



RUTGERS

UNIVERSITY | NEW BRUNSWICK

School of Management & Labor Relations

Youth at Work

Semester:	Fall 2026
Course and section number:	37:575:215:99
Course title:	Youth at Work
Location, modality:	Online, Asynchronous
Instructor:	Matthew Fischer-Daly, Lecturer
Contact information:	Primary, Canvas; Secondary, email: matthew.fischer-daly@rutgers.edu
Office hours information:	Online, via Zoom by appointment
Textbook:	None; all readings provided on Canvas

COURSE DESCRIPTION

In this course, students will study youth at work, encompassing child labor and young workers. Students will begin by examining definitions of child labor and theories on why it occurs and persists. Next, the course turns to an exploration of cases of child labor and efforts to end it in different countries and industries. The final section of the course looks at trends in youth work, including precarious work and the leisure and hospitality and retail, industries in which most employed youth in the United States work.

Rutgers Core Curriculum Learning Goals:

- CCD-2: Analyze contemporary social justice issues and unbalanced social power systems.
- CCO-1: Analyze a contemporary global issue from a multidisciplinary perspective.
- SCL-2: Employ tools of social scientific reasoning to study questions or situations, using appropriate assumptions, methods, evidence, and arguments.

Rutgers School of Management and Labor Relations (SMLR) Learning Objectives:

- SMLR- IV: Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
- SMLR – V: Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions.

COURSE ASSESSMENTS

Assignment	Points per assignment	Points that can be accrued	Percent of course total
Academic Integrity, AI, & Syllabus Quiz	1 @ 20 points	20	2%
Essays	3 @ 50 points each	150	15%
Online discussions	3 @ 110 points each	330	33%
Research paper	1 @ 200 points	200	20%
Exam	1 @ 300 points	300	30%
Total		1,000 points	100%

Grading scale:

A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=60-69; F=59 and lower

Points are indicative; in the end, I will use my judgment in translating points into grades for the course. I will take into consideration improvement throughout the semester and exceptional work, leading to the possibility of increasing or decreasing a grade – ordinarily by one level (e.g. B and B+). Grading rubrics for each assignment are available on Canvas. **Extra credit is not offered in this course.**

Due dates of assignments are your responsibility as a student. Late submissions of any assignment in this course will be assessed a point penalty of 10-50%, depending on late-submission history. Late submissions of more than one week will not be accepted. **Contact me as soon as possible with any emergencies that affect your ability to submit assignments on time.**

Essays: 3 @ 50 points each

Students will write three essays (300-600 words) throughout the semester. In each essay, students are asked to engage critically with material studied in the course and write a clear response to questions about it. Instructions and prompts for each essay are posted on Canvas. Essays will be read only by the instructor.

Online discussions: 3 @ 110 points each

Each online discussion consists of two parts. In the first part, students will write an initial post to the discussion, responding to a prompt. In the second part, students will read classmates' initial posts and post at least 3 replies that convey questions, insights, and constructive feedback. The Online Group Discussion Guidelines explains how to successfully participate in these online discussions and is available on Canvas.

Research paper: 1 @ 200 points

In the research paper, students will present findings on child labor in a state of the United States. Instructions for the research paper explain the assignment expectations and are posted on Canvas.

Exam: 1 @ 300 points

One timed exam of 90 minutes may include true/false, matching, multiple choice, fill-in-the-blank, short answer, and essay questions. The exam is cumulative and must be taken online in the Canvas course site during the open period. Collaboration is not allowed, but the exams are 'open book'.

COURSE PROTOCOLS**Class participation**

This is an interactive class; students need to stay on track to effectively interact with others in the class. As a student, you are responsible for keeping up with due dates and notifying me of emergencies that interfere with class participation. As soon as a problem arises, contact me. An online class provides you with flexibility on when to complete the course requirements; however, it also requires that you manage your time and complete course requirements by the due dates.

