



## NEW COURSE OUTLINE

Departments/units should complete this form, obtain all necessary approvals and submit to their College Office to establish a new course. The outline will be reviewed by the College and forwarded to appropriate campus offices for additional approval.

All gray boxes on this form, except gray check boxes, are expandable text fields. Place your cursor in the box and start typing.

Instructions and guidance to complete certain numbered items in this form are contained in *Proposing New Courses* (<http://provost.illinois.edu/programs/cps/proposingcourses.html>) and *Procedures for Presenting New or Revised Graduate Courses* (<http://www.grad.illinois.edu/courses-procedures>).

Proposed Effective Term:  Fall  Spring  Summer – 2015

Department/Unit Name: LER

Department/Unit ORG Code: 1568

1. Course Subject and Number: LER 240
2. Course Title (limit to 30 characters): China's Labor Relations
3. Course description (Include subject matter, and any special course requirements such as field trips, special equipment, etc. Exclude other course information of any numbered items below; the Office of the Registrar will include it in the *Course Catalog* entry. It should read like a publication abstract and ideally be limited to about 75 words.):

The course analyzes how China is reshaping the world economy, labor markets, unions, forms of worker resistance, and the lives of workers around the globe. The course examines China's transition from socialism to state capitalism; working conditions facing Chinese workers; evolving labor and employment relations; the role and function of the All-China Federation of Trade Unions; and worker protests and strikes demanding improved conditions.

4. Course prerequisites (prerequisite statements are not enforced through the Banner system):  
None
5. Is there a restricted audience for this course? (Audience restrictions may only be placed in the Class Schedule. Do not include in prerequisite statement.)  
 Yes  No If yes, please specify the restrictions (e.g., "for majors only" or "junior standing required"): \_\_\_\_\_

## COURSE JUSTIFICATION

6. Please attach the course syllabus. The syllabus should include basic and recommended texts (author, title, year of publication) as well as a list of the principal topics covered in this course, number of examinations, contact hours, work required of students, and basis for determining grade.

7. Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit: Given the huge role of China in the global economy, and given the significant number of international students studying at the University of Illinois, this course on Chinese workers and evolving labor and employment relations in China is a perfect fit for the Global Labor Studies program. The course also meets the requirement that Global Labor Studies minors take two globally-oriented LER courses. This is LER's fourth course focused entirely on global labor studies' issues, with LER 200, 330, and 410.
8. Explain the nature and degree of duplication or overlap with existing courses on campus: While there may be courses that discuss China's role in the global economy, this is the only course that delves into China's labor and employment relations.

Note: If the proposed course has significant overlap with an existing course outside your unit, please obtain a letter of comment from that unit's executive officer.

### COURSE DETAIL

9. Frequency with which this course will be offered (mark all that apply):  
 Every fall     Every spring     Every summer     Other (describe, e.g. "Spring terms, odd years"):  
 \_\_\_\_\_
10. Duration of course:  Full term     Less than full term (describe) : \_\_\_\_\_
11. Anticipated enrollment: 35
12. Expected distribution of student registration:
- |                      |                         |
|----------------------|-------------------------|
| Freshman: <u>20%</u> | Sophomore: <u>30%</u>   |
| Junior: <u>30%</u>   | Senior: <u>20%</u>      |
| Graduate: <u>0%</u>  | Professional: <u>0%</u> |
13. Course credit (The number of class contact hours in organized instruction is one factor affecting the amount of credit earned. It is customary for courses to meet 14 to 20 hours per semester for each hour of credit earned. See *Student Code Article 3, Part 7, § 3-704 (b)* {[http://admin.illinois.edu/policy/code/article3\\_part7\\_3-704.html](http://admin.illinois.edu/policy/code/article3_part7_3-704.html)} for an explanation of the relationship between course credit and contact hours.):
- A. Undergraduate credit only**  
 100- to 300-level: 3\* undergraduate hours  
 400-level: \_\_\_\_\_\* undergraduate hours (no graduate credit available)
- B. Both Undergraduate and Graduate credit**  
 400-level: \_\_\_\_\_\* undergraduate hours and 400-level: \_\_\_\_\_\* graduate hours  
 Note: Courses offered for both undergraduate and graduate credit require completion of Item 14.
- C. Graduate credit only**  
 500-level: \_\_\_\_\_\* graduate hours  
 Note: Courses offered for graduate credit require completion of Item 14.
- D. Professional credit only**

