

Draft, 9 March 2009

Master course at the Nordic Centre, University of Fudan

## **Welfare of labour in a globalising world: China's new challenges**

(10 and 20 ECT credits)

### Course content

China is a transformation economy that undergoes a shift from state socialism to what is publicly referred to as a socialist market economy with Chinese characteristics. With the gradual opening of the Chinese economy the last thirty years, welfare of workers that was previously provided for within the *danwei* (work-unit) system becomes subject to marketisation. Moreover, the opening of the economy exposes China to processes of globalisation and the impact that this has on industrial relations and working conditions in different geographical, political and economic contexts. By 2005-2006 high economic growth rates coupled with increasing levels of inequality prompted the Chinese Government to introduce the objective of attaining a harmonious society. Attention to industrial relations and welfare of workers is a basic concern in this. The objective of the course is to explain *how* labour regimes and welfare of workers are changing in China as part of the processes of economic transformation and globalisation, discuss *why* they take the forms that they do, and discuss *pros and cons of strategies* to improve the welfare of workers. This will be done in light of experiences from the Nordic countries as well as experiences of developing countries and newly industrialised economies (NIEs). In discussions of strategies attention to local context will be a key issue. The course is offered both in a version of 10 ECT credits and 20 ECT credits. The latter builds on the former with the additional requirement of a semester thesis.

### Learning outcomes

#### *Aims of knowledge*

- The students should be familiar with definitions of key concepts in labour studies
- The students should attain good knowledge of changes in labour regimes and welfare of workers in China during the economic transformation
- The students should possess good knowledge of the characteristics of the Nordic model, in terms of industrial relations, the bargaining process, the role of unions and how all this affects the welfare of workers. The students should also be familiar with differences in this among the Nordic countries
- The students should possess good knowledge of how processes of globalisation have affected labour regimes and welfare of workers in developing countries and NIEs, and how in turn labour, governments and industry respond this

#### *Aims of learning*

- The students should be able to explain differences in labour regimes and welfare of workers both orally and in writing
- The students should be able to discuss pros and cons of different strategies and measures to improve welfare of workers in an analytical manner both orally and in writing
- The students should be able to take a context-sensitive approach in their discussions

-The students should be able to write an academic essay at a high level of precision in terms of problem formulation, definitions, explanations and discussions

#### *Aims of attitude*

- The students should be open to exchange of views and arguments and should take an active, open and constructive role in discussions
- The students should attain an awareness of opportunities for social scientists to contribute to research and policy debate on globalisation and welfare of workers.

#### Partners

The core partners providing the master course are the School of Social Development and Public Policy, University of Fudan; the Department of Sociology and Human Geography, University of Oslo; and Nordic Centre at the University of Fudan. The School of Social Development and Public Policy and the Department of Sociology and Human Geography are responsible for the academic contents while the Nordic Centre handles the practicalities involved in the arrangement of the course. **\*\***(to be confirmed and filled in) are sub-partners to the course. The sub-partners are institutions with an interest in recommending the master course to their students. In this capacity they play an advisory role in the development of syllabus and teaching plan, and may contribute with lectures or other forms of teaching.

#### Teaching

Teaching will take place at the Nordic Centre at the University of Fudan. Faculty from the University of Fudan, the University of Oslo and guest lecturers will teach. The course is intensive and will be arranged for seven weeks including examination for those who opt for 10 ECT credits and ten weeks for those who opt for 20 ECT credits of the course. The course will be more intensive throughout the whole period for those who opt for 20ECT.

For those who opt for 10 ECT credits teaching will consist of two lectures cum seminars a week for four weeks, supplemented by a seminar in order to prepare for the study tour the 4th week. The 5th week is dedicated to a study tour to selected firms and relevant institutions, while the 6th week will be spent on student presentations and open discussions of experiences from the study tour. Participation in the study tour and the related seminar with student presentations is compulsory. The final exam will last for 4 hours and be arranged in the latter part of the seventh week.

The lectures cum seminars will last 45 minutes x 2. The seminar that sums up and discusses the study tour will last for half a day.

The students who opt for 20 ECT credits have to follow the same teaching and the same examination procedure as those who have selected the 10 ECT credit version of the course. In addition they also have to submit a semester thesis. The students will be offered a seminar on how to write an academic essay and initial individual tuition in the fourth week. Tuition will also be offered at the end of the seventh week/ eighth week. Submission will be at the end of the tenth week.

The course is scheduled to be arranged in April and May/ early June in the spring semester. It will be arranged on a trial basis in 2011 and based on the experiences with the course it will then be decided whether it should be provided every spring semester for the following three year period, i.e. through 2014.

### Examination

Examination in order to obtain 10 ECT credits will be a 4hr unseen written exam.

Examination in order to obtain 20 ECT credits will be a 4hr unseen written exam. In addition the students have to submit a semester thesis by the end of the tenth week. The theme has to be approved by a designated tutor. Initial tuition is offered in the 4th week. The length of the semester thesis is 7000 words plus/minus 10%. Tuition by e-mail or meeting will be provided in the end of the 7<sup>th</sup> week and in the 8<sup>th</sup> week.