Academic freedom

Faculty and students alike are free to express their viewpoints in class, including perspectives that differ from most in the Rutgers University community. Students may be exposed to views they find challenging, uncomfortable, or distressing. Since Rutgers is a public institution, United States Constitution, First Amendment speech protections apply. Legally, discomfort is not sufficient to restrict speech. Pedagogically, exposure to different ideas—even challenging our most deeply held beliefs—is a feature, not a flaw, of learning. Free inquiry is essential to a robust learning environment. Students and professors are at our best when we are exposed to a wide range of challenging ideas.

For more information on academic freedom, please review these [slides](#) and the Rutgers [academic freedom page](#).

Respect

Students are expected to contribute to an environment that fosters mutual respect, recognizes others' dignity, and demonstrates civility by adherence to class norms for discussion, debate, and all interpersonal interactions. Expressions of hatred or contempt will not be tolerated, including those based on race, physical appearance, national or ethnic origin, age, gender or gender identity, religion, sexual orientation, disability, or marital status.

As the instructor, I am firmly committed to diversity, inclusion, and equality. I work to promote a respectful environment in which everyone feels safe and welcome and that affirms people of all identities.

If your name is different than what is on the class roster, please let me know. Feel free to let me know your preferred gender pronouns via Canvas Inbox, email, or in office hours—I respect your preference.

If you have any questions or concerns, please do not hesitate to contact me or to reach out to [Rutgers Student Affairs](#).

Course communications

Students are responsible for accessing course materials on Canvas and participating as instructed. You should check this course's Canvas site and your Rutgers email regularly throughout the

semester for announcements and/or updates about this course. Students are responsible for promptly replying to messages from the instructor that request a response. **Please inform me of emergencies or issues that are likely to affect your participation or performance in the course. The sooner I know, the easier it will be to develop a plan to ensure that you succeed in the course.**

Class cancellations

This is an asynchronous (or non-synchronous), online course; therefore, most Rutgers class cancellations (e.g. due to weather) will not affect class participation and activities.

Academic integrity

Academic integrity is essential to your learning, to the mission of Rutgers, and to membership in the Rutgers community. It means honesty and is a fundamental value that supports trust among students and between students and teachers. Academic integrity is also a shared value; students, teachers, and administrators all play vital roles in promoting and ensuring it. In contrast, academic dishonesty impedes learning, violates communal trust, impacts other members of the community, and degrades scholarship. Please read the full Rutgers Academic Code and Academic Oath at: <http://academicintegrity.rutgers.edu/>.

Artificial intelligence (AI) and integrity

Clear, transparent identification of uses of artificial intelligence (AI) is part of academic integrity and essential to your development of critical thinking skills. You may use AI only if you fully and completely identify your use of it every time in every instance. Identification requires, at a minimum, a citation (footnote, endnote, or parenthetical citation with full reference at the end of the text) identifying the AI program used and the prompt that you input into the AI program. Failure to identify use of AI in your assignments amounts to plagiarism and will be treated accordingly. You are required to read the course policy on AI on the [Using AI in this class page](#), complete a quiz on it during the first week of this course, and follow it throughout the course.

From the Office of Disability Services

Rutgers University welcomes students with disabilities. 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 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 as possible in your courses. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Rutgers' Resources for 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 <https://success.rutgers.edu/>. Many services and resources are provided in-person and remotely.

Technical Assistance

Helpdesk: Rutgers Office of Information and Technology

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

Call: 833-OIT-HELP

COURSE SCHEDULE:

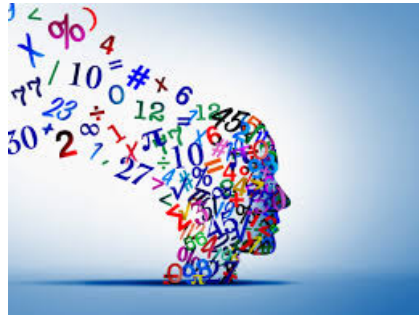
***Note:** All due dates mean the end of the day (11:59 PM Eastern time zone) of the designated date (e.g. Week 1 assignments are due by the latest on 9/6 at 11:59 PM ET)

