



RUTGERS

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School of Management and Labor Relations

Contingent and Nonstandard Work

37:575:317:82

Fall 2026

Instructor Information

Instructor: Professor Patricia McHugh

Class Time and Place:

- Thursdays: 6:00 – 8:40 p.m., Mercer County Community College, University Center, Rm 200

Email: patricia.mchugh@rutgers.edu

Office Hours: By appointment.

Course Overview:

In the 1980s, “contingent” or “non-standard” work was defined as any form of employment that departed from the “standard” full-time, year-round, fixed schedule, single-employer relationship. It included temporary, part-time, seasonal, day labor, and on-call work. It also included contract-company employment, independent contracting, and other forms of self-employment. In nearly all its forms, most experts, academics, and workers understood contingent work as the kind of employment that you tried to avoid or find your way out of as soon as possible. It was all understood as the kind of employment that happened in low-wage “secondary” labor markets.

Fast-forward to the “downsizing” of the 1990s, and the advice of a CEO who famously stated, “People need to recognize we are all contingent workers in one form or another!” And in case the message wasn’t clear, another corporate executive also quoted in the ‘90s put it this way:

“There will never be job security! You will be employed by us as long as you add value to the organization, and you are continuously responsible for finding ways to add value. In return, you have the right to demand interesting and important work, the freedom and resources to perform it, pay that reflects your contribution, and the experience and training needed to be employable here or elsewhere.”

More recently, having struggled through the Great Recession and the Pandemic, about all we can say is that employers have continued to think in these terms. They have, for the most part, made the case and pursued an employment agenda that calls for continual restructuring of work, fitting people to jobs (rather than the

reverse), and dismantling jobs when the project or desired work is completed. It reflects a model of “flexibility” that is an inherent feature of global neoliberal capitalism and has permeated labor markets in both the developed and developing worlds.

It is in this new landscape of flexible, short-term thinking and work relationships that this class will examine the contingent nature of all work. In short, whether we like it or not, ***we are all contingent***, and thus we all need to prepare ourselves for the kinds of employment uncertainty that lie ahead.

Course Learning Objectives

- I. **Understand the history behind the contingent and nonstandard workforce and how the nature of work has changed from the beginning of the 20th century.**
- II. **Identify and describe the different forms of contingent and nonstandard work**
- III. **Apply labor studies and economic concepts to contemporary issues related to contingent and nonstandard work.**
- IV. **Analyze the factors driving the growth of the contingent workforce such as economic cycles and technology.**
- V. **Identify and address social inequalities in contingent work and nonstandard employment**
- VI. **Evaluate the public policy challenges associated with contingent and nonstandard work, including proper worker classification.**
- VII. **Propose and Critique Different Regulatory and Non-Regulatory approaches to contingent and nonstandard work**

Course Delivery Format:

This is an **in-person class** and is scheduled to meet once per week on the day/time stated above. The time spent in class will depend on the materials assigned for the week, potential group discussions, or other activities that may help in understanding the weekly topic.

We will be using the Canvas learning management system to access learning materials, post announcements, annotate readings, submit assignments, post to discussion forums, communicate via the Inbox feature, and take exams. Consequently, be sure to check our class Canvas page frequently, as there may be announcements and instructions every week.

Note: Whenever anything is posted to this site, you will automatically receive a notification to your **Rutgers** email account. Checking that email account frequently is highly recommended.

Failure to review your email, Canvas announcements/directions to assignments, forums, etc. is not an excuse for turning assignments in late.

Not a Self-Paced Course

This is not an online, remote, or self-paced course. Students are expected to attend class and follow the course calendar and the instructions on each week’s course pages (modules) regarding reading and audio/visual assignments, attending lectures, uploading coursework, and taking exams.

Note: Students who do not attend at least 7 of the in-person class days (inclusive of a University-allowed absence as described below) will automatically receive an F for the course – regardless of whether they submit the assigned work.

