

Syllabus (tentative, subject to revision)

38:578:610:01: EMPLOYEE RELATIONS/HUMAN RESOURCES IN CHINA

Saturday 10:00am-12:50pm, Labor Education Center, Room 166

Cook/Douglass Campus, Rutgers University

Spring 2011

Instructors:

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Course Description

By reforming its planned economy to a market based one and drawing a sizable share of global manufacturing into its vast and countless factories, China has transformed, and is continuing to transform, product markets, labor markets, and workers' lives both within and beyond its borders. How China develops its labor market institutions, resolves increasing labor-management conflicts, and manages its huge workforce in the diverse workplaces are important questions that no serious student of labor relations, business, and management can afford to ignore.

This course aims to provide students with an introduction to the changing employment relations and human resource management in contemporary China. This will include an understanding of the historical, legal, political and social context in which employment relations and HRM take place in contemporary China, to cultivate a critical understanding of the ways history, power, and culture help define relationships between individuals in the enterprises. The focus will be on the diverse patterns of employment relations and HRM in the workplace as well as the many faces of the Party-state, Chinese workers, employers, and trade unions. The latest developments in the Chinese labor legal system and employment relations, and corporate HRM responses to the changing labor environment, will also be covered to provide students with up-to-date knowledge on China's rapidly changing employment relations and HRM.

Expectations of Students

Preparation

Be prepared for class. Always read the assigned materials before the class so that you can fully participate in class discussions and more easily follow the lecture. Bring the week's reading materials to class with you so that you can refer to it during lectures and group discussions. Students should plan to *print out all course materials*, take extensive notes on the online course readings, or do both.

Take careful lecture notes. You should obtain lecture notes from another student if you are forced to miss a class. These are not provided by the instructor.

Participation

Class sessions will include a mixture of lectures, discussions and student presentations/debates. Students are required to *participate actively* in all aspects of the course.

When participating in discussions explain your views using reasoned arguments and provide evidence for assertions of fact. *Respect others' views and listen.* You do not have to agree with your classmates, but you must give them your full attention and consideration.

Texting, talking on your phone and emailing are all prohibited during class. Students who repeatedly do these things during class time will be asked to leave class and will be counted absent for the week.

Attendance

Students should *plan to attend every course session*. Students must sign in personally at the beginning of class; failure to do so will result in a loss of attendance points. We recognize that illness, death in the family or other emergencies happen, and will excuse absences as long as the affected student can provide us with proof. Signing in for another student is considered academic dishonesty and can result in failing the course.

Be punctual. Students who are late to class two times lose the same number of attendance points as students who miss an entire class. *Stay for the whole class.* Students who leave early without the instructor's permission will be marked absent for the entire class.

Communication

Students are expected to check their official Rutgers email accounts regularly for class announcements. The instructors will communicate all official course correspondence to students via email. Students are responsible for all information communicated to them via

email by the instructors. Verbal discussions with the instructors before or after class will not be considered official unless followed up with written email confirmation.

Feel free to contact the instructors via email with questions or concerns about the course. We will do my best to get back to you within 24 hours. When emailing the instructors, always include “Employee Relations/Human Resources in China” in the subject line of your email.

Evaluation

Final grades will be based on the following four factors:

1. Class preparation, attendance and participation (25%)
2. Group presentations/debates (10%)
3. Two Individual Written Case Analyses (20%)
4. Individual Term Paper (45%)

Class Preparation, Attendance and Participation

The class participation grade will include your attendance and your contribution to the intellectual life of the classroom, demonstrated by your knowledge of the readings and the questions or comments you raise during lectures and discussions.

Everyone should be prepared to attend the classes and make contributions that will be assessed on the following scale:

- 0: absence
- 1: presence, but no (or irrelevant) comments/questions or reiteration of comments/questions that have already been made
- 2: comments/questions that enhance the learning of classmates by integrating conceptual frameworks, readings, or personal experience

In addition, the instructors will give extra points to students who actively participate in class discussions throughout the semester.

Individual Written Case Analyses

There are two individual written case analyses (3-4 pages each, double spaced), each accounting for 10 points. They are meant to be in-depth written analyses of the required cases assigned on the syllabus, and should address at least one of the questions raised in the assignment. You are also required to incorporate the course readings or other relevant sources into your case analysis.

Individual Term Paper

There is a 12-15 page (double spaced) individual term paper which accounts for 45 points. You can choose any topic related to labor, employment, and HRM in China. You are welcome to discuss your ideas with the instructor. You will need to do original research and use at least two additional academic sources (books or articles) beyond those assigned in class.

