

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/23**

Part I Course Overview

Course Title: Labour and Development

Course Code: PIA5339

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) AIS5339 Labour and Development

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course provides a closer look on how economic and social development, labour relations, labour movements and labour organisation are intertwined and interdependent. It explores different paths and concepts of development, among them the concept of the developmental state' that has been coined originally with respect to the Asian Tigers (Hong Kong, Singapore, South Korea, Taiwan) and Japan. The term gained wider significance since the 1980s and 1990s, and is used as a blueprint for successful development. Many accounts of development and the developmental state do not pay sufficient attention to labour and labour subordination as the preconditions of successful development. The role of labour, labour relations and labour movements will be addressed in this course including issues like migrant work, informal work, old and new forms of workers' organisations and trade union strategies.

Students are encouraged to focus on issue areas they are interested in, and select those as the topic of the two short papers they have to submit as their main written assignment.

The course addresses issues of relevance to development, developmental states, labour relations and labour movements through diverse teaching methods including lectures and debating teams.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the concept of the developmental state, its various historical and empirical variations and its embeddedness in social and political relations.		✓	✓	
2.	Critically analyse the economic, social and political role of labour for development in general and the developmental state in Asia more specifically		✓	✓	
3.	Develop an understanding of different types of labour movements and their impact on social and economic development		✓	✓	
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	Reading assignments: The students will actively engage in the reading material.	✓	✓	✓				
2	In-class discussions: Students engage in debates and explorations	✓	✓	✓				
3	Research: students use relevant materials to write a series of short papers.	✓	✓	✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3					
Continuous Assessment: 100%								
Essay	✓	✓	✓				20	
Class Presentations	✓	✓	✓				20	
General participation	✓	✓	✓				20	
Research paper	✓	✓	✓				40	
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Essay on a seminar text, to be delivered during the teaching period (20%)	Writing of an essay that summarizes key arguments of a seminar text	The essay gives an excellent overview about a text and uses references in a correct way	The essay gives a good overview about a text and uses references in a correct way	The paper gives some overview about a text and is making mistakes with referencing	The paper fails to address what is said in a text and misrepresents its arguments grossly.
2. Class Presentations (20%)	Presentation of a seminar text or movie	The presentation is very good and well-structured	The presentation is good and shows a coherent structure	The presentation is average to below average and has some basic structure	The presentation is inadequate and does not have a visible structure
3. General Participation (20%)	Participation in class debates and questions	Excellent demonstration of active and informed participation in class/excellent class etiquette	Good demonstration of active and informed participation in class/excellent class etiquette	Marginal demonstration of active and informed participation in class/excellent class etiquette	Poor demonstration of active and informed participation in class/excellent class etiquette
4. Research paper on a seminar text, to be delivered after the teaching period (40%)	Writing of an argumentative research paper	The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.	The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.	The paper makes a marginal argument with some structure.	The paper fails to make an argument, has no structure, and provides inadequate evidence.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay on a seminar text, to be delivered during the teaching period (20%)	Writing of an essay that summarizes key arguments of a seminar text	The essay gives an excellent overview about a text and uses references in a correct way	The essay gives a good overview about a text and uses references in a correct way	The paper gives some overview about a text and is making mistakes with referencing	The paper attempts to give an overview about a text and is broadly adequate in representing its arguments.	The paper fails to address what is said in a text and misrepresents its arguments grossly.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
2. Class Presentations (20%)	Presentation of a seminar text or movie	The presentation is very good and well-structured	The presentation is good and shows a coherent structure	The presentation is adequate and has some basic structure	The presentation is covering only partial aspects and lacks a coherent structure	The presentation is inadequate and does not have a visible structure
3. General Participation (20%)	Participation in class debates and questions	Excellent demonstration of active and informed participation in class/excellent class etiquette	Good demonstration of active and informed participation in class/excellent class etiquette	Adequate demonstration of active and informed participation in class/excellent class etiquette	Marginal demonstration of active and informed participation in class/excellent class etiquette	Poor demonstration of active and informed participation in class/excellent class etiquette
4. Research paper on a seminar text, to be delivered after the teaching period (40%)	Writing of an argumentative research paper	The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.	The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.	The paper makes an adequate argument with some structure.	The paper attempts to make an argument and shows some knowledge.	The paper fails to make an argument, has no structure, and provides inadequate evidence.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Development, Developmental State, Labour, Labour movements, Globalisation, Informal Economy

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Books

Breman, Jan, 2013: *At Work in the Informal Economy of India*, Oxford University Press.