Week	Topic	Assignments
1 9/1 – 9/6	Course introduction Readings: 1. Course syllabus 2. Course Essentials, Know Your Sources, & Using AI in this Course pages	1. Academic Integrity, AI, & Syllabus Quiz 2. Discussion #1 initial post due 9/6
2 9/7 – 9/13	What is child labor? What is the current state of child labor? Reading: <i>Child Labour: Global estimates 2024</i> , ILO and UNICEF. Video: <i>Child Labour: Global Estimates 2024, Trends and the Road Forward</i> , ILO and UNICEF	1. Discussion #1 initial post due 9/6, replies due 9/13. 2. Essay #1 due 9/20
3 9/14 – 9/20	Theories of child labor Readings: 1. “Global Child Labor: Past as Prologue”, Hindman, Hugh D. 2. “Child Labor: Myths, Theories and Facts”, López-Calva, Luis F.	1. Discussion #1 replies due 9/13. 2. Essay #1 due 9/20
4 9/21 – 9/27	Development and child labor Readings: 1. “Economic Growth and Child Labor in Low Income Economies.”, Edmonds, Eric V. 2. “It’s a Hard-Knock Life: Child Labor Practices and Compliance with IMF Agreements”, Mark, Ye, Foot, and Crippin. Video: <i>The End of Poverty?</i>	1. Discussion #2 initial post due 9/27, replies due 10/4
5	Child labor during industrialization in the United States	

9/28 – 10/4	Readings: 2. “Industrialization of Child Labor” Hindman, Hugh D. 3. “‘Us ain’t never idle’: The World of Work”, King, Wilma. Media: 1. “Characteristics of the Early Factory Girls” (1898), Harriet Hanson Robinson’s 2. Lewis Hines photograph collection	1. Discussion #2 initial post due 9/27, replies due 10/4 2. Essay #2 due 10/11
6 10/5 – 10/11	Contemporary child labor in the United States Readings: 1. <i>Fields of Peril</i>, Human Rights Watch 2. “Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S.,” Dreier, Hannah.	1. Essay #2 due 10/11 2. Research paper due 10/25
7 10/12 – 10/18	Child labor in agricultural supply chains: the chocolate industry Readings: 1. “White Man’s ‘Burden’ and the New Colonialism in West African Cocoa Production,” Athreya, Bama. 2. “The Intersection of Corporate Social Responsibility and the Non-Profit Industrial Complex: Exploitative Child Labor in Côte d’Ivoire’s Chocolate Industry,” Cole, Gabrielle Film: <i>The Dark Side of Chocolate</i>, Romano, U. Roberto and Miki Mistri.	1. Research paper due 10/25
8 10/19 – 10/25	Research paper week	1. Research paper due 10/25
9 10/26 – 11/1	Child labor in global supply chains: the gold industry Readings: 1. <i>No Golden Future: Use of child labour in gold mining in Uganda</i>, SOMO 2. “Moral Economies and Child Labour in Artisanal Gold Mining in Ghana,” Okyere, Samuel.	1. Discussion #3 initial post due 11/1, replies due 11/8
10	Ending child labor	

11/2 – 11/8	Readings: 1. “Drivers of Child Labour: Socio-Economic Insights from the 15 Worst-Affected Countries,” Magammana, Perera, Bandara, Muthugala, and Jayathilaka. 2. “Worker Voice and Organizing in Efforts to Eliminate Child Labor,” Okyere, Samuel.	1. Discussion #3 replies due 11/8
11 11/9 – 11/15	Precarious work and the labor market for young workers Readings: 1. “Precarious Work, Insecure Workers: Employment Relations in Transition,” Kalleberg, Arne L. 2. “Labor Market Uncertainties for Youth and Young Adults: An International Perspective,” Yeung, Wei-June Jean and Yi Yang.	1. Essay #3 due 11/22
12 11/16 – 11/22	Digital, platform-mediated work and young workers Readings: 1. “Digital Taylorism: Freedom, Flexibility, Precarity, and Vulnerability,” Anwar, Mohammed Amir and Mark Graham. 2. “Canaries in the Coal Mine? Six Facts about the recent employment effects of artificial intelligence,” Brynjolfsson, Erik, Bharat Chandar, and Ruyuan Chen.	1. Essay #3 due 11/22
13 11/23 – 11/25; 11/30 – 12/2	Young workers’ asserting dignity in the United States Readings: 1. “Deepening Our Understanding of Labor Action: Examining How Workers Organize Different Types of Strikes in the United States,” Kallas, John. 2. “Corporate union busting in plain sight: How Amazon, Starbucks, and Trader Joe’s crushed dynamic grassroots worker organizing campaigns,” Logan, John.	1. Exam preparation
14 12/3 – 12/9	Evaluation week	1. Exam opens 12/3 and closes 12/9 2. Course evaluation due 12/9 (10 bonus points)

