

OMS 405
Senior Capstone on the Gig Economy
Reading List
Dr. Brawley Newlin, Gettysburg College, Fall 2020

1. What is gig work? (Week 1 [2 class days])

Readings/participation prep assignment Day 1: None – first day of class

Readings Day 2:

- Organization theory and the dilemmas of a post-corporate economy (Davis, 2016) – attached as PDF
 - Medium: Remote work means anyone can take your job (Samarajiva, 2020) <https://marker.medium.com/remote-workers-just-outsourced-themselves-3f771f9d1529>
 - The Guardian: The highest YouTube earner this year? An eight-year-old (Noor, 2019) <https://amp.theguardian.com/technology/2019/dec/20/youtube-highest-earner-eight-year-old-guan-ryans-world>
 - **Participation prep assignment:** Write 3 open-ended discussion questions or points that you have after reading the assigned sources, focused on the general theme of linking OMS and the gig economy.
-

2. This ain't a new problem, folks! (Weeks 2-3 [4 class days])

2a. Some historical and big picture perspective (the changing nature of work)

Readings Day 1:

- Labour is not a technology: Reasserting the Declaration of Philadelphia in times of platform-work and gig-economy (de Stefano, 2017) – attached as PDF
- Quartz: We've been worrying about the end of work for 500 years (Kessler, 2017) <https://qz.com/1019145/weve-been-worrying-about-the-end-of-work-for-500-years/>
- Listen to the first 5 minutes of this TED talk: "COVID-19 unraveled the workforce. Here's how to fix it" (Gray, 2020) https://www.ted.com/talks/mary_l_gray_covid_19_unraveled_the_workforce_here_s_how_to_fix_it
- **Participation prep assignment:**
 - 1. De Stefano argues that labor is not a technology. (a) Explain the meaning of this core argument in your own words; and (b) reflect and provide your thoughts in relation to this argument.
 - 2. Develop a "comparative" point or question (i.e., combining ideas in a new way across multiple sources) based on the second and third sources.

Readings Day 2: None – library session #1

- **Participation prep assignment:**
 - 1. Create a concept map of your topic: Watch this video – <https://www.youtube.com/watch?v=9Nn0KeoPIMQ> – and using a piece of paper, begin brainstorming ideas, concepts, key terms, events, questions, etc. related to your research topic. Write down anything that helps to break down your topic into different areas of interest or focus. Bring this to class with you.

- 2. Start your research: Do some preliminary research on the topic you've selected for your literature review paper. Use your concept map to guide you! **Use both Google (for a broad web search) and a library database of your choosing to identify at least two sources ahead of class – one scholarly, one non-scholarly.** If you can't decide which library database to use, use [ProQuest Central](#). We will use the two articles you select to inform our discussion on the information cycle, access to information, and source evaluation for determining purpose of use.
- **By the beginning of class, submit/upload:** (1) your concept map (a photo or other document type is fine) and (2) APA formatted references for your 2 or more selected sources.

2b. A primer on employee classification, taxes, and tax forms – covered in class

2c. Employee classification in light of the gig economy – covered in class

Readings/participation prep assignment Day 3: None – annotated bibliography due

2d. Recent rulings, etc.

Participation prep assignment Day 4:

