



ILR School

The Organization of Work & Industrial Relations

ILRLR—3050/6068 Spring 2024

Tues. & Thurs. 11:40am -12:55pm

Classroom: Ives 108

Professor Andrew B. Wolf

The Organization of Work and Industrial Relations: From the Assembly Line to Algorithms and Digital Surveillance.

Course Syllabus

Instructor

Professor Andrew B. Wolf

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Office House: Tuesdays, 1:30-3:30pm in my office, and by appointment

Outside of the formally scheduled meetings referenced above, when you have questions or just want to come chat, **please come to my office hours or arrange a time to meet with me!**

OVERVIEW/DESCRIPTION

This course is a survey of theories of the labor process exploring how employers organize work, how workers respond to these efforts, and how this shapes industrial labor relations. Since the dawn of the industrial revolution scholars from Marx to Taylor considered how the design of the labor process impacted not only profit but workers' subjective experience of their work and their resistance. In the 1970s, led by Burawoy and Braverman, there was renewed interest in the labor process to explore the organization of work both before and during the subsequent decline in the traditional New Deal industrial labor relations system. Coalescing around the notions of coercion and consent to explain employers' construction of the labor process these theories explored how the reality of the workplace was shaped by the broader political economy. The last two decades have again seen significant changes and upheaval in the nature of work—gigification, digital surveillance, and the disruptive specter of generative AI—raising interest yet again in the study of the labor process. In exploring the wide range of theories, perspectives, and implications of how work is organized this course seeks to interrogate the historical context of these contemporary debates and shed light on the potential impacts to workers and industrial relations.

Practically, this course counts towards ILR's upper-level writing requirement and therefore aims to teach you the skills of academic/policy research and writing.

LEARNING OBJECTIVES

- Understand how firms' construction of the labor process shapes workers experience of their jobs, their collective action, and industrial relations.

- Historicize the role of technology in transforming work and comprehend how technological change is shaped by social, cultural, and political forces.
- Provide students with a survey of the socioeconomic and industrial relations debates about the organization of work.
- Develop students' writing and research skills through projects, practice, and weekly writing skills workshops.

READINGS AND OTHER MATERIALS

There is no textbook for this course. All course readings can be found on the course's canvas page. For those interested in pursuing individual topics further throughout the syllabus I offer "suggest further readings." These are not mandatory, will not be covered in course tests but might be helpful for your final projects and future edification. I do not provide links to these on the canvas page, but they can be easily accessed through the Cornell Library.

While there are no required textbooks for this class, I have put the following books on reserve in the Catherwood Library. These books are foundational to the course, and we will be reading selections from them but if you wish to access additional chapters (perhaps for your final papers), you can find them there.

- Thompson, P. (1989). *The nature of work: an introduction to debates on the labour process*. (2nd ed.). Houndsill, Basingstoke, Hampshire: Macmillan.
- Braverman, H. (1998). *Labor and monopoly capital: the degradation of work in the twentieth century*. (25th anniversary ed.). New York: Monthly Review Press.
- Burawoy, M. (1979). *Manufacturing consent: changes in the labor process under monopoly capitalism*. Chicago: University of Chicago Press.
- Burawoy, M. (1985). *The politics of production: factory regimes under capitalism and socialism*. London: Verso.

GRADING ASSESSMENT

Your grade in the class is determined as follows:

- **Short Tests 40%**
 - Two short quiz/tests – one test after each of the first two sections of the course. These tests will be given during class time and will be closed book.
- **Participation & discussion questions to class board 20%**
 - As this course aims to be a smaller discussion-based seminar, I take class participation very seriously. Furthermore, I believe norms around attendance have seriously lapsed since the pandemic. The participation grade will be 50% based on attendance (see policy below) and 50% based on class participation and weekly posting to the class board (see policy below).
- **Research Paper 40% (Topic proposal (pass/fail), 5% annotated bibliography, 5% outline, 30% final due during the exam period)**
 - Student's final research paper will pick a contemporary issue related to course themes and propose potential policy solutions to address the problem. Graduate

students, you have the choice of either doing the course assignment or completing a lit review/other similar paper that is course related but also connects to your own research projects. This second option requires my approval so come speak to me early in the semester.