Chang, Dae-oup, 2009: *Capitalist development in Korea. Labour, capital and the myth of the developmental state*, London: Routledge.

Chibber, Vivek, 2003: *Locked in Place*, Princeton: Princeton University Press.

Gray, Kevin, 2015: *Labour and Development in East Asia: Social Forces and Passive Revolution*, London: Routledge.

Harriss-White, Barbara, 2003: *India Working*, Cambridge: Cambridge University Press.

Hutchison, Jane, Andrew Brown, 2001: *Organising Labour in Globalising Asia*, London: Routledge.

Johnson, Chalmers, 1982: *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*, Stanford: Stanford University Press

Kohli, Atul, 2004: *State-Directed Development*, Cambridge: Cambridge University Press

Majumdar, Sumit K., 2012: *India's Late Late Industrial Revolution*, Cambridge: Cambridge University Press

Pinglé, Vibha, 1999: *Rethinking the Developmental State*, Oxford University Press

Riskin, Carl, 1987: *China's Political Economy*, Oxford: Oxford University Press,

Sanyal, Kalyan, 2009: *Rethinking capitalist development. Primitive Accumulation, Governmentality and Post-Colonial Capitalism*, Routledge: New Delhi.

Sharma, Shalendra D., 2009: *China and India in the Age of Globalization*, Cambridge: Cambridge University Press

Walder, Andrew G., 1986: *Communist Neo-Traditionalism*, University of California Press.

Michelle Williams (ed.), 2014: *The End of the Developmental State?* London: Routledge

Journal articles and book chapters:

Chang, Dae-Oup, 2012: "The neoliberal rise of East Asia and social movements of labour: four moments and a challenge", in: *Interface*, 4 (2), 22-51.

Chang, Dae-oup, 2015: "From Global Factory to Continent of Labour. Labour and Development in Asia", in: *Asian Labour Review*, Vol. 1, 1-48

Chi, Do Quynh, Di van den Broeck, 2013: "Wildcat strikes: A catalyst for union reform in Vietnam?", in: *Journal of Industrial Relations*, 55 (5), 783-799.

Deyo, Frederic C., 1987: "State and labor: modes of political exclusion in the new Asian industrialism", in: F.C.

- Deyo, ed.: *The Political Economy of New Asian Industrialisation*. Ithaca: Cornell University Press, pp. 182-202.
- Evans, Peter Evans: “Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State”, in: *Sociological Forum*, 4 (4), 561-587.
- Hanieh, Adam, 2015: “Overcoming Methodological Nationalism: Spatial Perspectives on Migration to the Gulf Arab States”, in: Abdulhadi Khalaf, Omar AlShehabi, Adam Hanieh (eds.): *Transit States. Labour Migration and Citizenship in the Gulf*.
- Johnson, Chalmers, 1999: “The Developmental State: Odyssey of a Concept” In: M. Woo-Cummings, ed.: *The Developmental State*. London: Cornell University Press, pp. 32-60.
- Lu, Ding : “The Chinese response to globalization: Accession to the WTO and its challenges”, in Jang-Sup Shin (ed.): *Global Challenges and Local Responses. The East Asian Experience*, London Routledge, pp. 94-115.
- Magalit Rodriguez, Robyn, 2009: “Challenging the Limits of the Law: Filipina Migrant Workers’ Transnational Struggles in the World for Protection and Justice”, in: Ligaya Lindio-Mc Govern, Isidor Wallimann (eds.): *Globalization and Third World Women*, London. Routledge, 49-63.
- Rock, Marilyn Rock: *The rise of the Bangladesh Independent Garment-Workers Union (BIGU)*, in: Jane Hutchison, Andrew Brown (eds.): *Organising Labour in Globalising Asia*, London, Routledge, pp- 28-49
- Silver, Beverly, Lu Zhang: “China as an emerging Epicenter of world labour unrest”, in: Ho-Fung Hung (ed.): *China and the Transformation of Global Capitalism*, Baltimore: The Johns Hopkins University Press, pp. 174-187.
- Silvey, Rachel, 2003: “Spaces of protest: gendered migration, social protest and labor activism in West Java, Indonesia”, in: *Political Geography* 23, 129-155
- Weiss, Linda, 2003: “Guiding globalisation in East Asia: new role for old developmental states”, in: *States in the Global Economy: Bringing Domestic Institutions Back In*. Cambridge: Cambridge University Press, pp. 245-270.