The examination papers and semester theses of the Nordic students will be graded according to the ECTS system, while the examination papers and semester theses of the Chinese students will be graded according to the Chinese system. The course is conducted in English and the group projects, examination papers and semester theses have to be written in English.

### Work load

The work load is well in line with the recommendation of the EU and the European University Association. A one year study of 60 ECT credits shall involve a work load of 1500 -1800 hours. Accordingly, the minimum requirement of a course of 10 ECT credits is 250-300 hours, and 500-600 hours for 20 ECT credits. This includes activities such as contact hours, group work, individual studies, study tours, excursions, reading of literature, canteen discussions, exam preparations and exams.

At this course the lectures cum seminar during the first four weeks amount to 20 hours; the following two weeks with study tour, student work and student presentations amount to at least 80 hours; then follows a week with finalisation of the group project, preparation for the school exam and the school exam. Moreover, the students are expected to prepare themselves for each lecture and carefully read and digest the contents of the syllabus which is about 750 pages. Those who opt for 20 ECT credits will in addition be subject to an intensive period of writing, and they will have to expand their reading list on the theme that they select for their thesis. In addition to a tight study plan, having to cope in a new context such as the Chinese, all of the Nordic students will be in a constant situation of learning. Ten weeks of 8 hours of learning every day amounts to 560 hours.

### Evaluation

The course will be subject to written student evaluation at the end of every course.

### Admission

This course constitutes part of a Master's degree study. It is open to students who have completed their bachelor studies and have been accepted on a master programme at the University level. The course is suited for Nordic and Chinese students with a background in international studies, development studies and issues of globalisation. It is of particular relevance to those who want to specialise within the field of welfare regimes and labour regimes. The course also serves as a useful bridge between the courses in methodology and methods arranged at the home institution of the students and the fieldwork that many of the students undertake as part of their Master Degree. Admission is subject to a student fee to be paid to the Nordic Centre at the University of Fudan. (This will not apply to Chinese students at the University of Fudan). Students from Norwegian University departments which have accredited the course can apply for funding from Statens Lånekasse.

**A note on relevance and recruitment of students**

For master students in Human Geography, University of Oslo, who are interested in attending the course, it is possible to fit it in at the end of the second semester after the course in qualitative methods (10 sp). Immediately after the course in Fudan the students may proceed with their fieldwork either in the region or elsewhere. The exposure to a new socio-economic and cultural context that the course provides is useful preparation for students who have no previous field work experiences but opt for fieldwork as part of their work with their Masters's Thesis.

## Tentative detailed teaching plan, spring semester 2011

- 1<sup>st</sup> week: - Welcome and introduction to the course
- Thirty years of labour market reform and economic growth in China.  
Prof. Ming Lu, School of Economics, Fudan University
- Labour migration and informal employment. Prof Xizhe Peng, School of Social Development and Public Policy, University of Fudan Changing labour regimes in the context of globalisation.
- 2<sup>nd</sup> week: -Main features of the Nordic industrial relation systems (Dølvik 2007, Elvander 2002). Prof. Geir Høgsnes, University of Oslo
- The Norwegian bargaining system (Fennefoss & Høgsnes 2008).  
Prof. Geir Høgsnes, University of Oslo
- 3<sup>rd</sup> week: -Union density, collective bargaining coverage and conflict regulation (Wallerstein & Western 2000; Stokke 2002). Prof. Geir Høgsnes, University of Oslo
- Collective bargaining and norms of wage distribution (Hernes 1991; Fennefoss & Høgsnes 2008.) Prof. Geir Høgsnes, University of Oslo.
- 4<sup>th</sup> week: - The trade union and protection of labour in China. Prof. Jufen Wang, School of Social Development and Public Policy, University of Fudan
- Labour regimes in global production networks. Experiences from developing countries and NIEs. Prof. Hege M. Knutsen, University of Oslo (Or lecture on similar topic by Nordic counterpart)
- Seminar: Preparation for the study tour and assignment of work?  
*(Representative of Chinese counterpart and Nordic counterparts)*
- Seminar on how to write an essay /initial tuition *(Representative of Chinese counterpart and Nordic counterparts)* (those who opt for 20 ECT credits only)
- 5<sup>th</sup> week: - Study tour: firms and institutions to be decided. *(Representative of Chinese counterpart and Nordic counterparts)*
- 6<sup>th</sup> week: - Student presentation and discussions of experiences from of study tour  
*Half day programme, to be arranged late in the 6<sup>th</sup> week.*  
*(Representative of Chinese counterpart and Nordic counterparts)*

7<sup>th</sup> week: - 4 hr unseen written exam for all.

For those who opt for 20 ECT credits:

7<sup>th</sup>/8<sup>th</sup>/9<sup>th</sup>/10<sup>th</sup> week: - Continue work on individual semester thesis.

Tuition at the end of the 7<sup>th</sup> week and in the 8<sup>th</sup> week.

Submission at the end of the 10<sup>th</sup> week.