Course Module Structure

The course is structured by weekly Modules. Each Module contains the respective Class "To-Do" page. The To-Do page generally lists:

- Brief topic introduction
- Learning Objectives for the week/topic
- Focus Questions and Instructor Notes will help you better understand and absorb the readings for the week.
- Readings (textbook chapters, web articles, and/or other sources).
- Videos
- Assignments (Papers, Exams, Forum Discussion, and/or other Assignments). Note, that there may not be Assignments every week.

Student Responsibilities, Support Services, and Class/University Policies

Class Participation

To create and maintain a classroom environment that fosters trusting, interactive class synergy and a safe, respectful, and prepared classroom, respectful, prepared, and active participation is necessary.

Appropriate class participation is defined as follows:

- Regular, on-time attendance (unless excused by the instructor – see note below)
- Attentive non-verbal behavior
- Raising questions and comments
- Facilitating discussion
- Participating in constructive and respectful class dialogue with the instructor and other students
- Listening to your fellow classmates (including no side talk)
- Building on and respectfully responding to the other students' comments
- Drawing classmates into discussion (be willing to risk sharing the floor)
- Active participation in practice exercises and other in-class learning activities
- Class participation includes use of the course web page and participation in threaded discussions through the e-learning bulletin board.
- Facilitating or presenting clinical case discussions and research findings

****Please know that just because you are physically present for the class does not mean that you are participating. Participation means to actively participate, demonstrating attentiveness, respect, and interest through verbal and nonverbal communication.**

Electronic Devices in the Classroom

Computers may be used to support learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone.

Neither computers nor other electronic devices are to be used in the classroom for nonacademic reasons. This includes emailing, texting, social networking, and using the Internet. If you choose to take notes on a computer during class, you must email the notes to the professor immediately after class. Failure to do so will result in a reduction in your class participation grade. Cell phone use during class is prohibited and should be set to silent before class begins. Leaving class to answer a call disrupts the class and detracts from your classroom participation. Arrangements for your personal communication need to be made before or after class, and not during the class. In the case of an emergency, please step out of the room and take the call. Failure to meet these expectations may result in a loss of participation points or being asked to leave the class.

COMPUTER & OTHER TECHNOLOGY REQUIREMENTS

Check the Canvas site for announcements, assignments, or other activities.

In case of computer failure

Ensure you have an alternative plan of access to the Canvas course site in case your computer crashes (it happens). An extra computer at home, your employer's computer, or a computer at your local library can be some alternatives. Additionally, be sure to back up your important documents and assignments on a flash drive or other external device.

Getting Technical Help

If you are new to Canvas or need a refresher tutorial, visit:

- Getting Started in Canvas for Students

If you have any technical problems during the course, please contact the 24/7 toll-free hotline.

- Call or Email the Online Learning Help Desk directly
 - Email: help@canvas.rutgers.edu
 - Online Learning Help Desk: (877) 361-1134

You may also read carefully through Course Tools to see if it has an answer to your question

- Click the "help" question mark icon at the bottom of the red global navigation menu on the far left of each Canvas page and either visit the [Online Support Center](#) or "Report a Problem" with the Canvas help ticket system.

Student Support Services

- Note: If you need to access help for (a) victim and mental health services, (b) academics, and (c) financial assistance (mainly emergencies) – please contact.
 - <https://smlr.rutgers.edu/academic-programs/current-students>

Other support services include:

- Information for SMLR students
- Rutgers Student Support Services
- Student Health & Wellness Services
- Registrar's Office
- Rutgers Dean of Students - Student Affairs

Student Code of Conduct

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated and will result in consequences, including dismissal from the course. Your communication with your classmates and/or your instructor must be of the highest professional and respectful standard.

Disability Statement:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (<https://ods.rutgers.edu/students/documentation-guidelines>)

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website (<https://ods.rutgers.edu/students/registration-form>)

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know. Below is the full contact information for the office of disability services:

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

Academic Integrity

There are serious consequences, including expulsion, for cheating and taking someone credit for someone else's work without attribution, **this includes, using text written by a generation system as one's own** (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper), using the internet to answer questions on exams or on papers, when advised to use only class materials or fabricating citations (text in your writing does not match to the citation you provide for that text). They also include signing in for another student for attendance. The university has clear, strict policies on these matters. All violations will be reported. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/> The instructions are brief and straightforward. If you have any questions, please see me.