- First, conduct some online research into “AB-5” (for example, what is it/what happened? When? What happened later on, as a result of it? Who does it affect?). Make at least 5 bullet points of notes about what you learn.
- Second, prepare notes for a brief, informal summary (1 minute or less, may use notes) of the key points from each of your two selected readings - see the lists below for reading selections. Focus on elements of the sources that relate to employee classification (that is, determining whether a worker is a contractor or an employee) in the gig economy.
- Note: You'll share these summaries in our class discussion, so prep the notes in a way that will help you with that type of verbal, informal reporting to your peers.
- By the beginning of class, upload your notes on AB-5 and notes on each of your two selected readings as your complete participation prep assignment.
- **Reading #1 – choose any one from this list:**
 - <https://qz.com/1793028/california-workers-are-setting-up-more-llcs-after-ab5/>
 - <https://www.courthousenews.com/ride-hail-drivers-file-hundreds-of-wage-claims-in-california/>
 - <https://www.courthousenews.com/ubers-new-legal-strategy-riders-employ-drivers/>
 - <https://www.npr.org/2020/08/10/901099643/california-judge-orders-uber-and-lyft-to-consider-all-drivers-employees>
 - <https://www.politico.eu/article/airbnb-wins-legal-victory-as-top-eu-court-defines-firm-as-information-society-service/>
 - <https://www.reuters.com/article/us-california-economy-idUSKBN23I1XY>
 - <https://www.sfchronicle.com/business/amp/Uber-Lyft-DoorDash-campaign-for-ballot-15090479.php>
 - <https://www.theverge.com/2020/2/25/21152831/instacart-california-shoppers-misclassified-ruling-ab5-gig-workers>
 - <https://www.wired.com/story/uber-changes-rules-drivers-adjust-strategies/>
 - <https://www.wsj.com/amp/articles/uber-retools-california-fares-in-response-to-gig-economy-law-11578527202>
 - <https://ktla.com/news/california/california-lawmakers-vote-to-exempt-more-professions-from-landmark-gig-economy-law/>
 - <https://www.nytimes.com/2019/09/11/business/economy/uber-california-bill.html>
 - <https://www.cnbc.com/amp/2019/12/16/vox-media-to-cut-hundreds-of-freelance-jobs-ahead-of-californias-ab5.html>
 - <https://www.washingtonpost.com/technology/2020/01/06/ubers-secret-project-bolster-its-case-against-ab-californias-gig-worker-law/>

- <https://www.bloomberg.com/amp/news/articles/2020-02-07/uber-poised-to-lose-bid-to-block-california-gig-worker-law>
- <https://www.nytimes.com/2020/05/05/technology/california-uber-lyft-lawsuit.html>
- <https://slate.com/technology/2020/08/uber-lyft-prop-22-ab5-veena-dubal.html>
- <https://www.cnbc.com/2020/08/12/uber-may-shut-down-temporarily-in-california.html>
- **Reading #2 – choose any one from this list:**
 - http://www.ufcw.ca/index.php?option=com_content&view=article&id=32492:ufcw-1518-enters-mediation-with-uber-and-lyft-in-b-c&catid=10124&Itemid=6&lang=en
 - <https://arstechnica.com/tech-policy/2017/10/grubhub-gig-economy-trial-ends-with-judge-calling-out-plaintiffs-lies/>
 - https://ec.europa.eu/commission/presscorner/detail/en/IP_20_1237
 - <https://news.bloomberglaw.com/daily-labor-report/can-gig-work-nix-jobless-pay-pennsylvania-justices-to-decide>
 - <https://news.bloomberglaw.com/daily-labor-report/misclassifying-workers-doesnt-violate-labor-law-nlrbsays>
 - <https://news.bloomberglaw.com/daily-labor-report/new-jersey-fedex-drivers-win-class-status-in-classification-suit>
 - <https://news.bloomberglaw.com/daily-labor-report/san-diego-closer-to-win-on-making-instacart-reclassify-workers>
 - <https://news.sky.com/story/taxi-app-uber-places-limit-on-driver-hours-11210378>
 - <https://pandemicregulation.org/2020/05/26/uber-and-lyft-drivers-sue-the-ny-depart-of-labor-argue-their-unemployment-claims-wrongly-processed-like-independent-contractors-thus-delaying-access-to-covid-19-emergency-relief/>
 - <https://pittsburgh.cbslocal.com/2020/03/07/uber-drivers-sick-leave-coronavirus/>
 - <https://qz.com/1350905/uber-drivers-are-about-to-get-a-minimum-wage-in-nyc/>
 - <https://qz.com/573585/seattle-just-became-the-first-us-city-to-grant-uber-drivers-the-right-to-unionize/>
 - <https://theconversation.com/why-gig-workers-may-be-worse-off-after-the-fair-work-ombudsmans-action-against-foodora-98242>
 - <https://www.apnews.com/39270aa6dabf484688d179c894ccad77>
 - <https://www.bbc.com/news/business-50544283>
 - <https://www.bloomberg.com/news/articles/2017-08-31/u-s-labor-board-complaint-says-on-demand-cleaners-are-employees>
 - <https://www.cbc.ca/news/canada/british-columbia/airbnb-double-ticketing-class-action-1.5439140>
 - <https://www.cbsnews.com/news/thousands-of-uber-drivers-to-get-settlement-checks/>
 - <https://www.courthousenews.com/judge-accuses-doordash-of-trying-to-squirm-out-of-arbitration/>
 - <https://www.cupw.ca/en/historic-win-foodora-couriers-big-step-closer-union-certification>
 - <https://www.detroitnews.com/story/opinion/2020/08/04/gig-economy-masks-workers-covid-19-ppe-contractor-union-opinion/5571998002/>
 - <https://www.engadget.com/lyft-settles-justice-department-disability-lawsuit-172555790.html>
 - <https://www.geekwire.com/2020/instacart-threatens-pull-seattle-new-hazard-pay-law-passes/>
 - <https://www.jdsupra.com/legalnews/new-jersey-bill-creating-presumption-of-92013/>
 - <https://www.nytimes.com/2016/10/13/business/state-rules-2-former-uber-drivers-eligible-for-jobless-payments.html>
 - <https://www.nytimes.com/2017/12/20/business/uber-europe-ecj.html>
 - <https://www.nytimes.com/2018/08/08/nyregion/uber-vote-city-council-cap.html>
 - <https://www.nytimes.com/2020/07/28/business/economy/lyft-uber-drivers-unemployment.html>
 - <https://www.reuters.com/article/us-otc-massarb-idUSKBN1XT2UV>
 - <https://www.reuters.com/article/us-uber-brazil/uber-wins-appeal-in-brazil-court-says-drivers-are-not-employees-idUSKBN1ZZ2N6>

