**SHSS 3001**
**Understanding China, 1700-2000: A Data-Analytic Approach**

<table>
<thead>
<tr>
<th>Course Offered</th>
<th>Summer 2018</th>
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<tbody>
<tr>
<td><strong>Course Schedule</strong></td>
<td>Weekdays from June 25 to July 12, 2018</td>
</tr>
<tr>
<td>Lecture</td>
<td>9:00 – 12:00 AM</td>
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<tr>
<td>Tutorial</td>
<td>12:00 – 12:45 PM</td>
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<tr>
<td><strong>Course Venue</strong></td>
<td>Room 3301, near Lift 2 (tbc)</td>
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<tr>
<td><strong>Instructional Team</strong></td>
<td><strong>Professor James Z. Lee</strong></td>
</tr>
<tr>
<td>Dr. Lian Bai</td>
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<tr>
<td><strong>Canvas</strong></td>
<td>Please regularly check Canvas course site for update information.</td>
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<td></td>
<td>All assignments must be submitted on Canvas.</td>
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**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, generated by Big Historical Datasets, 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, using a data analytic approach, divided into three stand-alone parts.

Part One focuses on the 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 are measurable and often similarly defined and therefore easily comparable, 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.

Parts Two and Three focus on comparative inequality and opportunity and addresses two related questions ‘Who rises to the top?’ and ‘Who gets what?’. We begin with analyses of inequality in education and social mobility, then turn to the accumulation and distribution of wealth, and conclude with an analysis of political winners and losers under rural collectivization.

The ‘Flipped Classroom’ and Intended Learning Outcomes

Our course takes advantage of a flipped classroom course approach to train students to work together in groups rather than individually, and to improve their oral and written communication skills as well as their thinking. By so doing, we emphasize working styles – cooperation, creativity, and leadership - as well as working skills.

Students are required to watch class lectures outside the classroom before class meetings and to use in-class time instead for active learning through group and individual class discussions and group oral presentation and written assignments focusing on the same set of questions assigned weekly. We hope, in other words, to build on connectivity to the thousands of earlier on-line students to foster greater engagement with the class materials and to form a common learning community.

Our class focuses on developing three sets of soft skills which are necessary for virtually all professional achievement:

- Oral argumentation – timed presentation, peer commenting, and responses
- Written narratives – from descriptive, to analytic, to persuasive prose
- Group Teamwork – coordination, cooperation, leadership

We also, so far as we can in such a short course, provide some exposure to current academic research and research methods, and research philosophy.

Group Assignments

All class assignments in SHSS 3001 are by groups. There are no individual assignments. We have divided the class into six groups of four students each. Students must participate in five group PPT assignments and five group writing assignments.

Generally, each week different groups are required to present and their counterparts to write persuasive essays based on pre-set topics and questions, followed by mutual formal discussion of each other’s presentation or writing. Students can have access to the submitted assignments of their counterparts on Canvas prior to the class for better preparation.

For presenting groups, each member must give at least one PPT presentation during the term. Presenters are expected to make their presentation in 15 minutes. After the presentation, the counterpart
writing team should give constructive feedback on the presentation focusing on such specific aspects as Textual and Graphic Narrative, Oral Delivery, Evidence and Persuasiveness.

For writing groups, students should submit one 1000-word coherent and cohesive group written exercise in response to the same set of questions assigned weekly to the presentation counterparts. Each member must be lead writer to be specified in the submissions during the term at least once, but all team members have to contribute. The grade will be given individually. In class, the counterpart presentation group should summarize the main arguments and provide constructive feedbacks focusing on English Language, Organization, Evidence, and Persuasiveness based on the written text.

There is no final assessment for this course. Students will be graded on the basis of all group assignments, as well as group engagement and class performance.