Using AI in this class



Can I use an AI tool on assignments for this class?

Only if you use it in compliance with the requirements for using AI in this course.

Requirements for using AI on assignments for this course

If you use an AI generative tool (ChatGPT, Anthropic Claude, Google Gemini, Microsoft Copilot, etc.) for an assignment in this course, you are **required** to include the following at the end of your submission:

- **Where in your submission did you use the AI generated content?** In the text of your submission, include a parenthetical citation that includes the name of the AI tool and date that you used it, e.g. (Claude 10/1/2026).
- **What AI tool did you use and what did you use it for?** At the end of the text of your submission, include a complete citation starting with the name of the AI tool and date that you used it, followed by the prompt that you used, e.g. Claude. 10/1/2026. Prompt: "provide short descriptions of New Jersey labor policies that impact college students".
- **What prompt did you use and when?** Yes, in your complete citation, include the prompt that you input to the AI tool after the name of the AI tool and date that you used it, e.g.: Claude. 10/1/2026. Prompt: "provide short descriptions of New Jersey labor policies that impact college students".
- **How do you know the AI generated material is accurate? Provide a citation to a [credible source \(https://rutgers.instructure.com/courses/420242/pages/know-your-](https://rutgers.instructure.com/courses/420242/pages/know-your-)**



sources that supports the validity of the AI generated content that you use - don't rely on any AI tool to get this right! Two steps

- In the text of your submission, include a parenthetical citation with the author and date of publication of the source that supports the AI-generated content, e.g. (Claude 10/1/26; New Jersey Office of the Attorney General 2023).
- At the end of the text of your submission, in your list of complete citations, include the complete citation for the supporting source, e.g.: "New Jersey Office of the Attorney General, Division of Civil Rights. 2026. "New Jersey Law Against Discrimination." Retrieved on 7/11/2026

from: <https://www.njoag.gov/about/divisions-and-offices/division-on-civil-rights-home/know-the-law/njlad/> (<https://www.njoag.gov/about/divisions-and-offices/division-on-civil-rights-home/know-the-law/njlad/>).

Do not submit a post that uses AI in unethical ways. Plagiarism, misrepresenting abilities, outsourcing this assignment to an AI tool, and improper reference checking will result point deductions, an assignment being returned for revision, failing the assignment, or any of the sanctions established in the [Rutgers Academic Integrity Policy](https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf) (<https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>) (https://docreader.readspeaker.com/docreader/?cid=8909&lang=en_us&url=https%3A%2F%2Facademicintegrity.rutgers.edu%2Fsites%2Fdefault%2Ffiles%2Fpdfs%2Fcurrent.pdf).

You must have properly cited sources for all content that is not exclusively your own. You are responsible for the accuracy of citations. Here is a quick guide for the ethical use of AI:



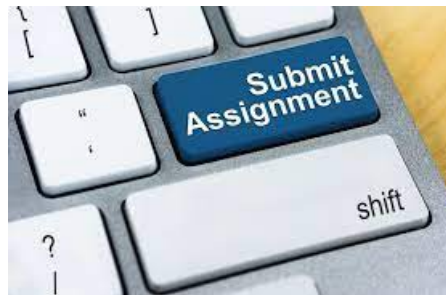
What is generative AI?