NOTE: Unless you are told otherwise, ***you always must provide a citation to a source when you utilize information or ideas from that source*** – even when it is not a direct quote. This is a requirement in ALL written assignments (including forums). Also, if you provide an in-text citation for specific information you

provide in a paper/essay, that information must be found on the page/article of the citation you provide. If they do not match, this may be considered fabrication and a violation of academic integrity.

These requirements apply to every assignment you submit at Rutgers even if a professor does not specifically direct you to provide citations (no matter the format). If citations are not provided when you utilize ideas or writing from another person (even if you take from your own previous work from another class or from a fellow student), this is considered plagiarism and a violation of Rutgers' Academic Integrity Policy.

I am obligated, pursuant to Rutgers Policy, to report all suspected violations to the Office of Academic Integrity.

"Turn-It-In" will be used in this class to ensure Academic Integrity and make the grading of written material fair to everyone. "Turn-It-In" and other AI detection software will be used to detect use of AI bots as well as whether you copied material not just from academic sources, but also your own and other's prior papers submitted to Rutgers or other institutions.

Statement on Academic Freedom:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

Use of Class Materials:

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

Course Requirements

Required Readings and Visual Materials

- **You are NOT required to purchase/rent any other reading/visual materials for this course.**
 - **ALL** of the reading and visual materials required for this course will be posted online on the course website on Canvas in the Modules section of this course, under the respective Class Module To-Do pages **OR** in the Reading List Function, which you may access at <https://canvas.rutgers.edu/>
 - Once you are registered for the course, you will be granted access to the site. It is your responsibility to access course materials, including the reading assignments.
 - The syllabus, schedule and assignments are subject to change as the course evolves, and occasionally due to unforeseen schedule changes due to weather. Please note that additional sets of readings highlighting contemporary issues that emerge during the course of the semester may also be into our readings/activities.

- **Note: Each Module contains a Class “To Do.”**
 - Within this page will be the readings and assignments you should have read for that week’s class. **So, if you want to know what readings you need to do for a particular class, go to that week’s module, and the readings will be under the Class “To Do” for that week.**
 - Since you do not need to purchase any reading materials for this class, all the readings will be available as either PDFs, links, or in the “Reading List” tab on the class Canvas Webpage.

Discussion Questions/Comments (20%)

- At the beginning of the semester, you will be asked to come to class prepared to have a deep dive discussion into the issues presented in some core readings. To help you participate in this discussion, you will be asked to answer questions regarding those readings.
- In addition, please bring the assigned reading material to each class (either a hard copy or available via a laptop), take good notes on your readings, and come to class ready to discuss what you’ve learned.
- Your submission will be based upon the effort and thoroughness of your submissions.

Attendance and Participation (15%)

• **Attendance (10%)**

As class attendance is an important tool in the learning process, class attendance will be taken each week. **Attendance will be 10% of your total semester grade.** There are a total of 12 classes you can receive attendance credit for (this excludes the first week; and a week for you to work at home on your projects - attendance will not be taken on these days). You will receive 10 points for each class attended. You must attend at least 10 class days to receive 100% for attendance. If you are ill or for some other reason cannot attend class, these additional days will accommodate these absences.

- *Absences will be excused for religious observation and athletic travel per Rutgers University Policy.*
- *Absences for a longer-term illness/disability may be excused if a request is received from your Dean for the excused absences.*
- **Extra Credit for Attendance:** Based on the above model, if you attend more than 10 days of class, you will receive extra credit for the days you attend. For example: 11 days attended – your grade will equal $11/100 = 110$; 12 days attended - your grade will equal $12/100 = 120$.
- ****Important Notes:**
 - ***If you are over ½ hour late or leave early without my permission, you will not receive attendance for that class. It is not fair to the students who attend the full class session for those who are late or leave early to receive credit for attendance. This will be strictly enforced.***
 - ***If you forget to sign in a previous week, you will not be able to sign in on a subsequent week.***
 - ***Signing another student in for attendance purposes is considered an academic integrity violation.***
 - ***Students who do not attend at least 7 of the in-person class days (inclusive of a University-allowed absence as described above) will automatically receive an F for the course – regardless of whether they submit the assigned work.***