- The paper will be between 15-20 pages, meeting the requirements of the advanced writing seminar course. **A Note to undergrads:** while this paper might seem long it is also a great opportunity to write something substantial that could fulfil the writing sample requirements of graduate school applications.
- The research paper will be broken into parts:
 - 1) The topic proposal will be due early in the semester and graded pass/fail.
 - 2) The annotated bibliography and 3) paper outlines will be graded on a scale of Excellent (A), Good (A-), Fair(B/B+), Poor(B-), and Fail if you don't turn it in.
 - 4) And the final paper will receive a formal letter grade.

COURSE POLICIES

1. **Academic Dishonesty:** Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes but is not limited to cheating, forgery, plagiarism, and collusion in dishonest acts. Engaging in this behavior undermines the college's education mission and students' personal and intellectual growth. Students are expected to be individually responsible for their own work and to use proper citations when referring to other's work. Failure to abide by academic honesty or attempts to compromise this honesty will be sanctioned and reported to the University.
2. **Respectful participation:** Treat everyone in our class, including the instructor, with respect. We all come to the class with different expertise, experiences, and customs. Name-calling, excessive interrupting, and domination of discussion are not appropriate. This behavior will also have a negative impact on your discussion grade. I hope we have a diversity of opinions in this class but we must disagree without insults. Because our diversity can be the result of social inequality, it can also lead to frustrations. As a result, it is critically important to acknowledge that participation is as much about listening as talking.
3. **Attendance and tardiness:** Attendance will be taken at each section and counts towards your participation grade. I will give you two “freebie” misses that will not count against you. There is no difference between excused and unexcused absences. You have two freebies regardless of whether you’re sick or just don’t feel like coming. Beyond this attendance will seriously impact your grade and should not be taken lightly. Sometimes tardiness is unavoidable but excessive tardiness (showing up 5-10 minutes late) and habitual tardiness will lower your participation grade, and again, I’m serious about this tracking it each class. If you experience a serious illness or have a significant emergency that necessitates you missing more classes, please contact me.
4. **Discussion Board Posts:** To encourage careful and critical discussion of the readings, as well as to inform class discussion you will submit **reading questions and short (1-2 paragraph) responses once a week on canvas**. Your short responses or questions to the

readings **must be posted by 8PM** the night before class so I and the class have time to review them. Responses posted after this time will be considered late. Excessive late posting will impact this portion of your grade. Note, once a week means that you pick if you want to post on Tuesday or Thursday. Responses are seen by other classmates and acceptable responses include responding (respectfully) to your classmates. I want you to show that you have done the readings and are critically thinking about what you are reading. I also use these questions to gauge what you did or did not understand from the readings to help guide class discussion.

- 5. Reading:** All readings must be completed before the date listed on the syllabus.
- 6. Technology:** I will allow computer access as I understand most of you will be reading from your computer. Computer use can only be related to the course no internet, TikTok, Facebook, email, twitter, etc. You must use electronic equipment in a way that does not distract your classmates and instructor. I reserve the right to ban computer use at any time if it becomes a problem. Furthermore, it is very obvious to me when you aren't paying attention a fact I record and factor into your participation grade.
- 7. Late assignments:** All work is expected to be submitted on time. Requests for extensions may be granted at the instructor's discretion in extreme circumstances. No after-the-fact requests for extensions will be granted, come talk to me early. Late work will receive a 10% grade reduction for each day the assignment is late without a prior approved extension.
- 8. Email Policy:** Please use formal and courteous etiquette when contacting me by email: make sure the subject line includes the course name and the issue you are addressing (e.g. ILRLR 3050/6080: setting up an appointment); use appropriate language; and make sure you leave adequate time for response. *I will try to respond within 24 hours, but it might sometimes take longer, and I cannot promise I will respond over the weekend. I will not respond to emails sent after 6pm the day before an assignment is due, so do not leave questions or work to the last minute.*
- 9. If something is wrong come talk to me:** College can be stressful and sometimes life just happens. Please do not hesitate to come talk to me if there is an issue. It is always better to come talk to me as early as possible.

