The Future of Work: Power, Profits, and Public Policy
(SUP 325/ SOC 2285)
Fall 2025

Course Description

Work is at the core of daily life for most American adults. But the experience of work, of having a good job or a bad job, is starkly unequal, has become more precarious and more polarized over the past several decades, and is rapidly changing. We begin with a broad overview of shifts in American society and the economy that are both backdrop and cause of these changes in work - the transformation of the American labor market by the forces of financialization and de-unionization, changes in American families in terms of family structure, women's labor force participation, and care giving obligations, retrenchment in the welfare state, and rapid technological change. We then define a set of contemporary problems at work, including insufficient and unequal wages, unstable and unpredictable work schedules, a lack of paid sick and paid family and medical leave, as well as emergent challenges related to surveillance, automation, and AI. For each, we explore the scope of the problem, the stakes in terms of profit and power, and policy solutions.
Course Website: https://canvas.harvard.edu/courses/164720
Class Meetings: Mondays and Wednesdays 9AM-10:15AM EST
Class Location: L230

Teaching Team

Professor
Daniel Schneider
Email: dschneider@hks.harvard.edu
Office Hours: Tuesdays 11-1PM ET, HKS Rubenstein 404 (Sign-up)

Faculty Assistant
Emma Green
Email: emma_green@hks.harvard.edu
Please email Emma regarding logistical questions about enrollment, the course website, or Zoom/Recordings.

Course Assistant
Carina Stone (MPP 26)
Email: carinastone@hks.harvard.edu

Required Readings

All of the readings are either posted on the Canvas site as .PDF files or are available on the internet with links provided. The readings are drawn from articles and books.

Course Assignments

In addition to completing the reading each week, there are four other requirements for the course: (1) being a constructive participant in discussion, (2) writing a 1-page testimonial, (3) conducting, analyzing, and writing-up two interviews with working people, (4) proposing, producing, and presenting a final paper on a topic of your choosing (related to the course).

Being a Constructive Participant

To participate constructively, you must be present. Attendance at every class meeting is required and expected for the full length of the class. We will take attendance at the start of each class by marking off names of students who are present. If you are ill (or otherwise unable to attend class due to an extenuating circumstance), your absence will be excused if reported in advance to us by emailing Carina Stone.

Another part of being present is not being distracted by electronic devices (as I tell myself all the time!). I know how hard this is. While you may certainly use a laptop in class to take notes and check course materials, please do your best not to be distracted by email, other work, or the temptations of the internet. Same for phones. This benefits you, but also those around you.

Our class-time will be most productive and interesting if you can make time to do the readings before coming to class. Those readings form our shared core of knowledge about the week's subject matter. In most weeks, I will supplement this background with a lecture. But, we will also devote class time to discussion that will help us to integrate, critique, and extend this material. I ask that you engage with one-another seriously and respectfully. Our goal is a really interesting conversation.

While participation and presence are important elements of the course, I certainly understand that the circumstances of our own lives and of events in the world may at times make attendance and focus difficult. Please just be in touch with us so we can work together to figure things out if you encounter such challenges.

I strive to teach in a classroom in which everyone feels welcome to participate in class. To help me get to know you better, keep track of classroom participation patterns, and create an inclusive classroom environment, I will be using a tool developed by faculty and students at the Harvard Kennedy School called Teachly. I will be asking you to enroll in the course and complete your Teachly student profile.

Testimonial

Research and policy are often shaped by and refracted through our own experiences. Rather than push this aside as "me-search" or "N of 1 data," I ask that you engage your own experiences to reflect on the readings by crafting a "testimonial." In this short piece (no more than a page single-spaced), you will draw on your own experiences, from growing-up, school, your work, or otherwise, to reflect on and enrich the readings that we do in the first four classes of the course. In drawing on your own experiences you might add detail to a point made in the readings, you might complicate an argument in the readings, you might extend a finding, or you might use your experience as a bridge to a policy idea. Your testimonial may reflect on an experience of deprivation or difficulty or on one of relative privilege and advantage. A successful testimonial will engage directly with the readings, while centering your own experience.