Generative AI is a type of artificial intelligence technology that broadly describes machine learning systems capable of generating text, images, code or other types of content, often in response to a prompt entered by a user.

Generative AI models are increasingly being incorporated into online tools that allow users to type questions or instructions into an input field, upon which the AI model will generate a response. ChatGPT, Claude, and Gemini are examples of generative AI tools.

Generative AI models have a "black box" problem. A black box is a metaphor for something with observable inputs and outputs and unobservable inner workings. The process by which inputs are transformed into outputs is unknown to observers. The following short interview with Professor Rawashdeh explains the black box problem of AI:

Blouin, Lou. (6 March 2023). "[AI's mysterious 'black box' problem, explained.](https://umdearborn.edu/news/ais-mysterious-black-box-problem-explained) (<https://umdearborn.edu/news/ais-mysterious-black-box-problem-explained>)" *University of Michigan-Dearborn News*. Last accessed 7/11/2026 from <https://umdearborn.edu/news/ais-mysterious-black-box-problem-explained> (<https://umdearborn.edu/news/ais-mysterious-black-box-problem-explained>).



Why should I reference AI-produced content?

References tell your reader where your information came from and how you used it in your work. If you use content created by a tool like Claude, including a reference to it - as you would with any other source - is the responsible and *required* thing to do. If you use ChatGPT or a similar tool to help write or structure your submission, even if you do not otherwise quote or paraphrase its content, you should acknowledge your use of it. This provides transparency to your reader. It is the ethical thing to do and will keep you in compliance with requirements for this class.



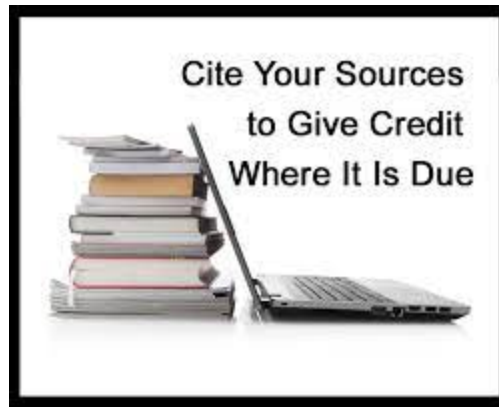
Can I ask AI models to cite their sources?

You cannot make statements and expect others to believe you without evidence and data to back up your words. However, AI tools are not reliably citing sources. They will respond to you and give you an answer, but you don't know where they got their answers from. AI tools will always give you a response; the problem is that the response may be inaccurate or false. AI systems have been found to produce fabricated information, a phenomenon known as '[AI hallucination](https://mitsloanedtech.mit.edu/ai/basics/addressing-ai-hallucinations-and-bias/)' 

[\(https://mitsloanedtech.mit.edu/ai/basics/addressing-ai-hallucinations-and-bias/\)](https://mitsloanedtech.mit.edu/ai/basics/addressing-ai-hallucinations-and-bias/).

I have high expectations that university students will properly cite their work. Because AI tools are not reliably citing sources, the onus is on you, as a student, to do so. All content in an assignment that is not personally known to you or that is not a product of your own research should be cited. If you make an assertion that isn't cited and I doubt that is your own, I will require that you provide a citation. Missing or incorrect citations that are not rectified will result in a grade of '0' on the assignment.





Cite your sources for your work in this course

We all know that scientific studies are littered with footnotes and references at the end of the paper. Otherwise we wouldn't know if it was true or not.

Use the Rutgers Library guide to citation styles to ensure proper citation:

<https://www.libraries.rutgers.edu/research-support/tutorials-information-literacy-and-critical-thinking/citation-styles> → (<https://www.libraries.rutgers.edu/research-support/tutorials-information-literacy-and-critical-thinking/citation-styles>)

The same could be said for rigorous media outlets; they quote their sources or input them as hyperlinks.

In this class, presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so. Not all plagiarism is intentional - carefully and correctly reference your use of AI.



When in doubt, ask your instructor.