NOTE ON INCLUSIVITY AND DIVERSITY

Cornell University and I both strive to build an inclusive and welcoming learning environment where everyone's diversity and individual experience can be brought to the classroom understood, respected, appreciated, and recognized. I hope this course will elicit a broad range of perspectives and opinions on the topics at hand. The ideas presented in this course might challenge you—maybe even make you uncomfortable—but I never want you to feel unsafe. This commitment to challenging each other while not making each other feel unsafe is the core principle of how we as a class will work together to build an inclusive classroom environment that celebrates our diversity.

STUDENTS WITH DISABILITIES

Your access in this course is important to me. Please request your accommodation letter early in the semester, or as soon as you become registered with SDS, so that we have adequate time to arrange your approved academic accommodations. This course is participating in SDS's Alternative Testing Program meaning if you require accommodation on the tests they will be administered by them.

- Once SDS approves your accommodation letter, it will be emailed to both you and me. Please follow up with me to discuss the necessary logistics of your accommodations.
- If you are approved for exam accommodations, please consult with me so we can discuss if my quiz format meets the requirements of your accommodations.
- If you experience any access barriers in this course, such as with printed content, graphics, online materials, or any communication barriers; reach out to me or SDS right away.
- If you need an immediate accommodation, please speak with me after class or send an email message to me and SDS at sds_cu@cornell.edu.

If you have, or think you may have a disability, please contact Student Disability Services for a confidential discussion: sds_cu@cornell.edu, 607-254-4545, sds.cornell.edu.

COURSE OUTLINE AND MAJOR READINGS

The following syllabus is subject to change throughout the semester. The most updated and accurate schedule will be on Canvas. As such always follow the readings in each day's module on Canvas over this syllabus as changes are likely. Students will be emailed about changes to the syllabus.

Section 1. Classical Theories of the Organization of Work

- **Week 1: Scientific Management: Taylor and Marx**
 - **Tuesday January 23rd**
 - Thompson, Chap 1. "The Sociological Study of Work
 - **Thursday January 25th**
 - Pages. 975 – 985. Karl Marx, "Results of the Immediate Process of Production" [the unpublished "Chapter Six" of the first volume of Capital], in Marx, Capital (New York: Vintage, 1977), I. **Note: You are only assigned these 10 pages of this chapter but I have put the whole chapter on the course website. In particular you might find Ernest Mandel's preface to the appendix useful to read if you find this reading challenging.**
 - Thompson, Chap 2. "Marx and the Idea of the Labour Process"
- **Week 2: The Labor Process Debate**
 - **Tuesday January 30th (Librarian presenting course website in class)**
 - Chap 11, 12, & 13. Braverman, Harry. 1974. *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*. New York: Monthly Review Press.