600- and 700-level: \_\_\_\_\_ \* professional hours

**E. Both Graduate and Professional credit**

\_\_\_\_\_ \* graduate hours and \_\_\_\_\_ \* professional hours

Note: Courses offered for both graduate and professional credit require completion of Item 14.

\* For A-E, if a course is offered for varying amounts of credit please select one of the two options:

- Variable credit: this course is available for a range of credit hours (e.g., 1 to 3 hours)  
 Differential credit: this course is only available for two distinct credit-hour options (e.g., 1 or 3 hours)

In addition, complete Item 15.

14. For any course awarding graduate credit, please justify why it should, in terms of level of content, previous knowledge required, relevance to current research, methodology, etc. (See *Graduate College Policy for Proposed New and Revised Courses that Carry Graduate Credit* for criteria to judge graduate courses.): \_\_\_\_\_
15. For any course requesting variable or differential credit, please justify why the amount of credit varies and specify the work required for the additional credit: \_\_\_\_\_
16. May this course be repeated? (See *Procedures for Presenting New or Revised Graduate Courses* or Provost's *Proposing New Courses* for guidance in completing Parts A - C.)  
 Yes  No If yes, please fill out A - C below:

**A. Course Type**

Indicate the one type of course the proposed course matches:

- Honors  Subject mastery/skill proficiency  Individualized instruction  
 Research or ongoing study  Special topics, seminars  Applied experiences

**B. Repeatable – same term**

May students register in this course more than once (duplicate registration) in the same term?

- Yes  No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?  
\_\_\_\_\_ undergraduate; \_\_\_\_\_ graduate; \_\_\_\_\_ professional  
 check if “if topics vary” is an added qualifier

**C. Repeatable – separate terms**

May this course be repeated in separate terms?

- Yes  No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?  
\_\_\_\_\_ undergraduate; \_\_\_\_\_ graduate; \_\_\_\_\_ professional  
 check if “if topics vary” is an added qualifier

**17. Are there credit restrictions?**

- Yes  No If yes, please specify the restrictions (e.g., for MATH 221: “Credit is not given for both MATH 221 and MATH 220.”): \_\_\_\_\_

**18. Grading Type:**

- Letter grade  
 S/U (Any course offered for zero hours of graded credit must include S/U grade mode.)  
 Both If Both is selected, which should be the default mode?  Letter grade  S/U

DFR    If DFR is selected, please justify the use of the grade: \_\_\_\_\_

### CROSS-LISTING

19. Is this course to be cross-listed?

Yes  No    If yes, please complete A and B and take notice of C:

A. Indicate the subject and course number of the cross-listing(s) (please note, all cross-listed courses must be offered at the same numerical level): \_\_\_\_\_

B. Please give the justification for establishing the cross-listing: \_\_\_\_\_

C. Note: Additional approvals are required to establish a cross-listing. An authorized official of each non-controlling department must endorse the cross-listing. In addition, if the cross-listing involves a different college, a dean of that college must also approve. (Letter, e-mail, or use of the Additional Approvals signature block at the end of this form are all acceptable methods of endorsement or approval.)

### ADDITIONAL COURSE INFORMATION

20. Does this course replace an existing course?

Yes  No    If yes, please list the course to be discontinued and note that submission of a Course Revision Form is necessary to remove it from the Course Catalog: \_\_\_\_\_

21. Does the addition of this course impact other courses (i.e., prerequisite or credit restriction statements)?

Yes  No    If yes, please list the course(s) affected, and note that submission of Course Revision Form(s) are necessary to update the impacted course(s): \_\_\_\_\_

22. Does the addition of this course have any impact on your department's current curriculum (i.e., Programs of Study catalog, concentrations, minors, etc.)?