Grading Criteria

Content: Papers (case analyses and term papers) should reflect careful, thorough consideration of the assignment. All papers should demonstrate careful reading of the course material, and should **cite all sources** that are consulted when preparing the assignment using either APA citation rules which can be found on the American Psychological Association website or MLA rules found on the MLA site.

Mechanics: Student writing should demonstrate master level competence in grammar and style. Students with unsatisfactory writing skills will be encouraged to seek additional assistance from Rutgers writing tutorial resources.

Papers the instructors deem unacceptable in terms of either content and/or mechanics will be returned to the student for revision prior to grading and marked down for each day the paper is late. Failure to use spell check and grammar check to fix basic mistakes will result in automatic return of the paper without grading.

Submitting Papers

Students will submit all individual papers electronically via the Sakai course website. Students can submit their papers by following these directions:

- Include a header on your paper with your last name, first initial and assignment #
- Go to the Sakai course site
- Click on Assignment
- Click on the correct assignment number
- Click on submit as Student
- Drop all the way down below the text box and click on add attachments
- Click on the browse files
- Select your document and upload
- Make sure to complete the upload
- Check to be sure you post your paper under the appropriate assignment

The instructors will not accept individual papers in class or via email.

Group Presentations

There are group presentations/debates accounting for 10 points. Each group should submit a copy of their presentation slides via email as well as a cover sheet giving the names

and student IDs of the group participants before the class in which they present. The submitted presentations should include a list of references or sources. Each group will have 15 minutes to present and 5 minutes to answer questions or to rebuff. Presentation/debate skills are not emphasized but content, analysis and argument are.

There will be peer evaluations of your group members' contribution to the group presentations. Each participating student is required to submit your peer evaluation to the instructors. The peer evaluation grades range from 0 to 10. Your final grade for the group project will be based on both your group performance (which will be evaluated by the instructors) and your average peer evaluations. For example, if your group gets 9 (the full mark is 10) for your group presentation, and your average peer evaluation score is 9.5/10, your final score for the group presentation will be $9 \times 9.5/10 = 8.55$.

Deadlines

Individual case analyses and group presentation slides will be due by the start of class on the due date. The term paper will be due 10am, May 7, 2011. All papers turned in after this time will be marked late. Late papers will be marked down one full letter grade for each day that they are late.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the University community and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to be familiar with all Rutgers University policies regarding academic integrity. These can be found on the website www.rutgers.edu

Course Readings and Other Materials

The required Harvard Business School Cases are available for purchase with student pricing through the following link: <http://cb.hbsp.harvard.edu/cb/access/7582562>

All other required readings and materials are available on the course Sakai website. Students can access the course Sakai site by following these directions:

- Go to <http://sakai.rutgers.edu>
- To log on, enter your Rutgers net ID and password in the upper right hand corner.
- Look for the tabs at the top of the next page. Click on the tab: 38:578:610:01.
- Click on "resources" on the menu on the left hand side of the next page. You should see the course syllabus and all of the course readings.

Course Outline

1. Introduction

Saturday, January 22, 2011

Read: This syllabus.

Film: China: A Century of Revolution (1949-1976)

Due: Learn how to access the course readings on sakai
Learn how to submit papers on sakai course website

2. Theories & History

Saturday, January 29, 2011

Read: Taylor, B, Chang K & Li Q (2003) *Industrial relations in China* (Cheltenham, UK; Northampton, Mass., USA: E. Elgar Pub), Chapter 1.

Lee, C.K. (1999) 'From Organized Dependence to Disorganized Despotism: Changing Labor Regimes in Chinese Factories' *China Quarterly*, March pp. 44-71.

Lu X. and Perry E. (1997) *Danwei: the changing Chinese workplace in historical and comparative perspective* (Armonk, N.Y.: M.E. Sharpe). Chapter 7.

Film: China: A Century of Revolution (1976-1997)

3. Labor Market and Human Resource Development

Saturday, February 5, 2011

Read: Park, A. and Cai F. (2011) "The informalization of the Chinese labor market." In Kuruvilla, S., Lee C.K., and Gallagher M. (eds) *From iron-rice bowl to informalization: markets, state and workers in a changing China*, Ithaca: Cornell University Press, Chapter 2.

Li, Y., Sheldon P. and Sun J. (2011) "Education, training, and skills." In Shelton P., Kim S., Li Y., and Warner, M. (eds), *China's Changing Workplace*. London: Routledge, Chapter 6.