- <https://www.reuters.com/article/us-uber-lawsuit-idUSKBN22Y2ZZ>
- <https://www.theguardian.com/technology/2020/jul/20/uber-drivers-to-launch-legal-bid-to-uncover-apps-algorithm>
- https://www.vice.com/amp/en_us/article/d3adbv/this-case-will-decide-if-ubers-surge-pricing-is-illegal
- https://www.vice.com/en_us/article/qj4xeb/national-labor-board-rules-in-favor-of-strippers-who-want-to-unionize
- https://www.vice.com/en_us/article/qjdvgm/instacart-workers-win-historic-union-election

3. Exploring platforms (Weeks 4-5 [3 class days])

3a. Student mini-presentations on selected various platforms in class, to possibly

include: 99Designs, Airbnb, Airgarage, Airpnp, 5Alto (rideshare), Animal Robo, Antlos, Band of Hands, Bento, Bloomthat, Boatbound, Breather, Bud and Breakfast, 5Caliva, Challenge.gov, Chaordix, ClickWorker, Clowder, Clutter, Craigslist, CrowdSpring, DesignCrowd, 5Dogvacay, Doordash, Doorman, Droners, Eatwith, Eaze, Etsy, Eventup, Eyeka, 5Figure Eight (formerly CrowdFlower), Fiverr, Freelancer, Guerra-Creativa, Guru, Heal, Hipcamp, Homejoy, Idea Connection, 5InnoCentive, Instacart, Juno, Kaggle, Kinkbnb, Laundromatch, Lugg, Luxe, Lyft, 5Microworkers, Minibar, Monkey Parking, Munchery, NineSigma, Ohlala, Ola Cabs, People PerHour, Podshare, 5Push for Pizza, Roost, Shuddle, Shyp, Silk Road, Songfinch, Spare Chair, Spot Park, Swiggy, 5Thumbtack, Topcoder, Toptal, Twitch, Uber, UberEATS, Upwork, Wag!, Washio, 5YourMechanic, Youtube, Zeel, Zesty, Zirx, ZOOPPA

Readings Day 1: None – mini-presentation #1

- **Participation prep assignment:** Choose one platform other than the one that you selected for your mini-presentation #1 and prepare 5+ brief bullet points comparing the two platforms. For example, you might note a few ways the two platforms are similar and a few characteristics that would distinguish the two. Typed and printed copy due in class.

