
Chinese Economic History in Comparative Perspective

Economics 4534, Fall 2021

This course selectively surveys key elements of the economy, state, and society of China starting from the 17th century to today. This course is an online course. Lectures will be asynchronous, and all assignments, discussions, and exams will be completed online in Canvas. I will be using the [Announcement](#) page in Canvas as well as email to let students know about important class news and updates. I will hold regular virtual office hours via Zoom. The [Zoom Meeting ID for virtual conferences is 926 2280 7730](#).

Topics of focus include education, kinship and lineage organization, demography, living standards, property rights, foreign trade, capital and commodity markets, local versus central governance, and public finance. The course will highlight sources of historical data and the kinds of empirical methods for analyzing data. The comparative approach is used in this course as a strategy for understanding China's performance in the past. We also investigate how and why China and Europe developed along different growth trajectories. In addition, we will investigate the implications of China's historical legacy as well as institutional changes that have aided China's economic performance in the contemporary period.

Professor: Carol H. Shiue
Office: Economics 206B
Office Hours: Friday 8:30-11:30 a.m.
Phone: 303-492-5169
Email: shiue@colorado.edu

Required Textbooks

1. *Modern China: Continuity and Change, 1644 to Present*, 2nd edition, by Elleman and Paine (Rowman & Littlefield, 2019).
2. *The Search for Modern China: A Documentary Collection*, 3rd edition, by Chen et al. (W.W. Norton, 2014).

Prerequisites

Econ 3070 Intermediate Micro or Econ 3080 Intermediate Macro. (At least a grade of C-)

Where to Find Class Materials

We will use Canvas in this course. This means all assignments and exams must be submitted through Canvas. Class materials are found by clicking on the left menu link [Modules](#). The materials are organized week by week. You should complete the lectures, quizzes, and any assignments according to the suggested schedule. Information and any news or updates will be posted in [Announcements](#).

Supplemental readings will be provided in the Canvas system, or via the CU Boulder Library, or by links to external websites.

Course Requirements

There will be a new Module posted weekly (for a total of 15 Modules). Modules will pace you through the weekly work, with lectures and reading to be completed for that week. There are typically two dates during the week, on Wednesdays and Sundays, when assignments are due.

Lectures: Lectures will be pre-recorded. Complete the lectures asynchronously by viewing the videos posted. You must respond to the interactive questions in the lecture video to earn points for the lecture. In addition to lectures, you may be asked on occasion to engage with other online content, such as documentaries and news reports, as well as websites hosted by organizations such as the World Bank.

Reader's Notebook: Students are expected to keep a Notebook on certain assigned readings. The notebook will be useful for writing the Final Exam. Your Reader's Notebook should be created in Google Drive and updated throughout the semester. I will review the notebook on Oct. 1 and on Dec. 1.

Discussion Posts: Students will be asked to respond to prompts in the [Discussions](#) link in Canvas and reply to posts from other students. The purpose of discussions is to learn about different perspectives. We will have a discussion prompt approximately every other week. Please familiarize yourself with [Netiquette](#) and engage in thoughtful and polite discussions.

Course Paper: You will spend time over the semester examining data sets as part of the weekly modules. For the paper, you will choose one data set, and then ask a question that can be answered using data and the tools of data analysis. The data could be one of the data sets that I will provide for you, or an approved data set that you have found. The paper should be 10 pages in length, including Figures and Tables, and it is due on or before December 9.

Final Exam: There is a Final Exam for this course. The exam will require you to write one or more essays. The final is tentatively scheduled for 2.5 hours and it must be started and completed within the 48-hour window between December 11 at 10 a.m. to December 13, 10 a.m., Mountain Time. All students must take the final exam to pass the course.

Your course grade will have the following components:

Lectures (15%) & Reader's Notebook (20%)	35 %
Discussion Posts	10 %
Historical Data Analysis Paper	30 %
Final Exam	25 %

Expect to spend most of your time on the reading assignments, making notes in your notebook, and doing research for your paper. The Final will require you to write clearly and concisely, in grammatically correct English.

Policy on late submissions:

To encourage students to complete assignments in a timely manner, there will be a deduction of 5% per day for late submissions, for up to 8 days. Therefore, an assignment that would have received 100% had

it been handed in on time will receive instead a 95% if was handed in the 24-hour period after the deadline, and 90% if it is 2 days late. After 8 days, assignments can still be completed for a grade of 60%. Missing assignments receive 0%.

Because deadlines for turning in grades are tight at the end of the semester, for the final paper, the deduction will be 10% per day late, up to 3 days.

Final Exam Online Proctoring

Exams will be proctored with Proctorio. Proctorio is a free online proctoring platform that allows students who are taking courses online to have the convenience of taking their course exams at home and not have to go to a test-taking center.

Review [Proctorio Minimum System Requirements \(Links to an external site.\)](#) to ensure you have the correct hardware and software to use this tool.

