

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, home work, street work and agriculture---to better understand the causes and effects of child labor in U.S. history, why it matters both socially and economically, reform programs that emerged, and how the U.S. 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 economy, and various policies and programs that can improve their experiences and economic security.

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 and 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.

Core Curriculum: 21C and SCL

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a).
- Analyze a contemporary global issue from a multidisciplinary perspective (b).
- Analyze issues of social justice across local and global contexts (d).
- Understand the bases and development of human and societal endeavors across time and place (h).

- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m).
- Apply concepts about human and social behavior to particular questions or situations. (Goal n).

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

School of Management and Labor Relations:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).

Required Textbooks:

All books can either be purchased online or at the campus bookstore. 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 29, 2018**. Last assignment will be submitted by **Wednesday, August 15, 2018**.

Tuesdays are the beginning of each course week. ***A weekly message will be sent at the beginning of the week which will provide instructions for new assignments as well as grading feedback regarding prior assignments, and general course announcements. Students are responsible for the contents of weekly messages.

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.

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.

Technical Assistance:

Rutgers Center for Online and Hybrid Learning and Instructional Technologies (COHLIT)

Support Website: rutgersonline.desk.com

Email: help@canvas.rutgers.edu

Call 24/7: 877-361-1134

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 (https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.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!

Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

Turnitin for Plagiarism Detection:

In coordination with the Office of General Counsel, Rutgers Teaching and Learning with Technology advises instructors who use Turnitin for plagiarism detection to include the following statement in their course syllabus:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If a student has previously used Turnitin through a learning management system (Canvas, eCollege, Moodle, or Sakai), then an account has already been established, which is the email address used in the learning management system. If a student has never logged into the Turnitin website, a password will need to be established by using the [Forgot Password link](#).

Instructor's Message Checking Policy:

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

Students Message Checking Policy:

It is the responsibility of the student to check for incoming course related messages within the Inbox tool 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. Messages are ALWAYS sent via Canvas. Forgetting or being unable to check your messages is not an excuse.

Grade Distribution (out of 1,000 points)

Course Biography (update account):	45 points
Forums	280 points (40 points each)
Mall Assignment	125 points
Briefing Paper to Secretary Acosta	150 points
Quizzes (2 exams total)	400 points (200 points each)

Assessment of Online Forums and Weekly Assignments:

There are forums 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 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 during 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 provided within Canvas.

Briefing Paper to U.S. Secretary of Labor R. Alexander Acosta:

You will write a briefing paper to US Labor Secretary Alexander Acosta on the challenges of young workers with a focus on socio-economic status. Details for this assignment are provided within Canvas.

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 29 to June 4

Topic: Introduction to Studying Youth and Work

Forum: *Icebreaker “Your First Work Experiences”*

Week 2: June 5 to June 11

Topic: The Child Labor Problem and Child Labor in America—Agriculture

Forum: *Children on Farms Today*

Week 3: June 12 to June 18

Topic: Child Labor in America--Coal Mines, Manufacturing

Forum: *Triangle Shirtwaist Factory Fire*

Week 4: June 19 to June 25

Topic: Child Labor in America—Home work and Street Trades

Forum: *Gender and Child Labor*

Week 5: June 26 to July 2

Quiz #1

Week 6: July 3 to July 9

Topic: Teenage Workers Today; Why Do Working Youth Work Where They Do?: A Report from the Young Worker Project

Forum: *Retails Jobs and Young Workers*

Week 7: July 10 to July 16

Topic: Teenage Workers Today

Forum: *Gender Wage Gap*

Week 8: July 17 to July 23

Topic: Teenage Workers Today

No Forum-- *Begin Mall Observations*

Week 9: July 24 to July 30

Topic: Teenage Workers today: Race, Class and Unemployment (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-- *Begin your Briefing Paper to US Labor Secretary Acosta.*

Week 10: July 31 to August 6

Topic: How Young Workers Will Change Work

Forum: Changing Workplaces (Also due this week Briefing Paper to Secretary Acosta)

Week 11: August 7 to August 13

Quiz #2