- Thompson, Chap 3. “Braverman and the Re-discovery of the Labour Process.”
 - **Thursday February 1st**
 - Chap 2 & 5. Burawoy Michael. 1979. *Manufacturing Consent: Changes in the Labor Process Under Monopoly Capitalism*. Chicago: University of Chicago Press.
 - Further Reading:
 - Thompson Chap 5 “Forms of Control and Resistance” & Chap 6 “Legitimation and Consent in Work”
 - Roy, D., 1959. " Banana time": Job satisfaction and informal interaction. *Human organization*, 18(4), pp.158-168.
 - Sallaz, J.J., 2015. Permanent pedagogy: How post-Fordist firms generate effort but not consent. *Work and Occupations*, 42(1), pp.3-34.
 - Sherman, R.E., 2003. *Class acts: Producing and consuming luxury service in hotels*. University of California, Berkeley.
- **Week 3: The Labor Process, Varieties of Capitalism, and the Broader Political Economy**
 - **Tuesday February 6th**
 - Intro & Chap 3 up to page 128. Burawoy Michael. 1985. *The Politics of Production: Factory Regimes Under Capitalism and Socialism*. London New York N.Y: Verso.
 - Intro & Skim Chap 1. Wood, A.J., 2020. *Despotism on demand: How power operates in the flexible workplace*. Cornell University Press.
 - **Thursday February 8th**
 - Paul, H., & Jonathan, Z. (1991). Flexible specialization versus post-Fordism: theory, evidence and policy implications. *Economy and society*, 20(1), 1-56.
 - Hall, P. A., & Soskice, D. (2001). An introduction to varieties of capitalism. *op. cit*, 21-27.
 - Further Reading:
 - Edwards, R. 1979. Contested Terrain: The Transformation of the Workplace in the Twentieth Century. London: Heinemann.
 - McIntyre, R. 2017. “Marxian Labor Process theory since Braverman” in *Routledge Handbook of Marxian Economics* eds Brennan, D., Kristjanson-Gural, D., Mulder, C., and Olsen, E. Routledge.
- **Week 4: Critiques & Intersectional Approaches to the Labor Process**
 - **Tuesday February 13th**
 - Clawson, D., & Fantasia, R. (1983). Beyond Burawoy: The Dialectics of Conflict and Consent on the Shop Floor [Review of *Manufacturing Consent: Changes in the Labor Process under Monopoly Capitalism*, by M. Burawoy]. *Theory and Society*, 12(5), 671–680.
<http://www.jstor.org/stable/657421>
 - Vidal, M. 2018. “Work and Exploitation in Capitalism: The Labor Process and the Valorization Process” in *The Oxford Handbook of Karl Marx* eds. Vidal, M., Smith, T., Rotta, T., and Prew, P. Oxford University Press.
 - **Thursday Feb 15th**

- Chap 2. (Optional Chap 7) Lee, C.K., 2023 [1998]. *Gender and the South China miracle: Two worlds of factory women*. Univ of California Press.
- Chap 1. Bank Muñoz, C., 2008. *Transnational tortillas: Race, gender, and shop-floor politics in Mexico and the United States*. Cornell University Press.
- Further readings on Burawoy responses to critiques:
 - For Burawoy's response to 30 years of criticism: Michael **Burawoy**, “*Manufacturing Consent revisited*”, *La nouvelle revue du travail* [Online], 1 | 2012, Online since 10 December 2012, connection on 18 January 2024. URL: <http://journals.openedition.org/nrt/143>; DOI: <https://doi.org/10.4000/nrt.143>
 - Burawoy, M. (1983). Between the Labor Process and the State: The Changing Face of Factory Regimes Under Advanced Capitalism. *American Sociological Review*, 48(5), 587–605. <https://doi.org/10.2307/2094921>
- Further readings on the Labor Process/Marxism and Feminism:
 - Thompson Chap 7 “The Other Division of Labour”
 - Arlie Hochschild “The Managed Heart”
 - Nancy Fraser “Fortunes of Feminism”
 - Wright, E. O. (1978). Race, class, and income inequality. *American Journal of Sociology*, 83(6), 1368-1397.
 - Rowbotham, S. (2015). *Woman's consciousness, man's world*. Verso Books.
 - Barrett, M. (2014). *Women's oppression today: The Marxist/feminist encounter*. Verso Books.
 - Hartmann, H. I. (2015). The unhappy marriage of Marxism and feminism: Towards a more progressive union. In *Radical Political Economy* (pp. 165-196). Routledge.
 - Milkman, R. (1987). *Gender at work: The dynamics of job segregation by sex during World War II*. University of Illinois Press.
- Further readings on the Labor Process/Marxism and Race and Citizenship:
 - Thomas, R. J. (1982). Citizenship and gender in work organization: some considerations for theories of the labor process. *American Journal of Sociology*, 88, S86-S112.
 - Arun Kundnani “What is Antiracism?”
 - Afshin Omidi, Cinzia Dal Zotto, Alessandro Gandini, “Labor process theory and critical HRM: A systematic review and agenda for future research,” *European Management Journal*, Volume 41, Issue 6, 2023, Pages 899-913
 - Mitchell, D. (2016). ‘The Issue is Basically One of Race’: Braceros, the Labor Process, and the Making of the Agro-Industrial Landscape of mid-Twentieth-Century California. In *Geographies of Race and Food* (pp. 79-96). Routledge
- **Week 5: The Foucauldian Response & the Incorporation of the Panopticon**
 - **Tuesday February 20th**
 - Pages 195-209 Foucault Michel. 1995 [1975]. *Discipline and Punish: The Birth of the Prison*. Second Vintage books ed. New York: Vintage Books.