Readings Day 2:

- Publishing in AMJ – Part 3: Setting the Hook (Grant & Pollock, 2011) - available through Musselman Library
- **Participation prep assignment:** After completing this reading, choose any scholarly article (you might choose one from your literature review) and 1. Provide a complete, APA 7th edition style reference for the article, and 2. Report and assess the effectiveness of how they "set the hook" in this selected paper. Typed and printed copy due in class.

3b. Limits of uberization?

3c. Organizing what we know so far about gig work platforms

Readings Day 3 – read noted sections or otherwise skim for info relevant to prep questions:

- Sundararajan, 2016, The Sharing Economy Ch. 3 "Platforms: Under the Hood" – [read/review](#) Figure 3.1, 3.2, 3.3, and Table 3.1 and associated text – attached as PDF
- Vallas & Schor, 2020, What Do Platforms Do? Understanding the Gig Economy – [read the section on](#) "Images of Platform Work" pp. 277-284 – attached as PDF
- The Policy and Internet Blog: The limits of uberization: How far can platforms go? (Lehdonvirta, 2016) <http://blogs.oii.ox.ac.uk/policy/the-limits-of-uberization-how-far-can-platforms-go/>

- HuffPost: High tech comes to the sex worker industry (Spieler, 2017) https://www.huffingtonpost.com/entry/high-tech-comes-to-the-sex-worker-industry_us_59ab4d9de4b0bef3378cd935
- CNN: Amish man offers Uber rides via his horse and buggy (Lastoe, 2017) <https://www.cnn.com/travel/article/amish-uber-service/index.html>
- Business Insider: An umbrella-sharing startup unintentionally gave away 300,000 free umbrellas (Weller, 2017) <http://www.businessinsider.com/umbrella-sharing-startup-loses-300000-umbrellas-2017-7>
- Motherboard: Human bus drivers will always be better than robot bus drivers (Lindeman, 2018) https://motherboard.vice.com/en_us/article/43bkx3/bus-driver-automation
- The New York Times: In a wistful age, farmers find a new angle: Chore TV (Barry, 2020) <https://www.nytimes.com/2020/08/07/us/farmer-influencer-youtube.html>
- **Participation prep assignment:** Respond to the following questions, upload your written answers, and be ready to discuss these as a class.
 - 1. Which characteristics would you use to organize what you know about differences between various gig work platforms?
 - 2. From the Sundararajan reading: Choose any one of the frameworks for classifying platforms from the reading (Figure 3.1, 3.2, or 3.3; or Table 3.1) and determine where the platform you presented on (in mini-presentation #1) would fit in that framework. Briefly explain your reasoning.
 - 3. From the Vallas & Schor reading: Choose the “image” of platform work (pp. 277-284) that you think best fits the platform you presented on (in mini-pres. #1). Briefly explain your reasoning.
 - 4. What do you see as the common characteristics of cases where gig work/platforms are likely to fail (or, conversely, surprisingly succeed)?

4. Evidence-based management (Weeks 5-6 [3 class days])

Reading Day 1:

- Barends et al., 2014, Evidence based management: The basic principles – attached as PDF
- **Participation prep assignment:** Based on the reading, identify and describe in a few sentences (each) 3 things you learned from the reading or questions you have based on the reading (or any combination of the two, for example, could have 2 things learned and 1 question). Upload your "3 things" here.

Reading Day 2: None – library session #2

- **Participation prep assignment:** During Wednesday's class, librarians Mary Elmquist and Kerri Odess-Harnish will join the session to engage in conversation around issues related to information privilege (who does/does not have access to information; whose voices are prioritized/marginalized in the information landscape; etc.). In order to prepare for this, please complete the following as your prep work. Upload your answers to both parts by the start of class time.
 - 1. Explore the library [Alumni Guide](#) (focus on “Alumni Access to Musselman Library Resources” and “Free Research Tools for Alumni”).
 - a. Were you surprised to learn that you will not have access to Gettysburg College resources after you graduate?
 - b. Brainstorm three ways that you might need to do personal and/or work related research after you graduate and resources you might consult.
 - 2. Explore the [Company Information](#) research guide. Using the research tools available here (and *only* here, do not use Google!), search on the company you have been assigned below* and address the following:
 - a. Find company information (Hint: [Company Dossier](#) and [Standard & Poor's Net Advantage](#) will be helpful here) that will provide a basic snapshot of the company -- i.e.,

