Course Description

This course summarizes some of the new directions in Chinese history and social science produced by the creation and analysis of big historical datasets based on newly opened Chinese archival holdings, and organizes this knowledge in a framework that encourages learning about China in comparative perspective.

Our course demonstrates how a new scholarship of discovery is redefining what is singular about modern China and modern Chinese history. Current understandings of human history and social theory are based largely on Western experience or on non-Western experience seen through a Western lens. This course offers alternative perspectives derived from Chinese experience over the last three centuries. We present specific case studies of this new scholarship of discovery divided into two stand-alone parts, which means that students can take any Part without prior or subsequent attendance of the other Part.

Part One focuses on comparative inequality and opportunity and addresses two related questions ‘Who rises to the top?’ and ‘Who gets what?’. Part Two turns to an arguably even more important question ‘Who are we?’ as seen through the framework of comparative population behavior - mortality, marriage, and reproduction – and their interaction with economic conditions and human values. We do so because mortality and reproduction are fundamental and universal, because they differ historically just as radically between China and the West as patterns of inequality and opportunity, and because these differences demonstrate the mutability of human behavior and values.

The ‘Flipped Classroom’ and Intended Learning Outcomes

We use a flipped classroom approach and require students to watch class lectures outside the classroom before class meetings and to use in-class time instead for active learning through daily individual and group ppt presentations and discussion.

In addition, we teach students to articulate and develop their thinking through the completion of weekly written assignments and class discussions focusing sequentially on four types of response to the lectures and readings – the three things I learned, the muddiest point, misconception/preconception, and constructive criticism - culminating with a longer writing exercise on persuasive writing.
Grading

1. Online self-assessment questions, 25 percent of course grade
2. PPT presentations 5-10 minutes. Students will participate in daily team presentations based on assigned topics, 25 percent of course grade
3. Writing exercises. Students will submit weekly 250-word exercises on assigned topics, 25 percent of course grade
4. Class participation. Student discussion of daily ppt presentations and weekly writing exercises, 25 percent of course grade

Assessment

The grading rubric: All ppt presentations and written exercises should be based on the relevant lectures and/or reading materials for each respective day/week.

◆ Group PPT oral assignments:

We will evaluate the PPT presentations according to three criteria:

1) **Written presentation** including the design and format of your content
   Below standard: Confusing slide design or narrative make ideas incomprehensible.
   Meets standard: overall meaning and ideas can be understood, but still contain some minor mistakes.
   Above standard: Design and text are virtually error-free and ideas are expressed clearly and fluently.

2) **Oral Delivery**
   Below standard: oral presentation hurts the presentation of facts and ideas.
   Meets standard: overall meaning and ideas can be understood, but still contain some minor mistakes.
   Above standard: oral delivery greatly enhances the presentation of ideas and fact

3) **Evidence**
   Below standard: simply asserts personal opinion, or attempts to use evidence to support ideas but is ineffective, irrelevant, and/or not convincing
   Meets standard: demonstrates meaningful connections between your evidence and your analytic thesis, but is not so effective or convincing
   Above standard: uses relevant evidence, including independent research to convincingly support your analytic thesis and effectively develop your ideas
Individual writing assignments

We will similarly evaluate your written work according to five criteria:

1) **English language** - your ability to write a short narrative with proper word choice and grammar

   Below standard: sentences and ideas are incomprehensible.
   Meets standard: overall meaning and ideas can be understood, but still contains some minor grammar mistakes.
   Above standard: writing is virtually error-free, and ideas are expressed clearly and fluently

2) **Organization** - your ability to organize your narrative using paragraphs with topic sentences and segues

   Below standard: no topic sentences, segues, or coherent paragraphs
   Meets standard: employs topic sentences and basic segues, but paragraph organization and overall narrative structure is still incomplete
   Above standard: constructs a solid, complete narrative structure based on clearly-stated topic sentences, fluent segues, and succinct paragraphs

3) **Evidence** - your ability to provide sufficient evidence to support your analytic thesis

   Below standard: simply asserts personal opinion, or attempts to use evidence to support ideas but it is ineffective, irrelevant, and/or not convincing
   Meets standard: demonstrates meaningful connections between your evidence and your analytic thesis, but is not so effective or convincing
   Above standard: uses relevant evidence to convincingly support your analytic thesis and effectively develop your ideas

4) **Originality** - your ability to write a constructive narrative expressing your own personal voice

   Below standard: simply repeats a collection of available ideas
   Meets standard: expresses personal voice and attempts to create unique ideas, but still lacks persuasiveness and depth
   Above standard: creates unique and innovative ideas, and extends their implications to broader topics

5) **Source materials**: your ability to incorporate outside sources to supplement the assigned readings and lectures.

   Below standard: does not effectively employ outside sources to support ideas
   Meets standard: uses relevant outside sources to support and inform ideas related to the writing theme, but still lacks development of these ideas
   Above standard: uses relevant outside sources including independent research to effectively develop ideas, convince the reader, and stimulate further discussion
Course Videos and Reading Schedule

Part 1: Comparative Inequality and Opportunity

Introduction and conceptual discussion

Day 1 (June ______)

• Videos:
Lecture I.1 Introduction to Part One: Comparative Inequality and Opportunity
Lecture I.2 Who Gets What and Why?