Yes  No    If yes, please specify the curriculum and explain: \_\_\_\_\_

23. Has this course been offered as a special topics or other type of experimental course?

Yes  No    If yes, please indicate the Banner subject, course number, section ID, term, and enrollment for each offering: \_\_\_\_\_

24. Will this course be submitted for General Education credit?

Yes  No

25. Does this course require students to register in multiple schedule components (e.g., lecture and a lab)?

Yes  No

26. Is a special facility needed to effectively teach this class (e.g., lab, studio, or ITS room)?

Yes  No    If yes, please describe: \_\_\_\_\_

27. Will this course be offered on-line?

Yes, online only     Yes, online and traditionally     No

28. Faculty member(s) who will teach this course: Bruno, Ashby, visiting lecturers

29. Course proposed by: Ashby    Date: 1/22/2015



**LER 240 “China’s Labor Relations:  
How Chinese Workers Are Reshaping the World”  
Fall 2015. Three credit hours  
Online Course. August 24 to December 9**

**INSTRUCTOR CONTACT INFORMATION**

**Name:** Ellen David Friedman, LER Visiting Lecturer  
**Email:** ellendf@illinois.edu but please email me using Compass email  
**Office hours:** Please contact me through Compass email to arrange a phone appointment.

**ABOUT THE COURSE**

The course analyzes how China is reshaping the world economy, labor markets, unions, forms of worker resistance, and the lives of workers around the globe. The course examines China’s transition from socialism to state capitalism; working conditions facing Chinese workers; evolving labor relations; the role and function of the All-China Federation of Trade Unions; and worker protests and strikes demanding improved conditions.

What are our images of Chinese workers? Perhaps we think of the wave of suicides among the teenagers who make Apple products in Chinese factories. Or we read of factory owners held hostage for days by hundreds of enraged workers, demanding back wages they fear will never be paid. And when we consider the changes in the world economy over the last 35 years, China is at the center of the equation – thousands of U.S. factories close, while Wal-Mart aisles filled with cheap Chinese produced goods. These are snapshots, but they don’t help us deeply understand how China is systematically reshaping the world economy, labor markets, unions, forms of worker resistance, and the lives of workers around the globe. This course will construct a framework for observing, understanding, and analyzing the underlying trends at work in China’s evolving economy and labor and employment relations.

In this course we will first try to understand China’s labor situation in its own terms. We will study the unique history constituted by a 30 year socialist period (1949-79), which left a legacy of a highly productive workforce that has fueled the “Chinese miracle.” We will examine China’s transition from socialism to state capitalism, from a system where workers were strictly divided between rural and urban residency to one where hundreds of millions of peasants move to cities each year, constituting the single largest migration of workers on the planet. We will try to understand the role and function of the official state union – the All-China Federation of Trade Unions (ACFTU) – which has a complete monopoly on representing workers, but arguably does not represent them. Much of our attention will go to studying resistance. China is now unquestionably the “strike epicenter” of the world, with tens of thousands of wildcat strikes each year, conducted in defiance of employers, the state, the official trade union, and with little support from civil society organizations (such as the media, workers centers, or student groups).

We will also examine the trends for Chinese workers that are driving forces globally: The growth of irregular / casual / precarious work, lack of access to legal rights, the weakness of labor unions to face the demands of global capital, and poor enforcement of legal standards by government. And, of course, we will discuss and debate what can be done.

The course is divided into segments. Each segment's lecture highlights important material from the assigned reading, adds new information, and introduces the discussion forums.