- public vs private, valuation, number of employees, chief officers, mergers/acquisitions in the last 12 months, major competitors, etc.
 - b. Next, search databases like [ABI/Inform](#) and [Nexis Uni](#) to find articles -- scholarly, news, and legal. What trends/issues arise from your search on your company?
 - ***Company assignments:**
 - [Student names]:** Uber
 - [Student names]:** Instacart
 - [Student names]:** Postmates
 - [Student names]:** Doordash

Readings/participation prep assignment Day 3: None – complete literature review paper due

5. Being a gig worker (Week 7-8 [3 class days])

5a. Who gig works?

Readings Day 1:

- Gig workers in America: Profiles, mindsets, and financial wellness (Prudential Financial) http://research.prudential.com/documents/rp/Gig_Economy_Whitepaper.pdf
- Upwork: Freelancing in America 2017 <https://www.upwork.com/press/2017/10/17/freelancing-in-america-2017/>
- **Participation prep assignment:** Based on these readings, provide a brief summary of (1) who you think the "typical" gig worker (or typical "types" of gig workers) may be; and (2) reflect on this summary (for example, any surprises? Anything that fits what you expected? How does this match (or not) larger trends in how work has changed?). Submit here by start of class.

5b. Firsthand experience – in-class work

5c. Secondhand experiences

Reading/participation prep assignment Day 2: revisit the Vallas & Schor (2020) pp. 277-284 reading from Wed 9/23's prep work. Of the five "images of platform work" that they propose,

- (1) which would you say is the most accurate description of the gig economy as a whole? Why? Please provide examples or reasoning that you have learned in our class to justify your reasoning.
- (2) which would you say is least accurate? Why? Please provide examples or reasoning that you have learned in our class to justify your reasoning.
- Upload or type in your answers here.
- (Side note: This is a good opportunity to make notes for yourself on this reading for our midterm - more details available about the test format and content are posted at the top of our Moodle site.)

Readings Day 3: None - use this time to prep for your midterm exam

- **Participation prep assignment:** Let me know if you have questions or topics you'd like to revisit ahead of the midterm. Type those in here. (If you have no questions at this point, submit a brief note to let me know that in place of any Qs.)

(Midterm exam)

6. Measuring the gig economy (Week 9 [1 class day])

6a. Variations in findings

Readings Day 1:

- CNN: Intuit: Gig economy is 34% of US workforce (Gillespie, 2017) <https://money.cnn.com/2017/05/24/news/economy/gig-economy-intuit/index.html>
- BLS (2018): Contingent and Alternative Employment Arrangements, May 2017 <https://www.bls.gov/news.release/conemp.nr0.htm>
- BLS (2018): "Electronically mediated employment" portion of the May 2017 Contingent Worker Supplement <https://www.bls.gov/cps/electronically-mediated-employment.htm>
- BLS (2018): Frequently asked questions about data on electronically mediated employment <https://www.bls.gov/cps/electronically-mediated-employment-faqs.htm>
- **Participation prep assignment:** Prepare 2 or more discussion questions/points based on the readings. Focus your Qs/points especially on how each source estimates (or suggests estimating) the size of the gig economy, and/or what their specific main estimates (e.g., a certain number or % of workers?) are related to the gig economy's size. Upload those here by the start of class time

6b. Limitations of measurement methods – covered in class

7. Worker issues (Weeks 9-10 [2 class days])

7a. Benefits

7b. Occupational health

Readings Day 1:

