11 (March 29 (03)/April 3 (01)): College (and HS!) Internships

Read for Class

- J. Maio: 10 Reasons Why An Internship is Important to All Students _ Big Ideas Blog (June 29, 2018)
- A. Crain: Understanding the Impact of Unpaid Internships on College Student Career Development and Employment Outcomes, NACE Foundation (December 2016)
- U Dhotakia: Why Unpaid Internships are Unethical, Psychology Today (August 16, 2019)
- 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.
- R. A. Ravishanker, Its time to Officially End Unpaid Internships, Harvard Business Review (May 26, 2021)
- Matthew Yglesias, 'Two Cheers for Unpaid Internships - America needs more on-the-job learning, not less. Unpaid Internships: Cheaper Than School!', Slate (online), 4 Dec 2013.
- 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

Week 12 (April 5 (03)/April 10 (01)): Higher Education and the College Debt Crisis

Read for Class (Note: These are all short articles)

- 3 ways student debt impacts the economy
- The Making of the Student Debt Crisis, Explained _ NEA
- 10 Key Facts about Student Debt in the United States
- Student Loan Debt Crisis in America (by the Numbers) _ EducationData.org
- How Does Student Debt Affect the Economy
- Student-Loan Debt Is a Crisis for Black Borrowers
- Companies Can — and Should — Help Employees Pay Student Loans
- Solving Student Debt Crisis
- Opinion _ Should Biden Cancel Student Debt_ - The New York Times
- Opinion _ What Canceling Student Debt W...Racial Wealth Gap - The New York Times
- Biden Announces New Student Loan Plan_ 8 Big Details On Forgiveness And Payments
- A Cheap Race Neutral Way to Close the Racial Wealth-Gap
- Baby Bonds - Would Skyrocket College Co... G. Martin Center for Academic Renewal

Optional Reading (Referenced in Class)

- Pew Research- Young Adults, Student Debt and Well Being (This is an older article but the concepts still apply today)
- Is College Worth It_ 17 Pros and Cons
- FACT SHEET_ President Biden Announces S...ers Who Need It Most _ The White House
- Student Loan Debt Elimination - Pros & Cons - ProCon.org
- Student loans, the racial wealth divide...we need full student debt cancellation
- Texas Judge Strikes Down Biden’s Student Debt Cancellation - The New York Times

Week 13 (April 12 (03)/April 17 (01) Youth and Unions

- Cornell - report - Youth and Unions
- How Unions Help Working People
- Schmitt - Unions and Upward mobility
- Tannock - Youth at work ch 7
- Youth Activism in Labor Movement
- Can Millennials Save Unions The Atlantic
- Amazon, Starbucks, and beyond_ Why young workers boost labor unions. - CSMonitor.com
- Young Workers are Organizing can their Fervor Save Unions – Washington Post
- Latest data release on unionization is a wake-up call to lawmakers - We must fix our broken system of labor law - Economic Policy Institute
- Op-Ed - A new generation is reviving uni...d guard could help - Los Angeles Times

Optional (Referenced in Class)

- Res19 - AFL-CIO - In support of Youth .pdf
- Time: Gen Z Unionizing Starbucks

Assignment: Global Child Labor/Youth Work Presentations Due On-Line:

- Section 03: Sunday, April 16 at 11:59 p.m.
- Section 01: Sunday, April 23 at 11:59 p.m.

Week 14 (April 19 (03)/April 24 (01): Global Child Labor/Youth Work Presentations

- All Group Members Must be Present on date of presentation

Week 15 (April 26 (03)/May 1 (01)): “Generations” of Youth Workers – Changing the Nature of Leadership and Work and Global Child Labor/Youth Work Presentations

- Williams, Psychology Today, “How Young Workers Will Change Work”
- Forbes - Ways Millennials are Changing Traditional Leadership
- How Millennials Are Changing the Face of Leadership _ Fortune
- Kasasa: Boomer, Gen X, Gen Y, Gen Z and Gen A explained

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- Adecco: Millennials vs. Gen Z: Key Differences in the Workplace
- Boston College Center for Work and Family: Creating Tomorrow's Leaders: The Expanding Roles of Millennials in the Workplace
- OK, Boomer. Lying Flat Has Been a Long Time Coming for Millennials - Bloomberg
- The 37-Year-Olds Are Afraid of the 23-Y...Who Work for Them - The New York Times
- The One Value That Unites Generational Differences in the Workplace
- NPR - Are Millennials afraid of Gen Z – Podcast

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.***