Segment	Days	Opens	Closes	Topic
1	14	August 24	September 6	Snapshots and Fantasies: The Blind River of Chinese Workers <i>No classes September 7 Labor Day</i>
2	15	September 8	September 22	"Masters of Society" – Chinese Labor in the Socialist Era
3	15	September 23	October 7	Smashing the Iron Rice Bowl – From Rust Belt to Sun Belt
4	15	October 8	October 22	The Political-Economy of Primitive Accumulation in China – Land, Labor, and Social Reproduction
5	14	October 23	November 5	The World's Largest Union; Occupying an Empty Space
6	15	November 6	November 20	Strike Epicenter of the Globe – Resistance and Solidarity
		<i>November 21</i>	<i>November 29</i>	<i>Thanksgiving Break</i>
7	10	November 30	December 9	Reconstitution of the Working Class in China and Beyond

### ASSIGNMENTS

Your course grade will be based on your participation in the 14 discussion forums (210 points), the Class Process Test (5 points), two short essay exams (100 points), and a Final Exam (100 points).

Segments	Assignment	Opens	Closes	Points
All	14 Forums	First day of segment	Last day of segment	210
1	Class Process Test	August 24	September 6	5
1-3	Exam 1	October 5	October 7	50
4-6	Exam 2	November 18	November 20	50
	Campus Labor Forum		TBD	(7) extra credit
7	Extra Credit Paper Proposal		December 2	(0)
7	Extra Credit Paper		December 9	(20) extra credit
7	Final Essay Exam	December 14	December 15	<u>100</u>
			Total	415

The course grade scale is:

A+	98%	407-415	B+	88%	365-372	C+	78%	324-331	D+	68%	282-289
A	93%	386-406	B	83%	344-364	C	73%	303-323	D	63%	261-281
A-	90%	373-385	B-	80%	332-343	C-	70%	290-302	D-	60%	249-260
									F		000-248

For details on exams, extra credit papers, and forum grading please read the Class Process file.

### **REQUIRED READING AND VIDEOS**

You can purchase the text online or at the university bookstore:

- Against the Law: Labor Protests in China's Rustbelt and Sunbelt (2007), by Ching Kwan Lee, University of California Press

Assigned reading includes web-based articles as well as book chapters and journal articles on electronic reserve at the Undergraduate Library. I urge you to print out the articles so you can read them carefully and mark them up. You are also required to watch several films which we will discuss in the forums. They will either be available on the web or at your campus library.

### **COURSE SCHEDULE AND READING**

**SEGMENT ONE: Snapshots and Fantasies: The Blind River of Chinese Workers**  
**Monday, August 24 to Sunday, September 6 (14 days)**

Reading:

- Four files about the class:
  - Getting Started in your LER Online Class
  - Class Process
  - What is a threaded discussion?
  - Grading forum posts for content
- "The Creation of a New Underclass in China and its Implications" (2006) by Dorothy Solinger, International Institute for Environment and Development (p. 177-193)
- Text: Against the Law: Labor Protests in China's Rustbelt and Sunbelt
  - Chapter 1 (p. 3-34)
- "The Spatial Politics of Labor in China: Life, Labor, and a New Generation of Migrant Workers" by Pun Ngai and Jenny Chan, *South Atlantic Quarterly* (2013) 112(1): 179-190
- "A Suicide Survivor" by Jenny Chan, Truthout, August 25, 2013
- "1 Million Workers. 90 Million iPhones. 17 Suicides. Who's to Blame?" by Joel Johnson, Wired, February 28, 2011
- "Wages Rise in China as Businesses Court the Young" by Keith Bradsher, *New York Times*, August 28, 2007

Film:

- "The People's Republic of Capitalism – Part 4" (2008) Ted Koppel on The Discovery Channel

Assignment:

- Take the Class Process Test by 11:30 pm on Sunday, September 6



**Discussion Forums:**

- Introductions
- 1A: Conflicting Images and Converging Realities
- 1B: No Past / No Future

**SEGMENT TWO: “Masters of Society” – Chinese Labor in the Socialist Era**

**Tuesday, September 8 to Tuesday, September 22 (15 days)**

**Reading:**

- Chinese Workers: A New History (1998) Jackie Sheehan, Routledge
  - Introduction and Chapter 1 (p. 1-46)
- Danwei: The Changing Chinese workplace in Historical and Comparative Perspective (1997) Lu Xiabo and Elizabeth Perry (eds), ME Sharpe
  - Chapter 7 (p. 169-194)
- “Organized Dependency and Cultures of Authority in Chinese Industry” (1983) by Andrew Walder, *The Journal of Asian Studies* (p. 51-76)
- “China Steel Executive Killed as Workers and Police Clash,” by David Barboza, *New York Times*, July 26, 2009
- “Workers Challenge ‘Privatization for the Elite’, (May 9, 2010), *China Labor News* Translation
- “The Labor Share in China” (January 2014) by Hao Qi, *Monthly Review* (p. 23-34)