- Vallas SP and Hill A (2012) Conceptualizing power in organizations. In: Courpasson D, Golsorkhi D and Sallaz JJ (eds) *Rethinking Power in Organizations, Institutions, and Markets. Research in the Sociology of Organizations series*, vol. 34. Bingley: Emerald Group, 165–197.
- Further reading:
 - Foucault M (1980) *Power/Knowledge: Selected Writings and Other Interviews 1972–1977* (translated from French by C Gordon, L Marshall, J Mepham, et al.). New York: Pantheon.
 - Du Gay P (1996) Organizing identity: entrepreneurial governance and public management. In: Hall S and Du Gay P (eds) *Questions of Cultural Identity*. London: SAGE, 151–169.
 - Knights D (1990) Subjectivity, power and the labour process. In: Knights D and Willmott H (eds) *Labour Process Theory*. London: Palgrave Macmillan UK, 297–335.
 - Willmott, Hugh. 1990. “Subjectivity and the Dialectics of Praxis: Opening Up the Core of Labour Process Analysis.” Pp. 366–378 in *Labour Process Theory*, edited by D. Knights and H. Willmott. Basingstoke, UK: Macmillan.
 - Holborow M (2015) *Language and Neoliberalism*. London: Routledge.
 - Moisander J, Groß C and Erääranta K (2018) Mechanisms of biopower and neoliberal governmentality in precarious work: mobilizing the dependent self-employed as independent business owners. *Human Relations* 71(3): 375–398.

*****Thursday February 22nd First Quiz/Test*****

*****February Break 24th-27th NO CLASSES*****

Section 2. Deindustrialization and the Labor Process

- **Week 5 & 6: Skills-Biased Tech Change Debate, Work Teams Debate, and the Rise of Neoliberalism**
 - **Thursday February 29th**
 - Chap 1, Chap 7, Part III Intro, & Chap 10. Kalleberg, A. L. (2011). *Good jobs, bad jobs: The rise of polarized and precarious employment systems in the United States, 1970s-2000s*. Russell Sage Foundation.
 - **Tuesday March 5th**
 - Card, D., & DiNardo, J. E. (2002). Skill-biased technological change and rising wage inequality: Some problems and puzzles. *Journal of labor economics*, 20(4), 733-783.
 - Dohse, K., Jürgens, U., & Nialsch, T. (1985). From "Fordism" to "Toyotism"? The social organization of the labor process in the Japanese automobile industry. *Politics & Society*, 14(2), 115-146.
 - **Thursday March 7th**
 - Krippner GR (2005) The financialization of the American economy. *Socio-Economic Review* 3(2): 173–208.

