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):
   - [X] Every fall
   - [ ] Every spring
   - [ ] Every summer
   - [ ] Other (describe, e.g. “Spring terms, odd years”):

10. Duration of course: [X] Full term
    [ ] Less than full term (describe): 

11. Anticipated enrollment: 35

12. Expected distribution of student registration:

   Freshman: 20%
   Junior: 30%
   Graduate: 0%
   Sophomore: 30%
   Senior: 20%
   Professional: 0%

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} 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
NEW COURSE OUTLINE APPROVALS  Course Subject and Number:  ____  ____  
(Signatures required)

[Signatures and dates]

Date

Date

Date

Date

ADDITIONAL APPROVAL(S)
The space below may be used for additional approvals involving cross-listed courses. — see Section 19.C; — in lieu of letters or e-mails. Indicate department or college after signature and provide date.

Revised 8/2012

- 6 -
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.

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

**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).

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

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


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
- Text: *Against the Law: Labor Protests in China’s Rustbelt and Sunbelt*  
  - Chapter 1 (p. 3-34)
- “A Suicide Survivor” by Jenny Chan, Truthout, August 25, 2013

**Film:**


**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:
  - 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)
- “Workers Challenge ‘Privatization for the Elite’, (May 9, 2010), *China Labor News*
  - Translation
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)

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:
    - Chapter 6 (p. 146-163)
    - Chapter 9 (p. 199-217)
    - Chapter 10 (p. 217-238)
  ▪ China’s Labor Question (2011), Christopher Sherr (ed.), Rainer Hampp Verlag
    - Chapter 8 (p. 152-157)
  ▪ “The Fast Emerging Labor Movement in China” (September 2013), a speech by Han Dongfang
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:
  - 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)
- “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)
- “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)

"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?
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,

Kathryn A. Martensen
Assistant Provost

Enclosures

c:  S. Ashby
    F. Drasgow