- The Finnish experiment (UBI) – either read or listen (to Roman Mars' soothing podcast voice) <https://99percentinvisible.org/episode/the-finnish-experiment/>
- The bizarre tale of President Nixon and his basic income bill (from Bregman's *Utopia for Realists*, pp. 115-131) – attached as PDF
- Skim for main points and reasons why this is happening – Polygon: YouTube's top creators are burning out and breaking down en masse (Alexander, 2018) <https://www.polygon.com/2018/6/1/17413542/burnout-mental-health-awareness-youtube-elle-mills-el-rubius-bobby-burns-pewdiepie>
- Skim for main points and reasons why this is happening – The New York Times: Another taxi driver in debt takes his life. That's 5 in 5 months. (Stewart & Ferre-Sadurni, 2018) <https://www.nytimes.com/2018/05/27/nyregion/taxi-driver-suicide-nyc.html>
- **Participation prep assignment:** Prepare 3 total discussion questions or points for class, focused on (1) universal basic income and (2) mental/physical health as they relate to gig workers. Be sure to cover both topics with your 3 total Qs/points (for example, could have 2 points about #1, then 1 point about #2). Upload here by the beginning of class.

7c. Collaborative efforts

7d. Collective action: Unions? Manifestos? Protests?

Readings Day 2:

- Vox: The May Day strike from Amazon, Instacart, and Target workers didn't stop business. It was still a success. (Ghaffary, 2020) <https://www.vox.com/recode/2020/5/1/21244151/may-day-strike-amazon-instacart-target-success-turnout-fedex-protest-essential-workers-chris-smalls>
- Medium: America Is About to Witness the Biggest Labor Movement It's Seen in Decades (LeVine, 2020) <https://marker.medium.com/america-is-about-to-witness-the-biggest-labor-movement-its-seen-in-decades-3aa47f0edf52>
- Evening Standard: Uber drivers 'working together to drive up prices' (Gillett, 2017) <https://www.standard.co.uk/news/transport/revealed-how-uber-drivers-work-together-to-drive-up-prices-a3601806.html>
- Do-it-yourself (DIY) reading: Find any fourth source on the topic of collective action among gig workers (non-exhaustive list of example "collective actions" you might read about: efforts to unionize, staging protests or strikes, protesting specific events [e.g., refusing to drive Uber during/after XYZ happened], developing a manifesto or guidelines or better org structure for better gig work...).
- **Participation prep assignment:** Prepare 2 discussion questions or points focused on how gig workers can (or can't?) act effectively as a collective + 1 point briefly summarizing your DIY reading. Upload your Qs/points here by the beginning of class.

8. Fairness (Weeks 10-11 [2 class days])

8a. Defining fairness – covered in class

8b. Discrimination in access

Participation prep assignment: First (and no need to reference the reading in this), upload a written response that's between a few sentences and a brief paragraph long for each of the following two Qs.

- 1. Define fairness: what does "fair" mean to you personally, generally speaking? In other words, what makes you personally consider many different types of outcomes/events (e.g., a bonus payment, being awarded Employee of the Month, a high or low grade, being stuck in traffic, winning the lottery) to be fair or unfair?
- 2. Do you think the gig/platform economy increases opportunities for (or chances of) fairness, or the opposite?
- Then, read the article below, and be ready to discuss in class. No need to prepare written comments on it.
- **Reading:** New York Times: Unemployed Detroit residents are trapped by a digital divide (Kang, 2016) <https://www.nytimes.com/2016/05/23/technology/unemployed-detroit-residents-are-trapped-by-a-digital-divide.html>
 - Get paywalled? Not today! Library to the rescue -- we have access to a NYT "group pass" through Musselman library: <https://libanswers.gettysburg.edu/faq/37331>

8c. Ratings – general intro

8d. Discrimination in ratings

Readings Day 1:

- **Part I – "the issue:"**
 - BuzzFeed: That four-star rating you left could cost your Uber driver her job (O'Donovan, 2017) <https://www.buzzfeed.com/carolineodonovan/the-fault-in-five-stars>
 - Skim for main points: Discriminating tastes: Uber's customer ratings as vehicles for workplace discrimination (Rosenblat, Levy, Barocas, & Hwang, 2017) - available via Google Scholar
- **Part II – "potential fixes:"**
 - Skim for main points on how this works: Reputation Agent: Prompting fair reviews in gig markets (Toxtli, Richmond-Fuller, & Savage, 2020) http://camps.aptaracorp.com/ACM_PMS/PMS/ACM/WWW20/208/92f255db-3c7e-11ea-b454-16dda94fa160/OUT/www20-208.html
- **Participation prep assignment:** First, prepare 2 discussion questions or points for class, with a focus on "fairness" in gig work ratings. You might consider the varying perspectives of the worker, consumer, and company.
- Second, conduct some online research into the hashtag, #airbnbwhileblack (for example, what is it/what happened? When was it trending? What happened as a result of it?). Bring notes about what you find. Upload here by beginning of class.