- **Week 7: The Labor Process and Place, the Geographer's View / The Rise of Fissured Employment**
 - **Tuesday March 12th**
 - Intro & Chapter 2. Peck, J. (1996). *Work-place: the social regulation of labor markets*. New York: Guilford Press.
 - Anwar, M. A., & Graham, M. (2020). Hidden transcripts of the gig economy: labour agency and the new art of resistance among African gig workers. *Environment and Planning A: Economy and Space*, 52(7), 1269-1291. <https://doi.org/10.1177/0308518X19894584>
 - **Thursday March 14th**
 - Chap 1 & Chap 5. Weil, D. (2014). *The fissured workplace: why work became so bad for so many and what can be done to improve it*. Cambridge, Massachusetts: Harvard University Press.
 - Read/Skim: Callaci B. (2021). *Puppet Entrepreneurship: technology and Control in Franchised Industries*. Data & Society. <https://datasociety.net/library/puppet-entrepreneurship/>
- **Week 8: Regulating the Modern Labor Process**
 - **Tuesday March 19th**
 - Chap 1. Piore, M. J., & Schrank, A. (2018). *Root-cause regulation: Protecting work and workers in the twenty-first century*. Harvard University Press.
 - Fine, Janice et al. 2021. “Strategic Enforcement and Co-Enforcement of U.S. Labor Standards Are Needed to Protect Workers through the Coronavirus Recession.” *Equitable Growth*. (<https://equitablegrowth.org/strategic-enforcement-and-co-enforcement-of-u-s-labor-standards-are-needed-to-protect-workers-through-the-coronavirus-recession/>).
 - **Thursday March 21st**
 - Wolf, A. (2022). City Power in the Age of Silicon Valley: Evaluating Municipal Regulatory Response to the Entry of Uber to the American City. *City & Community*, 21(4), 290–313.
 - Maffie, M. D. (2023). The mythology of ‘Big Data’ as a source of corporate power. *British Journal of Industrial Relations*.
- **Week 9: Surveillance Capitalism: Zuboff**
 - **Tuesday March 26th**
 - Chap 1 & Chap 3. Zuboff, S. (2019). *The age of surveillance capitalism: the fight for a human future at the new frontier of power*. (First edition.). New York: Public Affairs.

*****Thursday March 28th Second Test/Quiz*****

*****Spring Break NO CLASS March 29th-April 7th*****

Section 3. The Labor Process in the Digital Age

- **Week 10: Digitization of Work, Algorithmic Management, and Platform Work**

- **Tuesday April 9th**
 - Chap 1, 3 & 6. Levy, K. (2023). *Data driven: truckers, technology, and the new workplace surveillance*. Princeton: Princeton University Press.
- **Thursday April 11th**
 - Chap 5. Rosenblat, A. (2018). *Uberland: how algorithms are rewriting the rules of work*. Oakland, California: University of California Press.
 - Dubal, V. (2023). *On Algorithmic Wage Discrimination*. Columbia Law Review Vol 123. No. 7.
- Further Reading:
 - Lee, M.K., D. Kusbit, and E. Metsky. 2015. “Working with Machines: The Impact of Algorithmic and Data-Driven Management on Human Workers.” Proceedings of the acm chi’15 Conference on Human Factors in Computing Systems.
 - Rosenblat A and Stark L (2016) Algorithmic labor and information asymmetries: a case study of Uber’s drivers. *International Journal of Communication* 10: 3758–3784.
 - Woodcock J and Johnson MR. 2017. Gamification: what it is, and how to fight it. *The Sociological Review* 66(3): 542–558.
 - Mason, S. 2019. Chasing the pink. *Logic Magazine* 6: 17–57
 - Gandini, A. 2019. Labour process theory and the gig economy. *Human Relations*. 72(6): 1039-1056.
 - Lehdonvirta V (2018) Flexibility in the gig economy: Managing time on three online piecework platforms. *New Technology, Work and Employment* 33(1): 13–29.
- **Week 11 & 12: Platform Labor Part 2 / Tech, Race, and Gender**
 - **Tuesday April 16th**
 - Purcell, C. and Brook, P. 2020. “At Least I’m My Own Boss! Explaining Consent, Coercion and Resistance in Platform Work.” *Work, Employment and Society*. 1-16.
 - Figueroa, M., Guallpa, L., Wolf, A., Tsitouras, G., & Hernández, H. C. (2021). Essential but unprotected: App-based food couriers in New York City. *Cornell ILR Worker Institute*.
 - **Thursday April 18th**
 - Intro & Chap 2. Benjamin, R. (2019). *Race after technology: abolitionist tools for the new Jim code*. Cambridge, UK: Polity.
 - Further Reading:
 - Fuller L and Smith V (1991) Consumers’ reports: Management by customers in a changing economy. *Work, Employment and Society* 5(1): 1–16.
 - Wolf, A. B. (2022). COVID and the Risky Immigrant Workplace: How Declining Employment Standards Socialized Risk and Made the COVID-19 Pandemic Worse. *Labor Studies Journal*, 47(3), 286-319.
- <https://doi.org/10.1177/0160449X221110276>
 - **Week 13: Tech, Race, and Gender Part 2 / Amazon and Modern Shop Floor Surveillance**
 - **Tuesday April 23rd**