You must submit (1) one-page testimonial overall. You can choose to submit your one testimonial before any of the classes in the first two weeks (classes 1-4). You must submit the testimonial by 12pm the day before the chosen class. The testimonial should relate to the course readings and your personal experience.

At the top of your testimonial, please mark if you would be (a) comfortable sharing some/all of this document in class, (b) comfortable with me referencing your testimonial using your name in class, (c) comfortable with me referencing your testimonial without using your name in class, or (d) prefer that I not share any information from your testimonial with the class. In addition to the intellectual value of this assignment, my hope is that this will also provide a way for us to get to know one-another a bit better.

Interviews

In addition to your testimonial, you will also be responsible for conducting, analyzing, and writing-up two interviews with working people between Class 6 and Class 21 of the course. During these weeks, we'll cover a range of pressing policy issues related to work, read a lot of academic and policy literature, and hear from a range of stakeholders. In your interviews, you will draw in the perspective of working people and make sense of that data through the lens of the lectures, readings, and visitors.

To successfully complete this assignment, you will need to: (1) come up with a set of open-ended questions that you'll use to guide the interview, (2) recruit an interview subject, (3) conduct and record the interview, (4) transcribe the interviews, (5) analyze the interview in light of what we've learned so far from lecture, reading, and visitors, (6) write-up a 2-3 page memo presenting what you learned.

Refracting your interviews through the course content and the course content through your interviews will be revealing. It might:

- Illustrate the lived-experience of work and the policy problems we discuss in the course (low wages, unstable schedules, etc....)

- Demonstrate the inter-connections between different aspects of work
- Surface new issues that we do not address in the course
- Show the limits of our current policy toolkit

In-depth/qualitative interviewing is likely new to many of you! No prior experience is expected. We will dedicate our class on September 22nd to the art and science of interviewing and will also provide you with additional resources on which you may draw.

You will submit your completed interview assignments through Canvas. You will upload an audio file of your interview, the transcript of your interview (you may use a transcription program), and your memo. There is no set due-date for this material beyond that you submit two between Monday, September 29th and Monday, December 1st.

Final Paper

In addition to participation in our discussion, offering a testimonial, and authoring several reading memos, you will also write a final paper for the course. The final paper provides you with an opportunity to deepen your understanding of one of the topics we've examined in the course or to broaden your knowledge to take a detailed look at a related topic that we were not able to cover in the course. A successful paper will draw on existing research (books, journal articles, reports, press) to define a problem related to contemporary work and then to investigate a potential policy response, including a discussion of the benefits and risks of such a response.

As a check-in on the way to the final paper, you will submit a 1-2 page proposal, including a brief outline of the proposed paper and preliminary list of sources on Friday, October 31st by 5PM EST. Please feel free to discuss this with me in advance of submission at office hours if you would like preliminary feedback on your idea or help brainstorming an idea.

The last week of our course is reserved for student presentations of these papers. This is a chance for all of us to broaden and deepen our knowledge and for each student to share what they've learned. Depending on enrollment, we may need to do some creative scheduling but no-one will be required to attend any more meetings than regularly scheduled.

The final paper is due on Wednesday, December 10th by 5PM EST. The paper should be 5-7 pages long (single spaced), including figures and tables (in text), but excluding references. In addition, please include a short (less than 1 page) memo as a cover sheet outlining how you have responded to my comments on your proposal and/or presentation. Your response may be to note how you have written the paper to act on a suggestion I've offered or you may respond by explaining why you have not taken my advice. If you feel like I gave you only praise and no constructive feedback, please remind me of that.

Here are some examples of topics that you might *deepen* your understanding of as well as some topics that you might explore to *broaden* your knowledge beyond those topics we are able to cover in the course.