• Readings:
Required:


Optional:
梁晨、董浩和李中清. 2015. “量化数据库与历史研究”《历史研究》第2期，113-128页

I. Education and Social Mobility in the Past

Day 2 (July_______)

• Videos:
Lecture 1.1 Social Mobility and the Examination System in Late Imperial China
Lecture 1.2 Cultural Reproduction and Education in Late Imperial and Contemporary China

• Readings:
Required:

Optional:

SMITH, Robert J. 1982. The ecole normale supérieure and the Third Republic. Suny Press, Table 4, p.34.


• Due: First Writing Assignment ‘Three things I learned’ due by 24:00 3rd July

II. Education and Social Mobility in the Present

Day 3 (July _____)

Videos:

Lecture 2.1 Comparing Inequality in Education and Income between China and the West

Lecture 2.2 Student Diversity at Peking University 1950-1999 and Suzhou University 1950-2003

Lecture 2.3 China’s Silent Revolution’s Ladder of Success

• Reading:

Required:


• Group PPT presentation

III. Wealth Accumulation and Distribution in the Past

Day 4 (July _____)

• Videos:
Lecture 3.1 Wealth Distribution in the UK and US, 1700-2000

Lecture 3.2 Population Categories and Wealth Entitlements in China

Lecture 3.3 Land Distribution in Shuangcheng, 1870-1906

- Readings:

Required:


- Group PPT presentation

**IV. Wealth Accumulation and Distribution in the Present**

Day 5 (July ___)

- Videos:

Lecture 3.4 Property Distribution in Contemporary China

Lecture 3.5 Comparative Wealth Distribution: Past/Present and East/West

- Readings:

Required:

Three sets of 2013 PPT Slides on Wealth Inequality in Contemporary China by GAN Li and TAN Jijun, LI Shi and WAN Haiyuan, and Albert PARK and SHEN Yan


- Group PPT presentation

- Due: Second Writing Assignment ‘Muddiest point’ due by 24:00 10th July

**V. Inequality and Revolution**

Day 6 (July ___)

- Videos:
Lecture 4.1 Wealth Distribution and Regime Change

Lecture 4.2 Wealth Distribution in Pre-Revolutionary China

Lecture 4.3 Political Processes and Institutions of Regime Change in Shuangcheng, 1946-1948

Lecture 4.4 Revolutionary Victims in Shuangcheng and Elsewhere

Lecture 4.5 Conclusion for Part One

• Readings:

Required:


Optional:


• Group PPT presentation

Part Two: Comparative Behavior and Values

I. Who Are We

Day 7 (July______)

• Videos:

Lecture 5.1 Who Are We? An Introduction

Lecture 5.2 Big Data and the Scholarship of Discovery

Lecture 5.3 Big Data, New Facts and Classic Social Theory

Lecture 5.4 New Data and Eurasian Comparisons

• Readings:

Required:


- Group PPT presentation

### II. Who Survives

Day 8 (July _____)

- Videos:
  - Lecture 6.1 Who Survives: Life Under Pressure
  - Lecture 6.2 Mortality: Geographic and Socioeconomic Comparisons
  - Lecture 6.3 Mortality and Who We Are

- Readings:
  - Required:
  - Group PPT presentation
  - Due: Third Writing Assignment ‘Misconception/preconception’ due by 24:00 17th July

### III. Who Reproduces

Day 9 (July _____)

*Note: The classroom will move to Room 1505(Lift 25-26) only on this day*

- Videos:
  - Lecture 7.1 Who Reproduces: Prudence and Pressure
  - Lecture 7.2 Reproduction and Conscious Choice
Lecture 7.3 Reproduction and Adoption

Lecture 7.4 Reproduction: Geographic and Socioeconomic Comparisons

- Readings:
  
  Required:


- Group PPT presentation

IV. **Who Marries**

Day 10 (July _____)

- Videos:

  Lecture 8.1 Who Marries: Similarity in Difference

  Lecture 8.2 Universal Female and Restricted Male Marriage

  Lecture 8.3 Alternative Marriage Forms

  Lecture 8.4 Marriage and Socioeconomic Comparisons

- Readings:
  
  Required:


- Group PPT presentation

V. **Who Cares**

Day 11 (July _____)

- Videos:

  Lecture 9.1 Who Cares: Kinship Organization and Household Structure
Lecture 9.2 Community, Familial, and Individual Altruism

Lecture 9.3 Kin Influence on Individual Outcomes

Lecture 9.4 Intergenerational Transmission of Inequality

- Readings:
  Required:


- Group PPT presentation

- Due: Fourth Writing Assignment ‘Constructive criticism’ due by 24:00 24th July

Optional

Day 12 (July )

Day 13 (July )

Optional Fifth Writing Assignment for UVa students: Five-page persuasive paper due at 24:00 July