



# RUTGERS

School of Management  
and Labor Relations

Youth and Work - 37:575:215:T1

*Labor Studies and Employment Relations*

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## Health and Safety Protocol:

The university continues to monitor all relevant health and safety issues, specifically COVID-19, Respiratory Syncytial Virus (RSV), and Influenza (Flu), and I want to remind you of the important health and safety protocols that remain in effect across the university.

**COVID-19 Vaccine and boosters:** All students and employees who have not been granted a health or religious exemption are required to be fully vaccinated, to obtain a booster when eligible, and to upload proof of vaccination and boosters to the vaccine portals:

[Student vaccine portal](#)

[Faculty and Staff vaccine portal](#)

**Face Coverings:** Face coverings **are not required** in academic or administrative settings. Wearing a face covering **is required** of all faculty, staff, students, and visitors in all clinical settings. While masking is optional in academic and administrative settings, we do encourage it.

**Testing for Non-vaccinated Students and Employees:** Students and employees with medical or religious waivers from the COVID-19 vaccine requirement must continue to test once per week using self-administered rapid tests and upload their results to <https://rtr.ipo.rutgers.edu/questionnaire/>.

**Test Kit Availability:** Testing kits for COVID-19 continue to be available through [vending machines](#) that are located on all campuses. All students, irrespective of vaccine waiver status, may avail themselves of up to two tests per week at no cost. Faculty and staff are entitled to free test kits and can order them at <https://www.covid.gov/tests>.

## 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 19<sup>th</sup> and early 20<sup>th</sup> 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 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?

### **Learning Objectives. The student is able to:**

#### **Core Curriculum:**

- CCD-2. Analyze contemporary social justice issues and unbalanced social power systems.
- 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 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:**

- Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a work situation. (Goal IV)
  - Demonstrate and understanding of the practical perspectives, theories and concepts in their field of study.
  - Evaluate and apply theories from social science disciplines to workplace issues.
- Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions (Goal V).
  - 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 Learning Objectives:**

- **Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.** In this class we will explore how racial categorization, created through the social construction of race, affects one's position in

the labor market and consequently produces racial labor market inequality. Through this approach we will examine the socioeconomic dimension of the claim that although race is not a scientifically “real” concept, it is real in its consequences.

- **Analyze issues of social justice across local and global contexts.** You will develop an understanding of concepts such as hierarchy, power, and hegemony to develop a working knowledge of social change, particularly one that uses a complex, nuanced analysis of a social problem to devise effective policies to end social and economic inequality.
- **Explain and be able to assess the relationship among assumptions, method, evidence, arguments, method, evidence, arguments, and theory in social and historical analysis.**  
Through forum discussion and analysis of readings, we will take apart the author’s thesis, arguments and supporting evidence to critically evaluate the claims presented and compare them across other readings/authors drawing linkages and distinctions among different approaches and strategies for building arguments and supporting them.
- **Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.** We will use the idea that the labor market, as well as society at large, is organized in such a way that it can be examined using a structural approach. Through this lens we can view blacks’ position in the U.S. economy as part of a racial structure fortified by mechanisms such as institutional discrimination, exclusion, and access. We will explore this idea through multiple media: films, class readings chosen to represent a variety of perspectives, class discussions, and group exercises exploring hypothetical situations designed to bring your own experiences and perspectives into the discussion.
- **Apply concepts about human and social behavior to questions or situations.** We will approach issues such as the labor market consequences of persistent school segregation, resistance to integration, affirmative action, racial disparities in unemployment, the persistence of a racial wage gap amidst a shrinking education gap, using concepts such as social structure, social closure, hegemony, bias, and homophily.

### **Course Delivery**

- 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 Materials**

There is not a textbook for this course. All required readings, videos and assignments are located on the course website within Canvas.

### **Assessment of Online Forums and Weekly Written Questions**

**Forums** - A forum is an interactive threaded discussion used to discuss course topics. Within these forums’ students can communicate their insights and thoughts pertaining to a particular topic, as well as learn from one another in the process.

Threaded discussions are also a means for the instructor to identify whether a student comprehends required reading and/or video assignments. Forums include instructor-generated questions and suggested topic areas for discussion, and student-to-student interaction.

**Weekly Written Questions** - You will be asked to answer a series of questions from the assignment on most weeks. These assignments are designed to ensure that you understand the most important aspects of the reading or video. Your answers for each question should be no longer than they need to be to fully answer the question. In most cases 1-2 pages single spaced is enough for the entire assignment.