Sample Topics to Deepen

Optimal value of minimum wage, is $15 too high?	Deep dive into minimum wage effects research
Broadening EITC Access	Deep dive into EITC effects research
Comparison of secure scheduling laws and recommendations	Technology to facilitate secure scheduling
International comparison of scheduling	Comparison of PSL laws and recommendations
Business case/cost for PSL	International comparison of PSL
Business case/cost for PFML	Comparison of PFML laws and recommendations
International comparison of PFML	Contrasting forecasts for automation
New policies to regulate automation	Overview of AI at work
New policies to regulate AI	Deeper dive into surveillance at work
New policies to regulate surveillance	Deep dive into UBI effects research

Sample Topics that Broaden

Discrimination in hiring	Mark of a criminal record and ban the box
Sexual Harassment at work	Discrimination on the job
Involuntary part-time work	Wage theft
Occupational health and safety	COVID conditions at work
Monopsony/employer power	Worker centers
Non-compete agreements	Health insurance
Childcare supports	Prison labor
Migrant labor	Reforming regulation of unions
Federal jobs guarantee	

Each of these required elements of the course, their due date(s), and their contribution to your final grade are summed up in the table below.

Assignment	Due Date	% of Grade
1 Testimonial	You can choose to submit your one testimonial before any of the first 4 classes You must submit the testimonial by 12pm the day before the chosen class	10%
2 Interviews	Due Classes 5-22	20%
Participation	Wholistic	20%
Proposal	Due Friday, October 31st 5PM EST	5%
Presentation	Week of December 1st	10%
Final Paper	Due Wednesday, December 10th 5PM EST	35%

Class Format

The course will follow HKS guidelines for in-person instruction. We will generally meet together twice a week for 75 minutes each time. These meetings will be used for a mix of interactive lecture, small and full group discussion, student presentations, and visits by outside guests.

Course Policies

Accommodation

Harvard Kennedy School is committed to the full inclusion of students with disabilities, including learning, mental health, physical, chronic illness, temporary injury, and others. The School provides a range of options to remove course barriers, including accommodations, to students with documented disabilities on an individual, case-by-case basis. Students who have, or think they may have a disability, should contact Melissa Wojciechowski St. John for a confidential consultation to request or inquire about accommodations. Melissa is the Senior Director of Student Services – and serves as the local disability coordinator – in the HKS Office of Student Services. Since accommodations may require early planning and generally are not provided retroactively, we recommend that you contact her as soon as possible.

Late Work

There are several written assignments for this course. Please do your best to turn these assignments in on time. Many of them (testimonials and final projects) are timed to coincide with class meetings. But, things do inevitably come up! The best policy here is clear communication if you face unforeseen delays due to exogenous factors.

Grading Policy

If you wish to contest a grade, please first outline in writing (1) what assignment you are contesting, (2) the grade you received on the assignment, and (3) the reason(s) why you believe the grade you received is unfair. I will consider your appeal and may decide to re-grade your assignment. Please note, a re-grade likely involves closer scrutiny of the work and so may result in an increase or a decrease in your grade. The grade appeals process should be initiated within seven days of receiving the grade in question.

Academic Honesty

The HKS Honor Code lays out a clear set of expectations and principles for academic integrity. I expect that you will adhere to these principles in your conduct in the course. You may not copy specific text or ideas from others, whether from fellow students, from authors of our readings, or from authors of material you find on the internet, without specific attribution. To do otherwise is to plagiarize. You may of course discuss the class content and readings with your fellow students. But, the assigned paper and your written testimonials and memos must reflect your own independent work.

Communication Norms

All students are required to have email delivery for Canvas announcements enabled. Students should direct any questions, concerns, or problems about the course website and its content—including any difficulties accessing the reading—to Emma Green. Email should not be used for substantive questions about the reading or course materials. Please ask such questions in class or sign-up for office hours. I will endeavor to respond to other email messages within 24 hours.

