

City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2023/24

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 examines the relation between economic, political and social development, and labour relations, labour movements and labour organization. The course examines theories of development which focus on labour as part of their framework as well as ask what development means to workers. The course will explore current problems and issues facing labour (forced precarity, modern slavery, gender discrimination, human trafficking etc) and illustrate how labour is responding at various levels. As such the course will explain why labour is central to development but disenfranchised from the processes of development, and then how they organise to challenge the current developmental ethos.

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	✓	✓	✓				30	
Participation	✓	✓	✓				10	
Research paper	✓	✓	✓				60	
							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 (30%)	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.
3. Participation (10%)	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 (60%)	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 (30%)	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.
3. Participation (10%)	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 (60%)	Writing of an argumentative research paper	The paper makes a very good innovative argument in a clear and systematic structure with	The paper makes a good innovative argument in a relatively clear and systematic structure	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.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		sufficient evidence.	with 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, Labour, Labour movements, Globalisation, Informal Economy labour unions

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

- CHANG, D.-O. 2008. *Capitalist development in Korea labour, capital and the myth of the developmental state*, Abingdon, Oxon,; Routledge.
- DEYO, F. C. 1989. *Beneath the miracle: labor subordination in the new Asian industrialism*, Berkeley, University of California Press.
- DÖRRE, K., MAYER-AHUJA, N., SAUER, D. & WITTKE, V. 2018. *Capitalism and labor: towards critical perspectives*, Frankfurt,; Campus Verlag.
- FISCHER-LESCANO, A. & MÖLLER, K. 2016. *Transnationalisation of social rights*, Cambridge, United Kingdom,; Intersentia.
- GARIBALDO, F. & YI, D. 2012. *Labour and Sustainable Development: North-South Perspectives*, Frankfurt, Peter Lang GmbH, Internationaler Verlag der Wissenschaften.
- GRAEBER, D. 2018. *Bullshit Jobs: A Theory*, New York, Simon & Schuster.
- GRAY, K. 2015. *Labour and development in East Asia: social forces and passive revolution*, Abingdon, Oxon ;, Routledge.
- HUTCHISON, J. & BROWN, A. 2001. *Organising labour in globalising Asia*, London,; Routledge.
- KOHLI, A. 2004. *State-directed development: political power and industrialization in the global periphery*, Cambridge, UK,; Cambridge University Press.
- SCHMIDT, V. 2007. *Trade Union Responses to Globalization: A Review by the Global Union Research Network*, Washington, International Labour Office.
- SHIN, J.-S. 2007. *Global Challenges and Local Responses: The East Asian Experience*, London, Routledge.
- SIMPSON, J. & TAYLOR, J. 2013. *Corporate governance, ethics, and CSR*, London,; Kogan Page.

- WALLERSTEIN, I. M. 2011. *The Modern World-System. IV, Centrist Liberalism Triumphant, 1789-1914*, Berkeley, CA, University of California Press.
- WILLIAMS, M. 2014. *The end of the developmental state?*, New York, Routledge.