**Video:**

- “North China Factory” (1980) by Tony Ianzelo & Boyce Richardson (56 minutes)

**Discussion Forums:**

- 2A: Labor under State Socialism
- 2B: Deconstruction of the Chinese Industrial Working Class

**SEGMENT THREE: The Political-Economy of Primitive Accumulation in China**

**Wednesday, September 23 to Wednesday, October 7 (15 days)**

**Readings:**

- China and the Transformation of Global Capital
  - Chapter 3 (p. 50-64)
- Text: Against the Law: Labor Protests in China’s Rustbelt and Sunbelt
  - Part 1, Chapter 2 (p. 34-69)
- “Hegemony and Workers’ Politics in China” (2002) by Marc Blecher, *The China Quarterly* (p. 283-303)
- “Remaking the World of Chinese Labor: A 30-Year Retrospective” (2010) by Eli Friedman and Ching Kwan Lee, *British Journal of Industrial Relations* (p. 507-533)

**Video:**

- “24 City” by Jia Zhangke (112 minutes)

**Assignment:**

- Take the essay Exam 1, covering material in Segments 1, 2, and 3. It is accessible at 6:00 a.m. on October 5. You must submit your essay answers by 11:30 p.m. on October 7.

**Discussion Forums:**

- 3A: What is “Primitive Accumulation”
- 3B: Economic Opening Up and Reform: Plunging into the Sea

**SEGMENT FOUR: Smashing the Iron Rice Bowl – From Rust Belt to Sun Belt**  
**Thursday, October 8 to Thursday, October 22 (15 days)**

**Reading:**

- Text: Against the Law: Labor Protests in China's Rustbelt and Sunbelt
  - Part II, Chapter 3 (p. 69-122)
  - Part II, Chapter 4 (p. 123-157)
- China's Workers Under Assault (2001) by Anita Chan, M.E. Sharp
  - Chapter 2 (p. 20-45)
- "China's Migrant Workers Face Hardship of Separation from Children" (January 16, 2014) by Bloomberg News

**Videos:**

- "Last Train Home" by Lixin Fan (90 minutes)
- "China Blue" (2007) by Mischa X. Peled (86 minutes)

**Discussion Forums:**

- 4A: Dagong – Working for the Boss
- 4B: Workers Confront their Commodification

**SEGMENT FIVE: The World's Largest Union; Occupying an Empty Space**  
**Friday, October 23 to Thursday, November 5 (14 days)**

**Readings:**

- "Between the State and Labour: The Conflict of Chinese Trade Unions' Double Identity in Market Reform" by Chen Feng, *The China Quarterly* (2003), p. 1006-1028
- The Challenge of Labour in China: Strikes and the Changing Labour Regime in Global Factories (2010) by Chris King-Chi Chan, Routledge
  - Chapter 6 (p. 146-163)
- Walmart in China (2011) Anita Chan (ed.), Cornell University Press
  - Chapter 9 (p. 199-217)
  - Chapter 10 (p. 217-238)
- "Uniden Strike Demands Union", China Labor Bulletin (April 2005)
- China's Labor Question (2011), Christopher Sherrer (ed.), Rainer Hampp Verlag
  - Chapter 8 (p. 152-157)
- "The Fast Emerging Labor Movement in China" (September 2013), a speech by Han Dongfang
- Clarke, Simon, Chang Hee Lee, and Qi Li. 2004. "Collective Consultation and Industrial Relations in China." *British Journal of Industrial Relations*, 42:235-254.
- Chen, Feng. 2007. "Individual Rights and Collective Rights: Labor's Predicament in China." *Communist and Post-Communist Studies*, 40:59-79.