Presenting Group  Mutually Comment  Writing Group

Class Schedule

<table>
<thead>
<tr>
<th>NO.</th>
<th>Date</th>
<th>THEME</th>
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<tbody>
<tr>
<td>L1</td>
<td>25th Jun</td>
<td>Introduction and Conceptual discussion (<em>Library Tour afterwards</em>)</td>
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<tr>
<td>L2</td>
<td>27th Jun</td>
<td>Research lecture by Prof James LEE</td>
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<tr>
<td>L3</td>
<td>29th Jun</td>
<td>Who Are We, Who Survives</td>
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<tr>
<td>L4</td>
<td>4th Jul</td>
<td>Who Reproduces, Who Marries</td>
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<tr>
<td>L5</td>
<td>6th Jul</td>
<td>Who Cares</td>
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<td></td>
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<td><em>Library workshop (11:00 AM – 12:00 AM)</em></td>
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<tr>
<td>L6</td>
<td>9th Jul</td>
<td>Hard Times in Comparative Perspectives</td>
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<tr>
<td>L7</td>
<td>11th Jul</td>
<td>Education and Social Mobility in the Past</td>
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<tr>
<td>L8</td>
<td>13th Jul</td>
<td>Education and Social Mobility in the Present</td>
</tr>
<tr>
<td>L9</td>
<td>16th Jul</td>
<td>Comparative Inequality and Opportunity Past and Present</td>
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<tr>
<td>L10</td>
<td>18th Jul</td>
<td>Wealth Accumulation and Distribution in the Past, Wealth Accumulation and Distribution in the 20th Century</td>
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<tr>
<td>L11</td>
<td>20th Jul</td>
<td>Wealth Accumulation and Distribution in the Present, Comparative Inequality and Wealth Past and Present</td>
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Grading

1. **PPT presentations**—35 percent of course grade. The group presentations and discussion based on the corresponding weekly topics will be graded in terms of Textual and Graphic narrative, Oral delivery, Evidence and Persuasiveness.

2. **Writing exercises**—35 percent of course grade. Students will submit 1000-word group writing exercises on assigned topics, which will be graded in terms of English language, Organization, Evidence and Persuasiveness.

3. **Discussion**—15 percent of course grade. 10 percent will be graded on student discussion about assigned PPT presentations and writing exercises. 5 percent will be graded on class participation.

4. **Group teamwork**—15 percent of course grade. Students peer assessment on teamwork by group members will be included in the final grading at the end of the term.

Course Videos and Reading Schedule

**Introduction and conceptual discussion**

**Day 1**

- Videos:
  
  Lecture 1.1 Who Are We? An Introduction
  
  Lecture 1.2 Big Data and the Scholarship of Discovery

- Readings:

  **Required:**


  [http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html?_r=0&gwh=C6CF1A0F24679B77E295A913BEBDEFF&gwt=pay&assetType=opinion](http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html?_r=0&gwh=C6CF1A0F24679B77E295A913BEBDEFF&gwt=pay&assetType=opinion)


  **Optional:**

  梁晨、董浩、李中清，2015，《量化数据库与历史研究》，《历史研究》第2期。
Day 2
Lecture: Current research by Prof James LEE
Tutorial on hard skill and soft skill training

- Videos:
tbc
- Readings:
tbc

**Part One: Who Are We**

I. Who Are We, Who Survives

Day 3

- Videos:
  Lecture 3.1 Big Data, New Facts and Classic Social Theory
  Lecture 3.2 New Data and Eurasian Comparisons
  Lecture 3.3 Who Survives: Life Under Pressure
  Lecture 3.4 Mortality: Geographic and Socioeconomic Comparisons
  Lecture 3.5 Mortality and Who We Are

- Readings:

  **Required:**


- First PPT presentation and writing discussions
II. Who Reproduces, Who Marries

Day 4

- Videos:
  
  Lecture 4.1 Who Reproduces: Prudence and Pressure
  Lecture 4.2 Reproduction and Conscious Choice
  Lecture 4.3 Reproduction and Adoption
  Lecture 4.4 Reproduction: Geographic and Socioeconomic Comparisons
  Lecture 4.5 Who Marries: Similarity in Difference
  Lecture 4.6 Universal Female and Restricted Male Marriage
  Lecture 4.7 Alternative Marriage Forms
  Lecture 4.8 Marriage and Socioeconomic Comparisons

- Readings:
  
  Required:
  

- Second PPT presentation and writing discussions
- PPT and writing submission due: tbc

III. Who Cares

Day 5

- Videos:
Lecture 5.1 Who cares: State, Kinship and Family
Lecture 5.2 Effects of Living with Kin
Lecture 5.3 Family System in Comparative Perspective
Lecture 5.4 Kin Influence across East Asian Family Systems
Lecture 5.5 The Salient Legacy of China’s Past

- **Readings:**
  
  **Required:**


  - Include library workshop
  - Third PPT presentation and writing discussions
  - PPT and writing final submission due: tbc

**IV. Hard Times in Comparative Perspectives**

Day 6

- **Videos:**

Lecture 6.1 Comparative West and Rest of Poverty and Modernity
Lecture 6.1 Comparative Micro and Macro of Poverty and Inequality

- **Readings:**
  
  tbc

  - Fourth PPT presentation and writing discussions
  - PPT and writing final submission due: tbc