Office Hours

I very much encourage you to sign-up for office hours. Office hours are a good time to just introduce yourself, to talk about ideas that you find particularly engaging or difficult, or to discuss problems that you may be having in the course. My office hours are held on Tuesdays from 11-1PM ET in Rubenstein 404. You may sign up on my calendly

I will also make it a general practice to get to class a few minutes early and to hang out for a bit after class wraps-up. These are good times to ask questions or just check-in, though confidential matters are best handled by email or in office hours.

Use of AI

The goals of this course are to orient you to broader frameworks and contemporary issues related to work. Generative artificial intelligence (GAI) tools such as ChatGPT have the potential to increase your ability to realize these goals, but also to rob you of the opportunity to develop skills that you will rely on well after you graduate. In general, it is acceptable to use AI for finding information and for solidifying knowledge of the course content. However, it is not acceptable to use AI to produce "answers" to the assignments or first drafts of such that you then rephrase. Generative AI can also produce false or misleading information. You are ultimately responsible for the accuracy of any work you submit. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at Harvard could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Course Outline and Weekly Readings

Note: There will not be class on Friday, September 5th. Our first class meeting is on Monday, September 8th

Week 1: Monday 9/8 (Class 1) and Wednesday 9/10 (Class 2)
Transformation of the Labor Market

Kalleberg, Arne. 2008. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review*. 74: 1-22. Link to Article

Greenhouse, Steven. 2009. *The Big Squeeze: Tough Times for the American Worker*. Chapter 5. "The Rise and Fall of the Social Contract." New York: Anchor Books.

Carré, Françoise and Chris Tilly. 2017. *Where Bad Jobs Are Better: Retail Jobs Across Countries and Companies*. "Introduction." Russell Sage Press. Link to Article

Jones, Janelle and John Schmitt. 2016. "Trends in Job Quality for African-American Workers, 1979–2011." *Review of Black Political Economy* 43:1-19.

Week 2: Monday 9/15 (Class 3)
Welfare Reform

Moffitt, Robert. 2015. "The Deserving Poor, the Family, and the U.S. Welfare System." *Demography* 52: 729-749. Link to Article

Haskins, Ron. 2015. "TANF at 20: Work Still Works." *Journal of Public Policy Analysis and Management*

Edin, Kathy and Luke Shaefer. *$2 a Day: Living on Almost Nothing in America* "Welfare is Dead." pp. 1-34. Mariner Books.

Retro Report. "Welfare and the Politics of Poverty." *New York Times* Link to Video

Week 2: Wednesday 9/17 (Class 4)
The Meaning of Work

Terkel, Studs. 1972. *Working: People Talk about What They Do All Day and How They Feel about What They Do.* Selections.

Reich, Adam and Peter Bearman. 2018. *Working for Respect: Community and Conflict at Walmart.* "The Shop Floor" Chapter 2, pp. 83-118. New York: Columbia U Press.

Mears, Ashley. 2015. "Working for Free in the VIP: Relational Work and the Production of Consent." *American Sociological Review* 80(6): 1099-1122.

Stockman, Farah. 2017. "Becoming a Steelworker Liberated Her. Then Her Job Moved to Mexico." *New York Times* Link to Article

Week 3: Monday 9/22 (Class 5)
In-Depth/Qualitative Interviewing

Annette Lareau. 2021. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up.* Chapter 4 "Learning to Interview: What to Do Before and After the Interview" and Chapter 5 "How to Conduct a Good Interview: Dig Deep." University of Chicago Press.