- **Important Exception:** *You may NOT, however, be absent from the day you are to present your Research Project – you will receive a deduction on your Project grade if you do not attend.*

- **Participation (5%)**

- This is an in-person class where a detailed review of the week's readings will be critical to understanding and applying the concepts discussed in class. This will be particularly important in the first week's classes, since these core concepts will arise frequently as we move forward onto other specific topics later in the semester.
- Each student will begin the semester with a 75% participation grade. A student will earn credit towards a higher grade based on their participation each week. A student's grade will not decline unless they are disruptive to the class discussion. (Please see the above description of what is expected from participation.) Note, however, that if your attendance is below 100%, it may impact your participation grade.

Reflection Papers – (3) (25%)

- You will be asked to prepare three short reflection papers on issues/movies we review in class.

Research Project (40%)

- Working alone or in pairs, you will research an industry or type of contingent/nonstandard work. This will be a major part of your overall grade. You will be provided guidance on the areas you should research and analyze. There will be several parts of the project for grading purposes:
 - **Project Proposal (5%)**
 - **Research Paper (6-8 page paper) (25%)**
 - **Presentation (slide/video format) (15%)**

IN SUM: YOUR RESPONSIBILITIES

- Read the syllabus and visit and use the Canvas site for this course.
- Check your Rutgers email for announcements and other relevant emails related to the class.
- Do the readings.
- Participate in class discussions.
- Attend lectures.
- Turn in your assignments on time.
- Make sure your assignments are "submitted."
- Find out what you missed if you are unable to attend.

STUDENT EVALUATION

FINAL GRADE CALCULATION:

[Type here]

*****Preliminary – Subject to Revision*****

[Type here]

Your final grade will be calculated as follows:

- **Attendance (10%)**
- **Participation (5%)**
- **Discussion Questions/Comments (20%)**
- **Reflection Papers (25%)**
- **Research Project (40%)**

Course Schedule

Any Broken Links

- **Important:** If you come across any broken links to articles, assignments etc., please contact me as soon as possible for me to investigate and correct the situation.

Class 1 (September 3): Course Orientation and Introduction

- Overview of Course
- Course Expectations
- Syllabus Review

• **Assignments due for next week's class:**

- **Complete Academic Integrity Assignment (on Canvas)**
- **Work and Worry Discussion Questions**

Class 2 (September 10): Work and Worry: Work, Routine, and Corporate Flexibility

- David Weil, The Fissured Workplace: Why work became bad for so many and what can be done to improve it. Harvard University Press (Cambridge: 2014)
 - Vignettes from the Modern Workplace
- Richard Sennet, The Corrosion of Character, W.W. Norton and Co. (New York: 1998)
 - Preface, Chapters 1-4
- View in Class:
 - London School of Economics and Political Science – Panel Discussion with Richard Sennett, “What is meaningful work?” October 6, 2016 Start at Minute 4.
- **Assignment Due for this Week's Class: Work and Worry Discussion Questions**
- **Assignment due for Next Week's Class: How did we get here? Discussion Questions**

Class 3 (September 17): How did we get here? The Transformation of Work

- Erin Hinton, The Temp Economy: From Kelly Girls to Permatemps in Post War America
 - Introduction: The Temp Economy (pp. 1-14)
- Louis Hyman, Temp: The Real Story of What Happened to Your Salary, Benefits, and Job Security. New York, NY : Penguin Books, 2019
 - Introduction: How we all became Temps.
 - Chapter 1: Making Company Men
 - Chapter 2: Temporary Women
- **In-Class Documentary: Permanently Temporary: The Truth about Temp Labor (March 16, 2024)**
- **Assignment for this Week's Class: How Did We Get Here? – Discussion Questions**
- **Assignment Due by Next Week's Class: Fissured Workplace Discussion Questions**