**Part Two: Who Gets Education**

I. *Education and Social Mobility in the Past*

Day 7

- **Videos:**

  Lecture 7.1 Introduction to Part Two: Comparative Inequality and Opportunity
  Lecture 7.2 Social Stratification and Social Mobility
  Lecture 7.3 Social Mobility and the Examination System in Late Imperial China
Lecture 7.4 Cultural Reproduction and Education in Late Imperial and Contemporary China

- Readings:

  Required:


  梁晨、董浩、任韵竹、李中清，2017，《江山代有才人出，各领风骚数十年：中国精英教育四段论，1865-2014》，《社会学研究》第3期。（Note: English version refers to the PPT Slides of ‘Changes in the Social and Regional Origins of China’s Educated Elite, 1865-2014’.)

  Optional:


  SMITH, Robert J. 1982. *The Ecole Normale Supérieure and the Third Republic.* Suny Press, Table 4, p.34.


  梁晨、任韵竹、王雨前、李中清，2017，《民国上海大学生社会来源量化研究，1913-1949》，《历史研究》第3期。

  ❖ Fifth PPT presentation and writing discussions
  ❖ PPT and writing final submission due: tbc

II. Education and Social Mobility in the Present

Day 8

- Videos:

  Lecture 8.1 Comparing Inequality in Education and Income between China and the West

  Lecture 8.2 Student Diversity at Peking University 1950-1999 and Suzhou University 1950-2003

  Lecture 8.3 China’s Silent Revolution’s Ladder of Success

- Reading:

  Required:

  梁晨、张浩、李兰、阮丹青、康文林、李中清，2013，《无声的革命：北京大学、苏州大学学生社会来源研究，1949-2002》，北京：三联出版社。（Note: The key chapters of *Silent Revolution* are provided in English.)


- Sixth PPT presentation and writing discussions
- PPT and writing final submission due: tbc

III. Comparative Inequality and Opportunity Past and Present

Day 9

- Videos:
  Lecture 9.1 Changes in the Social and Regional Origins of China’s Educated Elite 1865-2014
  Lecture 9.2  China’s Silent Revolution, 1949-2002
  Lecture 9.3 Educational Expansion and Educational Inequality in China, 1865-2014
  Lecture 9.4 Changing Regional Origins of Educated Elites: Before 1949
  Lecture 9.5 Changing Regional Origins of Educated Elites: After 1949
- Reading:
  tbc
- Seventh PPT presentation and writing discussions
- PPT and writing final submission due: tbc

Part Three: Who Gets Wealth

I. Wealth Accumulation and Distribution in the Past, Wealth Accumulation and Distribution in the 20th Century

Day 10

- Videos:
  Lecture 10.1 Wealth Distribution in the UK and US, 1700-2000
  Lecture 10.2 Population Categories and Wealth Entitlements in China
  Lecture 10.3 Land Distribution in Shuangcheng, 1870-1906
  Lecture 10.4 Wealth Distribution and Regime Change
  Lecture 10.5 Wealth Distribution in Pre-Revolutionary China
  Lecture 10.6 Political Processes and Institutions of Regime Change in Shuangcheng, 1946-1948
Lecture 10.7 Revolutionary Victims in Shuangcheng and Elsewhere

- Readings:

  Required:


- Eighth PPT presentation and writing discussions
- PPT and writing final submission due: tbc

### II. Wealth Accumulation and Distribution in the Present, Comparative Inequality and Wealth Past and Present

Day 11

Videos:
Lecture 11.1 Property Distribution in Contemporary China
Lecture 11.2 Comparative Wealth Distribution: Past/Present and East/West
Lecture 11.3 Wealth Distribution and Regime Change
Lecture 11.4 Wealth Distribution in Pre-Revolutionary China
Lecture 11.5 Political Processes and Institutions of Regime Change in Shuangcheng, 1946-1948
Lecture 11.6 Revolutionary Victims in Shuangcheng and Elsewhere

- 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

- Ninth PPT presentation and writing discussions
- PPT and writing final submission due: tbc
Appendix

Assessment Rubrics

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

◆ Group PPT oral assignments:

Textual and Graphic Narratives – Your ability to conceptualize key takeaways in your slides and use graphics where appropriate to make your presentation more compelling

- Below standard (P-):
  Textual: texts are barely comprehensible, and slides lack consistent message, sentence clarity;
  Graphics: confusing slide design, lacking theme-appropriate illustrations, graphics, tables and charts.