Li, Y. and Sheldon P. (2010) "HRM lives inside and outside the firm: employers, skill shortages and the local labor market in China." *International Journal of Human Resource Management*, 21 (12), pp. 2173-93.

Case: Asimco: Developing Human Capital in China

4. The Role of the State

Saturday, February 12, 2011

Read: Taylor et al. *Industrial Relations in China*, Chapter 2.

Gallagher, Mary Elizabeth (2005) *Contagious Capitalism: globalization and the politics of labor in China*. Princeton: Princeton University Press. Chapter 2.

Saich, Tony (2004) *Governance and Politics of China* (New York Palgrave) Chapter 1.

Case: Google in China

5. Employee Relations and HRM in the State Sector

Saturday, February 19, 2011

Read: Taylor et al. *Industrial Relations in China*, Chapter 3.

Gallagher, Mary Elizabeth (2005) *Contagious Capitalism: globalization and the politics of labor in China*. Princeton: Princeton University Press. Chapter 4.

Chan, A. and Unger, J. (2009). "A Chinese State Enterprise under the Reforms: What Model of the Capitalism?" *The China Journal*, 62 (July), pp. 1-26.

Case: Managing a New State-Owned Enterprise: A Daring Experiment by the Beijing Capital Group

6. Employee Relations and HRM in Foreign Invested Enterprises

Saturday, February 26, 2011

Read: Walsh and Zhu (2007) 'Local complexities and global uncertainties: a study of foreign ownership and human resource management in China' *International Journal of Human Resource Management*, 18(2) pp. 249-67.

Zou, M. and Lansbury R. (2009) "Multinational corporations and employment relations in the People's Republic of China: the case of Beijing Hyundai Motor Company." *International Journal of Human Resource Management*, 20 (11), pp. 2349-69.

Smith Chris and Pun Ngai (2006) “The dormitory labor regime in China as a site for control and resistance”, *International Journal of Human Resource Management* 17:8 August, pp1456-1470.

Case: Labor Disputes in Foxconn, 2010

Due: Individual Written Case Analysis #1

7. Employee Relations and HRM in Domestic Private Firms

Saturday, March 5, 2011

Read: Cooke, F.L. (2005) “Employment relations in small commercial businesses in China.” *Industrial Relations Journal* 36(1) pp.19–37.

Cooke, F.L. and He Q. (2010) “Corporate social responsibility and HRM in China: a study of textile and apparel enterprises.” *Asia Pacific Business Review*, 16 (3), pp. 355-376.

McKenna, S. et al. (2010). “Negotiating, accepting and resisting HRM: a Chinese case study.” *International Journal of Human Resource Management*, 21 (6), pp. 851-872.

Case: Compliance, Collaboration, and Codes of Labor Practices: The Adidas Connection.

8. The Changing Chinese Trade Unions

Saturday, March 26, 2011

Read: Metcalf, David, and Li, Jianwei. 2006. "Chinese Unions: An Alice in Wonderland Dream World." *Advances in Industrial and Labor Relations*, Vol.15: pp 213-68.

Liu, Mingwei. (2010) “Union Organizing in China: Still a Monolithic Labor Movement?” *Industrial and Labor Relations Review*, Vol.64, No.1, pp. 30-52.

Liu Mingwei, Chunyun Li, and Sunghoon Kim. (2011) “The Changing Chinese Trade Unions: A Three Level Analysis.” In Shelton Peter, Sunghoon Kim, Yiqiong Li, and Malcolm Warner (eds), *China’s Changing Workplace*. London: Routledge, Chapter 15.

Debate 1: The American Trade Unions and the International Trade Union Confederation had shunned official contacts with the ACFTU until recently. While some people claim that international unions should cooperate with the ACFTU, others are still very skeptical about such cooperation since the ACFTU is still an instrument of the Chinese Communist Party’s

social control. Each group takes a position. 15 minutes for presentation and 5 minutes for rebuttal.

9. Remaking China's Working Class

Saturday, April 2, 2011

Read: Tomba, Luigi. (2011) "Remaking China's Working Class: *gongren* and *nongmingong*." In Shelton Peter, Sunghoon Kim, Yiqiong Li, and Malcolm Warner (eds), *China's Changing Workplace*. London: Routledge, Chapter 8.

Blecher, M J (2002) 'Hegemony and Workers politics in China' *The China Quarterly*, 170, pp.283-303.