Class 4 (September 24): The Fissured Workplace: The Economics of Contingent and Nonstandard Work

- David Weil, The Fissured Workplace

- Chapter 1: The Fissured Workplace and Its Consequences
- Chapter 2: Employment in a Pre-Fissured World
- Chapter 3: Why Fissure
- **Assignment for this Week's Class: Fissured Workplace Discussion Questions**

Class 5 (October 1): Research Project Introduction/Contingent and Nonstandard Work Employment Data and Sources

Class 6 (October 8): The Precarity of Nonstandard Work

- The Precarious Position of the Pending Free Agent _ FanGraphs Baseball.pdf
- An Inside Look into the Harsh Conditions of Minor League Baseball.pdf
- Kalleberg, Arne L., "Precarious Work, Insecure Workers: Employment Relations in Transition," American Sociological Review; Washington Vol. 74, Iss. 1, (Feb 2009): 1-22.
- Kalleberg, Arne, Good Jobs, Bad Job: The Rise of Polarized and Precarious Employment Relations in the United States, 1970s TO 2000s, A Volume in the American Sociological Association's Rose Series in Sociology Russell Sage Foundation (New York 2009)
 - Chapter 1: Job Quality in the United States
 - Chapter 4: Dimensions of Polarity (only pp. 72-77)
 - Chapter 5: Precarious Employment Relations
- **In class movie: Moneyball**
- **Reflection Assignment: Precarity of Nonstandard Work in Moneyball**

Class 7 (October 15): Legal Issues with Contingent and Nonstandard Work: The "Employee Problem"

- **The "Employee" Problem**
 - Anthony P. Carnevale, Lynn A. Jennings and James M. Eisenmann, "Contingent Workers and Employment Law" in Contingent Work: American Employment Relations in Transition. Editor(s): Kathleen Barker and Kathleen Christensen, Cornell University Press (ILR Press 1998)
 - The Gig Economy - Myths and Misteps - Yale Law Journal.pdf
 - Field Assistance Bulletin 2025-1.pdf
 - DOL Fact Sheet 13: Employee or Independent Contractor under the FLSA
- **The following readings are optional:**
 - CSR Department of Labor's Independent Contractor Rule LSB11156.2
 - US Department of Labor, "Independent Contractor Status Under the Fair Labor Standards Act," Federal Register 86, no. 4 (January 7, 2021): 1168
 - David Weil, "The Application of the Fair Labor Standards Act's 'Suffer or Permit' Standard in the Identification of Employees Who Are Misclassified as Independent Contractors," US Department of Labor, Wage and Hour Division, July 15, 2015.
 - Prop-22 Rolls Back Rights of Women
 - Jury Awards Former Pro Hockey Prospect..."dict_Against_Uber_in_PI_Case___Law.pdf
 - 2026 FR Proposed Rule Independent Contractor
- **Contingent Work: Implications for Labor Law -- If We have Time**

- Virginia L. duRivage, Françoise J. Carré and Chris Tilly, "Making Labor Law Work for Part-Time and Contingent Workers," in Contingent Work: American Employment Relations in Transition. Eds: Kathleen Barker and Kathleen Christensen, Cornell University Press (ILR Press 1998)

Class 8 (October 22): We Are Not Machines: The Impact of New Labor - Possible Guest Speaker

- **Documentary: We Are Not Machines. (2024) Director, Mark Nistico.**
https://stream.libraries.rutgers.edu/commercial/no_somos_maquinas_we_are_not_machines.mp4/
- **Guest Speaker – (Hopefully) Professor Carmen Martino**
- **Reflection Assignment: We Are Not Machines**

Class 9 (October 29): Work on Projects

Class 10 (November 5): Platform Work: The Gig Economy

- Jeremias Prassl, *Humans As a Service: The Promise and Perils of Work in the Gig Economy*, Oxford University Press (2018)
 - Introduction and Chapters 1-3
- Human Rights Watch, "The Gig Trap: Algorithmic, Wage and Labor Exploitation in Platform Work in the US," (2025)
- **In-Class Documentary: The Gig is Up**
- **Assignment: What's Different About "Gig" Work Reflection Assignment?**