## Syllabus

### China

- Chan, C.K., Ngok, K. L., & Phillips, D. (2008). *Social Policy in China: Development and Well-being*. Ch.6 Labour Policy. Bristol: The Policy Press. 93-114. (21p.)
- Chen, F. (2007). Individual Rights and Collective Rights: Labor's Predicament in China. *Communist & Post-Communist Studies*, 40: 59-79. (20p.)
- Gallagher, M. E. (2005). *Contagious Capitalism: Globalization and the Politics of Labor in China*. Ch.4 The Unmitigated Market. Princeton, Ch.4 "Use the law as your weapon". Princeton University Press. 62-97 and 98-132. (69p.)
- Lee, C. K. (2006). (ed.). *Working in China: Ethnographies of Labour and Workplace Transformation*. Ch 2. The unmaking of the Chinese working class in the northeastern rustbelt. London: Routledge. 15-37. ( 22p.)
- Lee, G. O. M. & Warner, M. (2006). *Unemployment in China: Economy, Human Resource and Labour Markets*. Ch.2 Primitive accumulation, transition and unemployment in China 17-34; Ch4 Unemployment in China and the All-China Federation of Trade Unions. London: Routledge. 17-35, and 65-86. (39p.)
- Leung, J. C.B. (2003). Social Security Reform in China: Issues and Prospects. *International Journal of Social Welfare*, 12(2): 73-85. (12p.)
- Walker, A. & Wong, C. (eds) (2005). *East Asian Welfare Regimes in transition. From Confucianism to globalization*. Bristol: The policy Press 3-224. (221p.)
- \*\*This book includes cases from South Korea, Japan and Singapore in addition to China/Hong Kong/Taiwan.

Sub total: 404p.

### The Nordic countries

- Dølvik, Jon Erik (2007), *The Nordic regimes of labour market governance: From crisis to success-story*. Fafo-paper 2007:07 (52 p.)
- Elvander, Nils (2002), "The Labour Market Regimes in the Nordic Countries: A Comparative Analysis". *Scandinavian Political Studies*, 25(2): 117–137 (20 p.)
- Fennefoss, Arvid and Geir Høgsnes (2005), "Arbeidsliv, lønn og forhandlinger" ["Labour relations, wages and bargaining"], in: Ivar Frønes and Lise Kjølørød: *Det norske samfunn [The Norwegian Society]*. Oslo: Gyldendal Akademisk. (25 p.) Under translation and revision. (2008)
- Hernes, Gudmund (1991), "The Dilemmas of Social Democracies: The Case of Norway and Sweden". *Acta Sociologica*, 34:239–260 (21 p.)
- Stokke, Torgeir Aarvaag (2002), "Conflict regulation in the Nordic countries". *TRANSFER* 8(4): 670–687 (17 p.)

Wallerstein, Michael and Bruce Western (2000), "Unions In Decline? What Has Changed and Why", *Annual Review of Political Science* 3(1): 355–377. (22 p.)

Sub total 157

### *Developing countries and NIEs*

Barrientos, S. & Smith, S. (2007). Do workers benefit from ethical trade? Assessing codes of labour practice in global production systems. *Third World Quarterly*, Vol. 28, No. 4. 713-729. (17p.)

Hurley, J. (2005). Unravelling the web: supply chains and workers lives in the garment industry. Hale, A. & Wills, J. (eds), *Threads of labour*, 95-132. Oxford: Blackwell. (38p.)

Kelly, P.F. (2002). Spaces of labour control: comparative perspectives from Southeast Asia. *Transactions of British Geographers*, 27, 395-411. (17p.)

Nichols, T., Cam, S., Wench, G.C., Chun, S., Zhao, W., & Weng, T. (2004). Factory regimes and the dismantling of established labour in Asia: a review of cases from large manufacturing plants in China, South Korea and Taiwan. *Work, Employment and Society* 18:4, 663-685. (23p.)

Palpacuer, F. & Parisotto, A. (2003). Global production and local jobs: can global networks be used as levers for local development? *Global Networks*, 3:2, 97-120. (24p.)

Portes, A. 1994. By-passing the rules: the dialectics of labour standards and informalization in less developed countries. Sengenberger, E. & Campbell, D. (eds) *International labour standards and economic interdependence*. Geneva: ILO. 159-176. (18p.)

Prasad, S. 2000. Linking economic globalisation and regimes of labour regulation. Trends in the Asia-Pacific region. *The Journal of Pacific Studies*, 24: 1. 77-98 (21p)

Standing, G. (1997). Globalization, labour flexibility and insecurity: the era of market regulation. *European Journal of Industrial Relations*, vol. 3, No.1. 7-37. (31p.)

Sub total 189

**Grand total 750p**

### Recommended reading:

Chan, C.K., Ngok, K. L., & Phillips, D. (2008). *Social Policy in China: Development and Well-being*. Ch.1-5. Bristol: The Policy Press. 3-91. (Useful introduction to China for Nordic students)

*Nordic Statistical Yearbook 2007.*

(<http://www.norden.org/pub/ovrigt/statistik/sk/N2007001.pdf>)