9. "Bigger picture" impacts of the gig economy (Weeks 11-12 [2 class days])

9a. Housing

9b. Artificial intelligence

9c. The environment

Readings Day 1:

- **On housing:**
 - **Read in full** - Scalawag: How communities are fighting to save New Orleans from an Airbnb takeover (Berlin, 2019) <https://www.scalawagmagazine.org/2019/04/new-orleans-airbnb/>
 - **Skim for key points** - City and State NY: Airbnb's New York City legal battles (McDonough, 2019) <https://www.cityandstateny.com/articles/policy/technology/airbnbs-new-york-city-legal-battles.html>
- **On artificial intelligence (AI):**
 - **Read in full** - Washington Post: Nine months after deadly crash, Uber is testing self-driving cars again in Pittsburgh (Laris, 2018) <https://www.washingtonpost.com/transportation/2018/12/20/nine-months-after-deadly-crash-uber-is-testing-self-driving-cars-again-pittsburgh-starting-today/>
 - **Skim for key points** - MIT Technology Review: The AI gig economy is coming for you (Hao, 2019) <https://www.technologyreview.com/s/613606/the-ai-gig-economy-is-coming-for-you/>
- **On the environment:**
 - **Read in full** - BBC: Uber pledges all-electric fleet by 2040 (BBC, 2020) <https://www.bbc.com/news/business-54079727>
 - **Skim for key points** - Ride-hailing's climate risks: Steering a growing industry toward a clean transportation future (The Union of Concerned Scientists, 2020) www.ucsusa.org/resources/ride-hailing-climate-risks
- **Participation prep assignment:** After completing the readings, prepare a discussion point or question for each topic (housing, AI, the environment). Additionally, identify one other "bigger picture" or macro-level issue not covered by these readings that you think will be affected by gig work/the gig economy. Upload here by the start of class.

9d. Marrying traditional business and the gig economy

Readings Day 2:

- **On worker perspectives (choose any 1 of these to read):**
 - HBR Ideacast "The Era of Agile Talent" (13:00 audio) <https://hbr.org/ideacast/2016/07/the-era-of-agile-talent.html>
 - Inside Higher Ed: Your interview with AI (Burke, 2019) <http://www.insidehighered.com/news/2019/11/04/ai-assessed-job-interviewing-grows-colleges-try-prepare-students>
 - Business Insider: Lyft executive suggests drivers become mechanics after they're replaced by self-driving robo-taxis (Rapier, 2020) <https://www.businessinsider.com/lyft-drivers-should-become-mechanics-for-self-driving-cars-after-being-replaced-by-robo-taxis-2019-5>
- **On industry/business perspectives (choose any 2 of these to read):**
 - Gizmodo: Ikea Just Bought... TaskRabbit? (Estes, 2017) <https://gizmodo.com/ikea-just-bought-taskrabbit-1818964095>
 - NBC News: Restaurants rebel against delivery apps as cities crack down on fees (Pu, 2020) <https://www.nbcnews.com/news/amp/ncna1211456>
 - SF Eater: Food delivery services DoorDash, Uber Eats, and Postmates might merge (Batey, 2020) <https://sf.eater.com/platform/amp/2020/2/20/21145864/door-dash-uber-eats-postmates-food-delivery-merger>
 - Billy Penn: Update: Philly schools remove 'parking lot' WiFi option after pushback (Winberg, 2020) <https://billypenn.com/2020/04/23/philly-students-without-internet-can-do-remote-learning-in-parking-lots-district-says/>
 - Yahoo: The world's last Blockbuster overcame Netflix, now it's surviving the pandemic (Sharf, 2020) <https://www.yahoo.com/amphtml/entertainment/world-last-blockbuster-overcame-netflix-170750841.html>
 - WSJ: MTA blames Uber for decline in New York City subway, bus ridership (Berger, 2018) <https://www.wsj.com/amp/articles/mta-blames-uber-for-decline-in-new-york-city-subway-bus-ridership-1532386865> (If you hit a paywall, access this via your account through Musselman Library's institutional WSJ subscription: <https://libanswers.gettysburg.edu/faq/235869/>)
- **Participation prep assignment:** After completing your 3 selected readings, prepare one discussion point or question for each of the 2 broad topic areas (worker and industry perspectives), focusing especially on possible connections between "traditional" business/work and the gig or platform economy. Discussion items should be based on the readings, but novel ideas generated by the readings are also welcome. Upload here by the start of class.