Mary Beth Maxwell. 2025. "Time for People-Centered Policy." *Democracy: A Journal of Ideas* 76. Link to Report

Week 3: Wednesday, 9/24 (Class 6)
Low Wages: Minimum Wage

Card, David and Alan Krueger. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." *American Economic Review* 84(4): 772-793. Link to Article

Gill, Dee. 2018. "Through the Minimum Wage Looking Glass: Economic Consensus Unrealized." UCLA Anderson Review. Link to Article

Derenoncourt, Ellora and Claire Montialoux. 2020. "To Reduce Racial Inequality, Raise the Minimum Wage." *New York Times* Link to Article

Daniel Schneider, Kristen Harknett, and Kevin Bruey. 2024. "Early Effects of California's $20 Fast Food Minimum Wage." Shift Project Research Brief Link to Report

Week 4: Monday, 9/29 (Class 7)
Low Wages: EITC

Center for Budget and Policy Priorities. "Policy Basics: The Earned Income Tax Credit." Link to Report

Sykes, Jennifer, Katrin Kriz Kathryn Edin, and Sarah Halpern-Meekin. 2015. "Dignity and Dreams: What the Earned Income Tax Credit (EITC) Means to Low-Income Families." *American Sociological Review* 80(2): 243-267. Link to Article

Simon, David, Mark McInerney, and Sarah Goodell. 2018. "The Earned Income Tax Credit, Poverty, And Health." *Health Affairs* Health Policy Brief. Link to Article

Linos, Elizabeth, Allen Prohofsky, Aparna Ramesh, Jesse Rothstein, and Matt Unrath. 2022. "Can Nudges Increase Take-up of the EITC? Evidence from Multiple Field Experiments." *American Economic Journal: Economic Policy* 14(4): 432-452

Sperling, Gene. 2017. "A Tax Proposal that Could Lift Millions Out of Poverty." *The Atlantic*. Link to Article

Bruenig, Matt. 2020. *Myths of the Earned Income Tax Credit*. People's Policy Project. Link to Report

Week 4: Wednesday, 10/1(Class 8)
Gender Wage Gaps

Lorber, Judith. 2011. "The Social Construction of Gender" Pp. 318-325 in *The Inequality Reader* (Second Edition), edited by D.B. Grusky and S. Szelenyi. Boulder: Westview Press.

England, Paula. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation." *Social Politics* 12(2): 264-288.

Levanon, Asaf, Paula England, and Paul Allison. 2009. "Occupational Feminization and Pay: Assessing Causal Dynamics using 1950-2000 U.S. Census Data." *Social Forces* 88(2): 865-891.

Week 5: Monday, 10/6 (Class 9)
Unequal Pay, Unequal Time

Blair Loy, Mary. 2001. "Cultural Constructions of Family Schemas: The Case of Women Finance Executives. " *Gender & Society* 15: 687- 709.

Bianchi, Suzanne. 2011. "Changing Families, Changing Workplaces." *Future of Children* 21(2): 15-36. Link to Article

Kelly, Erin, et al. 2014. "Changing Work and WorkFamily Conflict: Evidence from the Work, Family, and Health Network." *American Sociological Review* 79(3) 485-516. Link to Article

Week 5: Wednesday, 10/8 (Class 10)
Wage Equality Policy Visitors

Katie Sandson
(National Women's Law Center)

Vasu Reddy
(National Women's Law Center)

Coillberg, Ashir. 2025. "A Window Into the Wage Gap: What's Behind It and How to Close It." National Women's Law Center. Link to Article

Monday, 10/13
No Class - Columbus Day (Federal and State)/Indigenous Peoples' Day (Cambridge)

Week 6: Wednesday, 10/15 (Class 11)
Unequal Time: Unstable and Unpredictable Work Schedules

Kantor, Jodi. 2014. "Working Anything but 9 to 5." *New York Times* Link to Article

Lambert, Susan. 2008. "Passing The Buck: Labor Flexibility Practices that Transfer Risk onto Hourly Workers." *Human Relations* 61(9): 1203-1227. Link to Article

Schneider, Daniel and Kristen Harknett. 2019. "It's About Time: How Work Schedule Instability Matters for Workers, Families, and Racial Inequality." Shift Project Research

Brief. Link to Report

Schneider, Daniel and Kristen Harknett. 2019. "Passing and Implementing Secure Scheduling in Seattle." In *Taking Action: Positioning Low-Income Workers to Succeed in a Changing Economy* pp. 99-105. Link to Article.