**Discussion Forums:**

- 5A: Is the All-China Federation of Trade Unions a... Union?
- 5B: Constraints and Contradictions: Will Chinese Workers have an Organization?

**SEGMENT SIX: Strike Epicenter of the Globe – Resistance and Solidarity**  
**Friday, November 6 to Friday, November 20 (15 days)**

Readings:

- Forces of Labor: Workers' Movements and Globalization Since 1870 (2003) by Beverly Silver, Cambridge University Press
  - Introduction, Sec. 1-3 (p. 1-24)
  - Chapter 2, Sec. 1-2 (p. 41-66)
- China and the Transformation of Global Capital
  - Chapter 9 (p. 174-187)
- "Unity is Strength: The Workers' Movement in China 2009-2011" (October 2011) *China Labour Bulletin* (50 pages)
- Smith, C and Pun, N. 2006. The dormitory labor regime in China as a site for control and resistance. *International Journal of Human Resource Management*, 17(8): 1456-1470.
- "Auto Industry Strikes in China" by Lance Carter, China Study Group, October 30, 2010

Video and Media:

- "Will Chinese Workers Challenge Global Capitalism" (August 2010), The REAL News (12 minutes)
- China Strike Map

Assignment:

- Take Exam 2, covering material in Segments 4, 5, and 6. It is accessible at 6:00 a.m. on November 18. You must submit your essay answers by 11:30 p.m. on November 20.
- Attend the Campus Labor Forum and submit a two page paper for extra credit. Details TBA.

Discussion Forums:

- 6A: The Source of Workers' Power
- 6B: What is the Meaning of China's Strike Wave

**Thanksgiving Break is Saturday, November 21 to Sunday, November 29**

**SEGMENT SEVEN: Reconstitution of the Working Class in China and Beyond**  
**Monday, November 30 to Wednesday, December 9 (10 days)**

Readings:

- China and the Transformation of Global Capital
  - Chapter 8 (p. 153-173)
- "Diverging Trajectories: Economic Rebalancing and Labor Politics in China" (2012) by Boy L thje, East-West Center Working Papers (35 pages)
- "Community-based organizations for migrant workers' rights: the emergence of labour NGOs in China" (2012) by Chris King-chi Chan, *Community Development Journal* (17 pages)
- From Iron Rice Bowl to Informalization: Markets, Workers and the State in Changing China (2011) Sarosh Kuruvilla, Ching Kwan Lee and Mary Gallagher (eds), Cornell ILR Press
  - Chapter 9 (p. 173-187)
- "Reflections on Labor in China: From a Moment to a Movement" (2013) by Tim Pringle, *The South Atlantic Quarterly* 1121:1, (p. 191-202)

- Lee, C.H. 2009. Industrial relations and collective bargaining in China. International Labour Office, Industrial and Employment Relations Department. - Geneva: ILO. [Publicly available document]
- “Outside in the New China” (September 2013) by Eli Friedman, *Jacobin Magazine*

Video:

- “Production Line to Picket Line” (2009) by Journeyman News (19 minutes)

Assignments:

- Take the Final Exam, covering all course material. It is accessible at 6:00 a.m. on December 14. You must submit your essay answers by 11:30 p.m. on December 15.
- Submit an extra credit research paper proposal by December 2 for instructor approval. The paper is due by 11:30 p.m. on Wednesday, December 9.

Discussion Forums:

- 7A: What Can Chinese Workers Do?
- 7B: How Will the Actions of Chinese Workers Change the World?

# # # #

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

EP.15.49

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



February 17, 2015

Gay Miller, Chair  
Senate Committee on Educational Policy  
Office of the Senate  
228 English Building, MC-461

Dear Professor Miller:

Our office received the attached request to establish LER 240, China's Labor Relations. The request requires a second level of review.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathryn A. Martensen'.

Kathryn A. Martensen  
Assistant Provost

Enclosures

c: S. Ashby  
F. Drasgow