- Meets standard (P):
  Textual: texts are overall comprehensible, but slides contain repetitive or irrelevant texts;
  Graphics: proper slide design, theme-appropriate illustrations and graphics are used in the slides to enhance the comprehensiveness of the presentation.

- Above standard (P+):
  Textual: texts are readily comprehensible and virtually error-free, the narratives are expressed clearly and fluently, slides are highly relevant and consistent;
  Graphics: thoughtful slide design, strongly theme-appropriate illustrations with value-added graphics, tables and charts.

Oral Delivery – your ability to orally convey the information and arguments

- Below standard (P-): oral presentation does not convey facts and ideas clearly. The presenter keeps looking at the screen without facing with audience, reads the words on the slides, stands back behind the podium, lacks proper body language to emphasize key messages

- Meets standard (P): oral presentation conveys most facts and ideas clearly. The presenter uses appropriate body language and make necessary eye contact with audience to help convey special meaning and ideas.

- Above standard (P+): oral delivery greatly enhances the presentation of ideas and fact. The presenter delivers the presentation through efficient interaction between oral delivery and written contents on the slides, and uses appropriate body language and eye contact to keep audience focused.

Evidence – your ability to provide sufficient evidence to support your analytic thesis

- Below standard (P-): simply asserts personal opinion, or attempts to use evidence to support ideas but it is irrelevant, partial, ineffective, and/or not convincing.
- Meets standard (P): generally integrated when using sources, facts, and details, be able to demonstrate meaningful connections between your evidence and your analytic thesis, but is not so effective or convincing.
- Above standard (P+): uses relevant evidence to convincingly support your analytic thesis and effectively develop your ideas.

**Persuasiveness** – your ability to present a convincing narrative expressing your own personal voice
- Below standard (P-): simply repeats a collection of available ideas with insufficient evidence and weak logic.
- Meets standard (P): expresses convincing voice and attempts to create unique ideas, but still lacks persuasiveness and depth.
- Above standard (P+): creates strongly convincing and innovative ideas, and extends their implications to broader topics.

◆ **Group writing assignments**

**English language** – your ability to write a short narrative with proper word choice and grammar
- Below standard (P-): two or more sentences and ideas are incomprehensible and informal, simplistic, or imprecise expression of ideas are readily seen. Some inappropriate domain-special vocabularies are occasionally used.
- Meets standard (P): overall meaning and ideas can be understood, but still contains some minor grammar mistakes. Express idea by employing a mix of general, semi-formal, and precise language.
- Above standard (P+): writing is virtually error-free, and ideas are expressed clearly, fluently and professionally.
  Write in a formal style using precise academic and domain-specific vocabulary appropriate for the audience.

**Organization** – your ability to organize your narrative using paragraphs with topic sentences and segues
- Below standard (P-): no topic sentences, segues, or coherent paragraphs. Ideas progressed unevenly from beginning to end.
- Meets standard (P): employs topic sentences and basic segues, but paragraph organization and overall narrative structure is still incomplete. Ideas progressed in a smooth flow from beginning to end with appropriate style and objective tone established.
- Above standard (P+): constructs a solid, complete narrative structure based on clearly-stated topic sentences, fluent segues, and succinct paragraphs. Ideas progressed logically to its pre-set end point with established and maintained appropriate style and objective tone.

**Evidence** – See Group PPT Assignments.
**Persuasiveness** – See Group PPT Assignments.

◆ **Discussion** – your ability to lead a discussion, raise questions effectively and respond to questions logically and skillfully
- Below standard (P-): Discussion is passive and ineffective with little interaction between presenters and audience.
- Meets standard (P): Discussion is organized properly with continuous interactions between presenters and audience.
- Above standard (P+): Discussion is highly-efficient and informative with deep questions and skillful and insightful responses.

◆ **Group teamwork peer assessment:**

**Team Work** - your ability to work with your team mates to produce high quality work
- Below standard (P-): Passively participate in preparation for group presentation and group writing. Avoid taking ownership for more demanding tasks. Present own point of view rather than a shared view by the group. Do not acknowledge contributions made by other team members. Miss deadlines
- Meets standard (P): Make significant efforts to participate in and contribute to group preparations for group presentation and group writing assignments. On occasion take ownership for specific tasks including leadership of at least one group presentation and one group writing assignment. Acknowledge contributions of other teammates and show ability to subordinate personal points of view to those of your team. Meet deadlines.
- Above standard (P+): Proactively make contributions to preparation for group presentation and group writing. Strongly willing to assume ownership and leadership of group tasks. Motivate other teammates to make contributions in highly efficient cooperation and show strong ability to balance personal points of view to those of your team. Never miss a deadline.