10. Is the gig economy good? (Weeks 12-13 [2 class days])

10a. "Good"?

Readings Day 1:

- CBS Baltimore: Election Day 2020: Get A Discounted Ride To The Polls From Uber, Lyft (CBS Baltimore Staff, 2020) <https://baltimore.cbslocal.com/2020/11/03/election-day-2020-get-a-discounted-ride-to-the-polls-from-uber-lyft/>
- Fast Co: The Airbnb for affordable housing is here (Schwab, 2017) <https://www.fastcodesign.com/90151804/the-airbnb-for-affordable-housing-is-here>

- Lyft Blog: Lyft Launches Jobs Access Program in 35+ Cities with National Partners Including Goodwill®, United Way, and The USO <https://blog.lyft.com/jobs-access-program>
- Pittsburgh Post Gazette: To help college grads find jobs, some colleges are using an alumni gig economy (Simmons, 2020) <https://www.post-gazette.com/business/tech-news/2020/08/12/students-alumni-grads-colleges-job-career-Bridges-Pitt-Chatham-CMU-Duquesne/stories/202008060042>
- SBS: Airbnb hosts are offering their homes to firies and those displaced by bushfires for free (Winter, 2019) <https://www.sbs.com.au/news/the-feed/airbnb-hosts-are-offering-their-homes-to-firies-and-those-displaced-by-bushfires-for-free>
- Only need to skim this one – Houston Chron: I downloaded an app. And suddenly, was part of the Cajun Navy. (Hartman, 2017) <http://www.chron.com/local/gray-matters/article/I-downloaded-an-app-And-suddenly-I-was-talking-12172506.php>
- **Participation prep assignment:** What do you think are the 2-3 biggest opportunities for "good" (broadly defined) that you see coming from the gig economy? These can be inspired by the readings, but do include at least one opportunity that is not mentioned in or related to the readings. Submit here by start of class.

10b. "Bad"? – covered in class

Readings/participation prep assignment Day 2: None – polished draft of final paper due

11. What gig work means for us (Weeks 13-14 [2 class days])

11a. As managers and management scholars

11b. As people with "normal" jobs

11c. Personally

11d. As people who want the future of work to be good

Readings Day 1:

- BuzzFeed News: A college student behind a massively popular paint-mixing TikTok page was fired from Sherwin-Williams (Chen, 2020) <https://www.buzzfeednews.com/article/tanyachen/college-student-behind-a-massively-popular-paint-mixing>
- Quartz: Are you a bad person if you still take Uber? (Griswold, 2017) <https://qz.com/1164217/are-you-a-bad-person-if-you-still-take-uber/>
- Youtube: Microsoft Productivity Score: Measure organization productivity via Microsoft 365 admin center (Microsoft Mechanics, 2020) <https://www.youtube.com/watch?v=-8te3OmHnlg>
- **Participation prep assignment:** After completing the readings, respond to the following two questions and be ready to discuss. Upload written answers here by start of class time. How might the gig/platform economy affect (or not affect) your future...
 - 1. ...as a worker and/or manager? (You might also approach this question on a grander scale, considering all people entering/managing the workforce now.)
 - 2. ...behavior as a consumer (e.g., as an Uber rider)?

Readings/participation prep assignment Day 2: None – complete final paper due

12. Course wrap-up

Final exam