Pun, Ngai and Lu, Huilin, (2010) "Unfinished Proletarianization: Self, Anger and Class Action of the Second Generation of Peasant-Workers in Reform China", *Modern China*, 36 (5), pp. 493-519.

10. Labor Conflict and Settlement

Saturday, April 9, 2011

Read: Lee, C.K. (2007) *Against the law: labor protests in China's rustbelt and sunbelt*, Berkeley: University of California Press Chapter 1.

Chen, Feng. (2000) "Subsistence Crisis, Managerial Corruption and Labor Protests in China," *The China Journal*, 44: 41-63.

Chan, C.K. and Pun, N. (2009) "The Making of a New Working Class? A Study of Collective Actions of Migrant Workers in South China", *The China Quarterly*, 198, pp. 287-303.

Case: Auto Industry Strikes in China, 2010

Group Presentation:

1. Outline the pattern of strikes and demonstrations in China, taking account of who is involved, the issues, duration and demographic patterns.

Due: Individual Written Case Analysis #2

11. Labor Laws and Enforcement

Saturday, April 16, 2011

Read: Gallagher, Mary (2005) *Contagious Capitalism: globalization and the politics of labor in China*. Princeton: Princeton University Press. Chapter 5.

Ho, Virginia Harper (2009) "From Contracts to Compliance? An Early Look at Implementation under China's New Labor Legislation." *Columbia Journal of Asian Law*, 23 (1), pp. 35-107.

Case: China's Evolving Labor Laws (A) and (B)

Group Presentation:

2. Outline the labor law enforcement institutions in China.

12. Participation and Collective Bargaining

Saturday, April 23, 2011

Read: Taylor et al, *Industrial Relations in China*, Chapter 6.

Brown, Ronald C. 2006. "China's Collective Contract Provisions: Can Collective Negotiations Embody Collective Bargaining?" *Duke Journal of Comparative and International Law* Vol.16:pp 35-77.

Clarke S, Lee, CH and Li Q (2004) 'Collective Consultation and Industrial Relations in China' *British Journal of Industrial Relations* 42 (2), pp. 235–254.

Case: Recent Collective Bargaining Initiatives in China

Group Presentations:

3. Outline the process of forming collective agreements and the problems this creates for such agreements forming the basis of relations between employers and workers in enterprises.

4. Discuss the methods by which employees seek to influence employers within the workplace. Does socialist ideology have any currency today in these methods?

13. Conclusion and Future Trends

Saturday, April 30, 2011

Read: Friedman, E. and Lee C.K. (2010) "Remaking the World of Chinese Labor: A 30-Year Retrospective." *British Journal of Industrial Relations*, 48 (3), pp. 507-533.

Cooke, Fang Lee (2005) *HRM, Work, and Employment in China*. London: Routledge, Chapter 10.

Liu, Mingwei. (2010) "Toward Labor Flexibility with Chinese Characteristics? The Case of the Chinese Construction Machinery Industry." Paper presented at the Association of Asian Studies annual meeting in Philadelphia, PA, March 25-28, 2010.

Individual Written Case Analyses

Assignment 1 – Due February 26, 2011

Read the case "Bernard Watch Company: Unravelling the Cost of Voluntary Employee Turnover." Write a short essay (3-4 pages, double spaced) based on the case and what you have learned from this course, answering at least one of the following questions:

- What were the reasons for Bernard's high voluntary employee turnover?
- What are the costs caused by voluntary employee turnover?
- What employment relations and HRM practices should be adopted to reduce voluntary employee turnover in Bernard?

Assignment 2 – Due April 9, 2011

Read the case "Haier Hefei Electronics Co. (A)." Write a short essay (3-4 pages, double spaced) answering at least one of the following questions:

- What were the direct reasons causing the strike in Haier Hefei Electronics Co.?
- What were the major conflicts between Haier's employment and HRM practices and the culture of Yellow Mountain Electronics as an old state-owned enterprise?
- Please consult with the Chinese Labor Law (1995) and point out what employment and HR practices of Haier were violations of the labor law and why.
- How did the local government respond the Haier strike? Why?
- What should Mr. Sun and his team do to resolve this strike and how should they respond to the workers' demands?

Individual Term Paper– Due 10am, May 7, 2011

There is a 12-15 page (double spaced) individual term paper which accounts for 45 points. You can choose any topic related to labor, employment, and HRM in China. You are welcome to discuss your ideas with the instructor.

You need to do original research and use at least two additional academic sources (books or articles) beyond those assigned in class.