Harknett, Kristen, Daniel Schneider, and Veronique Irwin. 2021. "Evaluating the Impacts of the Seattle Secure Scheduling Ordinance." *Proceedings of the National Academy of Sciences* 118(41) Link to Article.

Week 7: Monday, 10/20 (Class 12)
Unequal Time: Paid Sick Leave

Heymann, Jody, Hye Jin Rho, John Schmitt, and Alison Earle. 2009. *A Comparison of Paid Sick Day Policies in 22 Countries* Center for Economic and Policy Research. Link to Report

Lovell, Vikki. 2014. *When Mandates Work: Raising Labor Standards at the Local Level* "Universal Paid Sick Leave." pp. 197-228. Oakland, CA: UC Press.

Greenhouse, Steven. 2020. "Will American Business Still Oppose Paid Sick Leave?" *The American Prospect* Link to Article

Pichler, Stefan, Katherine Wen, and Nicolas R. Ziebarth. 2020. "COVID-19 Emergency Sick Leave Has Helped Flatten The Curve In The United States." *Health Affairs* Link to Article

Week 7: Wednesday, 10/22 (Class 13)
Unequal Time: Paid Family and Medical Leave

Rossin-Slater, Maya and Lindsay Uniat. 2019. "Paid Family Leave Policies And Population Health." *Health Affairs* Link to Article

Julia Goodman, Holly Elser, and William Dow. 2020. "Among Low-Income Women In San Francisco, Low Awareness Of Paid Parental Leave Benefits Inhibits Take-Up." *Heath Affairs* 39(7): 1157-1165. Link to Article

Week 8: Monday, 10/27 (Class 14)
Unequal Time Visitors

Dina Baskt
(A Better Balance)

Dina Bakst, Elizabeth Gedmark, and Christine Dinan. 2022. *Misled & Misinformed How Some U.S. Employers Use "No Fault" Attendance Policies to Trample on Workers' Rights (And Get Away With It)* A Better Balance. Link to the Article

Week 8: Wednesday, 10/29 (Class 15)
Misclassification, Fissuring, and Gig Work

Weil, David. 2017. *The Fissured Workplace.* Chapter 1 "The Fissured Workplace and Its Consequences," and Chapter 11 "The Fissured Economy." Harvard University Press.

Ravenelle, Alexandra. 2019. *Hustle and Gig: Struggling and Surviving in the Sharing Economy.* Chapter 3 "Forward to the Past and the Early Industrial Age." University of California Press.

Griesbach, Kathleen Adam Reich, Luke Elliott-Negri, and Ruth Milkman. 2019. "Algorithmic Control in Platform Food Delivery Work." *Socius: Sociological Research for a Dynamic World* 5: 1-15. Link to the Article

Week 9: Monday, 11/3 (Class 16)
Enforcement

Jake Barnes, Hana Shepherd, and Janice Fine. 2025. "Meeting Mandates in a New Labour Federalism: Opportunities Meeting Mandates in a New Labour Federalism: Opportunities and Challenges." *Comparative Labor Law & Policy Journal* 45(1). Link to Article

Bernhardt, Annette, Michael Spiller, and Diana Polson. 2013. "All Work and No Pay: Violations of Employment and Labor Laws in Chicago, Los Angeles and New York City." *Social Forces.* Link to Article

Week 9: Wednesday, 11/5 (Class 17)
Enforcement: Visitors

Elizabeth Waggoner
(New York City Department of of Consumer and Worker Protection)

Peter Basso
(New Jersey Department of Labor)

Kerem Levitas
(Seattle Office of Labor Standards)

Dietz, Miranda, Donna Levitt, and Ellen Love. 2014. *When Mandates Work: Raising Labor Standards at the Local Level* "Enforcement of Labor Standards." pp. 229-255. Oakland, CA: UC Press.