Class 11 (November 12): The Risks of Contingent and Nonstandard Work

- Nonstandard work
- John Howard, M.D., J.D. "Nonstandard work arrangements and worker health and safety," *American Journal of Industrial Medicine*, October 25, 2016
- Unemployment Insurance Lawrence F. Katz and Alan B. Krueger, "The Role of Unemployment in the Rise in Alternative Work Arrangements," *American Economic Review* 107, no. 5 (May 2017): 388.

Class 12 (November 19): Gender Dynamics of Contingent and NonStandard Work

- Randy Albelda, Aimee Bell-Pasht, and Charalampos Konstantinidis, "Gender and Precarious Work in the United States: Evidence from the Contingent Work Supplement 1995–2017," *Review of Radical Political Economies*, Volume 52, Issue 3, August 28, 2020.
- Ann Marie Slaughter, "Nice Work: Why the Gig Economy is Good for Women," *Wired*, Vol. 23, Iss. 11, (Nov 2015)
- Julia Korn, "Women Are Powering The On-Demand Economy— And Shaping The Future Of Work," *Forbes*, Feb 19, 2025,
- Claire Cain Miller, "How to Close a Gender Gap: Let Employees Control Their Schedules," *New York Times* (Online) New York Times Company. Feb 7, 2017.
- Phillapa Kelly, "So many reports of violence and abuse'_ how the gig economy fails women around the world," *The Guardian*, June 26, 2023.pdf

- Rebecca Henderson, "5 Ways the Gig Economy Can Work for Working Mothers," Recruiter.com, September 5, 2017
- Liya Palagashvili and Paola A. Suarez. "Women as Independent Workers in the Gig Economy." Mercatus Working Paper, Mercatus Center at George Mason University, Arlington, VA, March 2021.
- Cody Cook , Rebecca Diamond , Jonathan V Hall , John A List , Paul Oyer, "The Gender Earnings Gap in the Gig Economy: Evidence from over a Million Rideshare Drivers," The Review of Economic Studies, Volume 88, Issue 5, October 2021, Pages 2210–2238,
- Megan Carnegie, "The Gig Economy Is Much Worse for Women, WIRED UK, May 8, 2023.pdf
- Blum, Dani; Vanderkam, Laura. "The Gig Economy Offers Parents Options and Obstacles," New York Times (Online) New York Times Company. Feb 18, 2020.
- Chen, L., Hong, Y., Gu, B., & Peng, J. (2018). Gender Wage Gap in Online Gig Economy and Gender Differences in Job Preferences
- Eureka Foong, Nicholas Vincent, Brent Hecht, Elizabeth M. Gerber, "Women (Still) Ask For Less: Gender Differences in Hourly Rate in an Online Labor Marketplace," Proceedings of the ACM on Human-Computer Interaction, Volume 2, Issue CSCW Article No.: 53, Pages 1 - 21, November 1, 2018

November 26: Thanksgiving Break

Class 13 (December 3): Public Policy: Proposals for Regulating Contingent and Nonstandard Work

- Danny Vinik, "The Real Future of Work," Politico Magazine Jan/Feb 2018.
- Liya Palagashvili, "Flexible Benefits for a Flexible Workforce: Unleashing Portable Benefits Solutions for Independent Workers and the Gig Economy," George Mason University, Mercatus Center, February 3, 2023,
- Understanding Nontraditional Work Arrangements and the Policy Landscape for Self- Employed Workers and the Gig Economy, American Enterprise Institute, 2023
- Kondo, Alexander; Singer, Abraham, "Labor Without Employment: Toward a New Legal Framework for the Gig Economy," ABA Journal of Labor & Employment Law; Chicago Vol. 34, Iss. 3, (2020): 331-358.

Class 14 (December 10):

- **Research Project Presentations**

Note: Research Reports will be due on December 17 to incorporate feedback from your presentation into your report.