**Overall Criteria for Grading** - Scores on the weekly assignments as well as the online forums reflect whether you have achieved an accurate understanding of the various readings and whether you reflect those ideas well in written English. There are three sets of criteria on which students are graded. Earning the highest number of points within each assignment requires following these best practices:

**Content (50% of points)**

Content is well developed:

- ✓ Content that relates to required/recommended course material is accurate.
- ✓ Questions are thoroughly answered, and content is appropriate for the topic of inquiry.
- ✓ Content that indicates knowledge gained and potential for knowledge/skills to influence future thoughts/behavior is adequately linked to course materials (including any material brought into the course by a student). When required, citations are provided.

**Reflection (40% of points)**

Outstanding reflective skills:

- ✓ Answers indicate a high level of reflection and insight on the topic.
- ✓ Critical thinking is evident.
- ✓ A strong desire to reflect on topics is evident.

**Organization & Mechanics (10% of points)**

Organization of content and expression of ideas/thoughts is outstanding:

- ✓ Writing is fluent and lively.
- ✓ All answers are presented in a professional manner: using appropriate grammar, sentence structure, and spelling.
- ✓ All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- ✓ Engages in a high-quality Internet search (when applicable). Instructions for completing assignments are followed.

Additional factors that may contribute to the overall assignment grade(s) are listed below:

- 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 sometimes okay but use standard written English of the sort that would be appropriate in a work setting.

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

The course begins **Tuesday, May 30, 2023**. Last weekly assignment will be submitted by **Wednesday, August 16, 2023**.

**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 without documentation supporting a medical and/or other extenuating circumstance.

*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 if you will be unable to complete an assignment on time. You may need to submit the assignment earlier than the posted due date. If you are unable to complete assignments due to illness or other COVID-19 related quarantine requirements, please notify your instructor immediately. Failure to notify your instructor of potential missed assignments at least 48 hours prior to the due date will result in grade penalties as per the course policy.

### **Resources for Student Success:**

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at [success.rutgers.edu](https://success.rutgers.edu), and nearly all services and resources that are typically provided in-person are now available remotely.

SMLR offers a number of scholarships and fellowships to support its students. These opportunities are only made available by the generous support of donors who graciously support our students and their endeavors. Please visit the following link for more information: <https://smlr.rutgers.edu/academic-programs/scholarships>

### **Technical Assistance:**

Rutgers Information Technology

**Support Website:** <https://it.rutgers.edu/help-support>

**Email:** [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu)

**Call 24/7:** 833-OIT-HELP or 833-648-4357

### **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.

### **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 the following link below 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.

<https://nbprovost.rutgers.edu/academic-integrity-students>

**Avoid plagiarism or other violations of academic integrity! Your written questions will be submitted to “Turnitin.com” to ensure 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 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.

### Grading Rubric

Everyone will have the opportunity to do well in this course. A final grade is based on the point system below. Number of points for each course assessment is detailed in the following chart.

	Raw Points Possible
Canvas Biography	10
Ice Breaker Forum	30
Six Forum Discussions (35 pts each)	210
Eleven Weekly Written Assignments (50 pts each)	550
Briefing Paper: Secretary of Labor	100
Final Research/Reflection Paper	100
<b>Total</b>	<b>1000</b>

Total Raw Points	RU Letter Grade
1000-900	A
899-860	B+
859-800	B
799-760	C+
759-700	C
699-600	D
599 and below	F
<b>Total</b>	<b>1000</b>

### Weekly Schedule

Refer to weekly topic pages in course shell for a complete listing.

WEEK DUE	READINGS/ASSIGNMENTS
Week 1: May 30 – June 5	Introduction to Studying Youth and Work
Week 2: June 6 – June 12	Child Labor in Agriculture
Week 3: June 13 – June 19	Child Labor in Mines and Manufacturing

Updated as of May 31, 2023



Week 4: June 20 – June 26	Domestic Work and Street Trades
Week 5: June 27 – July 3	Forced Labor and Human Trafficking
Week 6: July 5 – July 10	Child Labor for Fast Fashion
Week 7: July 11 – July 17	The Influence of Globalization on Child Labor
Week 8: July 18 – July 24	Child Labor Laws and Legislation
Week 9: July 25 – July 31	Youth Workers – Race, Class, and Unemployment
Week 10: Aug 1 – Aug 7	How Young Workers will Change Work
Week 11: Aug 8 – Aug 14	Reflection Paper: Child Labor (What did you learn?)