Week 10: Monday, 11/10 (Class 18)
CANCELLED

Week 10: Wedneday, 11/12 (Class 19)
Surveillance, AI, and Automation

Ford, Martin. 2015. *The Rise of The Robots: Technology and the Threat of a Jobless Future.* "The Automation Wave." Chapter 1, pp. 1- 27. New York: Basic Books.

McCallum, Jamie. 2020. *Worked Over: How Round the Clock Work is Killing the American Dream.* "The Electronic Whip" Chapter 3 pp. 79-101. New York: Basic Books.

Bernhardt, Annette. 2017. "Beyond Basic Income: Claiming Our Right to Govern Technology." Medium Link to Article

Galston, William. 2025. "AI and the Coming White-Collar Political Upheaval." *The Wall Street Journal* Link to Article

Kinder, Molly et al. 2025. "New data show no AI jobs apocalypse—for now." Brookings Institute. Link to Report

Week 11: Monday, 11/17 (Class 20)
Unemployment

Sharone, Offer. 2014. *Flawed System, Flawed Self* Chapter 3 "The Chemistry Game Experience and Self-Blame." University of Chicago Press.

Daniel Schneider, Kristen Harknett, and Annette Gailliot. 2024. "COVID-19 employment shocks and safety net expansion: Health effects on displaced workers." *Social Science Research* Link to Article

Paul, Mark, William Darity, Darrick Hamilton, and Khaing Zaw. 2018. "A Path to Ending Poverty by Way of Ending Unemployment: A Federal Job Guarantee." *Russell Sage Journal of the Social Sciences* 4(3): 44-63 Link to the Article

Week 11: Wednesday, 11/19 (Class 21)
UBI

Stern, Andy. 2016. *Raising the Floor: How a Universal Basic Income Can Renew Our Economy and Rebuild the American Dream.* "A Twenty-First Century Solution to a Twenty-First Century Problem" Chapter 8 pp. 171-222. New York: Public Affairs Books.

Murray, Charles. 2016. "A Guaranteed Income for Every American." *Wall Street Journal* Link to Editorial

Greg Duncan et al. 2025. "Cash Transfers and Their Effect on Maternal and Young Children's Health A Randomized Clinical Trial." *JAMA Pediatrics* Link to Article

Week 12: Monday, 11/24 (Class 22)
Unions: Vistors

Julie Su
(Senior Fellow, The Century Foundation)
(Former Acting US Labor Secretary. Former CA Labor Secretary)

Jaz Brisack
(Co-Founder and Organizing Director, Inside Organizer School)
(Founding member of Starbucks Workers United)

Jaz Brisack. 2025. *Get on the Job and Organize: Standing Up for a Better Workplace and a Better World*. Simon & Schuster. New York. Chapter 3.

Julie Su. 2025. (Read a few recent posts)

Tom Kochan et al. 2023. "An Overview of US Workers' Current Organizing Efforts and Collective Actions." *Work and Occupations* 50(3): 335-350. Link to Article

Sharon Block and Benjamin Sachs. *Clean Slate for Worker Power* "Executive Summary." Labor and Worklife Program, Harvard Law School. Link to Report

Harold Meyerson. 2023. "In 2023, Everyone Who Can Go Union Is Doing Just That." *American Prospect*. Link to Article

Noam Scheiber. 2023. "The Revolt of the College-Educated Working Class." *The New York Times* Link to Article

Wednesday, 11/26
No Class - Thanksgiving Break

Week 13: Monday, 12/1 and Wednesday, 12/3
Presentations

Session 1: Monday December 1st, 9:00-10:15AM (L230)
Session 2: Tuesday December 2nd, 9:00-10:30AM (L382 KAHN)
Session 3: Wednesday December 3rd, 9:00-10:15AM (L230)
Session 4: Thursday December 4th, 1:30-3:00PM (L382 KAHN)