



As is clear, the academic flex-timers are part of the trend to two-tier employment that has developed since the 1980s (and showing no signs of abating). And the reaction of the workforce across widely different jobs has been similar. There is surprisingly little difference between the UPS workers acceptance of two-tiered employment at decent pay and decent benefits for the few and massive contingent labor for the many and the practices of academe. Even the relatively few tenured/tenure-track professors, seen as obstacles by management are quietly being taken care of by buy-outs and attrition. Much of the opining on the problems of adjunct labor has focused on drastic wage differentials between adjuncts and full-timers, for good reason. The lack of pension and health benefits is also something that should never be overlooked. This said, Bousquet notes the additional advantage accruing to management through contingent staff:

These folks can be dismissed quickly and cleanly. Despite representing the majority of the faculty, they require a minimal fraction of management time and attention. The extensive use of them permits [management] to advance most dimensions of the institutional mission with greater speed.

The obvious response to management's game plan is unionization. And Bousquet points out that this has been in one sense successful: "Since 1970, the academy has become one of the most unionized sectors of the North American workforce, and yet it's been a unionization inattentive to management's stunningly successful installation of a casualized second tier of labor" (79). This is an important fact, because "casualization and not technologization is . . . the key measure of informatics instruction. (81).

The next chapter I want to look at, "Students Are Already Workers," is perhaps the most shocking in the book. Taking UPS as a prime example, Bousquet examines in detail the student workers at UPS Louisville hub. The so-called "Earn and Learn" Program offers its students educational benefits in return for working the least desirable shifts. After working such a night shift, the student-worker then attends class—at 3:00 a.m.! As one teacher reported, the students,

"would come off sweaty, and hot, directly off the line into the class. It was very immediate and sort of awkward. They'd had no moment of downtime. They hadn't had their cigarette. They had no time to pull themselves together as student-person rather than package-thrower. (126).

These "third-shift" workers are undergraduates at something called Metropolitan College. "Supported by public funds . . . this institution is little more than a labor contractor"; it offers no degrees and does no educating. The

Bousquet's book is impressive for the research that has go