- Milkman, R., Elliott-Negri, L., Griesbach, K., & Reich, A. (2021). Gender, class, and the gig economy: The case of platform-based food delivery. *Critical Sociology*, 47(3), 357-372.
 - Ticona, J., & Mateescu, A. (2018). Trusted strangers: Carework platforms' cultural entrepreneurship in the on-demand economy. *New Media & Society*, 20(11), 4384–4404.
 - **Thursday April 25th**
 - Chap 2 & 4. Delfanti, A. (2021). *The warehouse. Workers and robots at Amazon*. Pluto Books.
- **Week 14: Amazon Part 2 / Tech and Worker Organizing Both Low Wage and White Collar.**
 - **Tuesday April 30th**
 - Vallas, S. P., Johnston, H., & Mommadova, Y. (2022). Prime Suspect: Mechanisms of Labor Control at Amazon's Warehouses. *Work and Occupations*, 49(4), 421-456.
 - Vallas, S. P., & Kronberg, A.-K. (2023). Coercion, Consent, and Class Consciousness: How Workers Respond to Amazon's Production Regime. *Socius*, 9. <https://doi.org/10.1177/23780231231216286>
 - **Thursday May 2nd**
 - Wolf, A. "Manufacturing Disruption: Worker and Union Response to Technological Innovation in New York City's Taxi Industry, 1968-2021."
 - Conger, Kate. 2021. "Hundreds of Google Employees Unionize, Culminating Years of Activism." *The New York Times*, January 4.
 - Harnett, Sam. 2021. "Tech Workers Organizing Is Nothing New ... But Them Actually Forming Unions Is." *KQED*. Retrieved July 5, 2023 (<https://www.kqed.org/news/11874325/tech-worker-organizing-is-nothing-new-but-actually-forming-unions-is>).
 - Freedman, Aaron. "When Journalists Become Workers - The American Prospect." Retrieved July 5, 2023 (<https://prospect.org/labor/when-journalists-become-workers/>).
- **Week 15: Work, Automation, and AI**
 - **Tuesday May 7th**
 - Chap 1. Benanav, A. (2020). *Automation and the Future of Work*. Verso Books.
 - Nguyen, A. (2023). *Getting Beyond the AI Existential Crisis*. Data & Society: Points. <https://medium.com/datasociety-points/getting-beyond-the-ai-existential-crisis-f00235a90166>
 - Autor, Mindell, & Reynolds. (2020). *Artificial Intelligence and Work*. Internet Secotral Overview. Num 4. https://ctic.br/media/docs/publicacoes/6/20210115080952/internet_sectoral_overview_year-12_n_4_artificial_intelligence_and_work.pdf