- *Note: you are required to have a computer with a functioning webcam and microphone or have access to a computer with a functioning webcam microphone to complete your exams.*

Topic Overview and Outline

Note: Readings may change depending on the progression this semester.

Part I. Overview

1. A Framework of Growth--China's History of Development

- <https://www.worldbank.org/en/country/china>
- Naughton, Ch. 6. "Growth and Structural Change"
- Zhu, "Understanding China's Growth: Past, Present, and Future," *Journal of Economic Perspectives*, 26(4), Fall 2012. [\[Link\]](#)

2—Governance and the Qing Empire

- Weil, Ch.12 "Government"
- Text: Elleman and Paine, Ch. 1,2 [\[Link Ch1+2\]](#)
- Chen et al. Ch. 2&3, "The Manchu Conquest" & "Kangxi's Consolidation"

Part II. Determinants of Economic Development

3—Education and Human Capital Accumulation

- Text: Elleman and Paine, Ch. 4.
 - * Documents: Chen et al. Ch 4.
 - * Selections from Confucius and Classical texts. [\[Link\]](#)
- Exploring genealogies: data download from Canvas.
 - Chang, "The Chinese Gentry" [\[Link\]](#)

- Selections from: Genealogy Rules
 - *Shiue, “Human Capital and Fertility in Chinese Clans Before Modern Growth”, *Journal of Economic Growth*, 2017, 22(4), 351-396. [\[Link\]](#)
- Kung et al. "Long live the keju!: The persistent effects of China's civil service examination system" [\[Link\]](#)

4—Lineage and Clan Organization

- *Yang, “The Chinese Family in the Communist Revolution”[\[Link\]](#)
- * Hajnal, "Two kinds of pre-industrial household formation systems," *Population Development Review*, Sept 1982. [\[Link\]](#)
- * “Merchant Lineage in Coastal Jinjiang, Quanzhou Prefecture during the Qing Dynasty” *Frontiers of History in China*, 2010 5(3): 425-452. [\[Link\]](#)

5—Law and Property Rights in Imperial China and the Qing Legal code

- Chen et al. 5 “Chinese Society and the Reign of Qianlong”
- Documents: The Great Qing Code
- Jing, “Legislation Related to the Civil Economy of the Qing Dynasty,” in *Civil Law in Qing and Republican China* [\[Link\]](#)

6— Capital Markets and Commodity Market Integration

- Text: *von Glahn, “Maturation of the Market Economy, 1550-1800” [\[Link\]](#)
- *Ho, “The Salt Merchants of Yang-chou: A Study of Commercial Capitalism in Eighteenth-Century China.” *Harvard Journal of Asiatic Studies*, 1954, 17: 130-68. [\[Link\]](#)
- *Shiue and Keller, “Markets in China and Europe on the Eve of the Industrial Revolution,” *The American Economic Review*, September 2007, 97(4). pp. 1189-1216.[\[Link\]](#)
 - Exploring grain price data; download from Canvas.

7— Institutions and Public Finance: from Tax Revenues to Public Goods Provision

- * Hoffman, “What do States Do? Politics and Economic History,” *Journal of Economic History*, June 2015. [\[Link\]](#)
- *Shiue, “Local Granaries and Central Government Disaster Relief: Moral Hazard and Intergovernmental Finance in Eighteenth and Nineteenth-Century China,” *Journal of Economic History*”. [\[Link\]](#)

8—Foreign Imperialism and the Foreign Presence in the 19th Century

- Text: Elleman and Paine, Ch. 7, “Expanding Commercial Relations with the West”
 - *Documents: Chen et al. 7, “The First Clash with the West”
- *Keller, Li, and Shiue, “China’s Foreign Trade, Perspectives from the Last 150 Years”, *The World Economy*, June 2011, 34(6), pp. 853-892.[\[Link\]](#)
- Keller and Shue, "Foreign Trade and Investment", Cambridge Economic History of China.

9—Rebellion and Social Conflict

- Text: Elleman and Paine, Ch. 6, “Systemic Crisis and Dynastic Decline” & Ch. 9, “Quelling Domestic Rebellions”
- Yang and Chen, "Historical Traumas and the Roots of Political Distrust: Political Inference from the Great Chinese Famine"
- *King et al. "Reverse-Engineering Censorship in China: Randomized Experimentation and Participant Observation" *Science*, Aug. 2014. <https://science.sciencemag.org/node/497604.full>

Part III. Long-run Comparisons: Demographic Outcomes, Market Performance, Productivity, and Wages

10— Comparisons of Living Standards and Demographic Outcomes

- *Allen et al. “*Wages, prices, and living standards in China, 1738-1925: in comparison with Europe, Japan, and India.*” *Economic history review*, 64 (s1), 2011. [\[Link\]](#)

11—Demographic Outcomes: Population Growth and Sex Ratios

- *Zhang. 2017. “The Evolution of China’s One-Child Policy and Its Effects on Family Outcomes.” *Journal of Economic Perspectives* 31 (1): 141–60. [\[Link\]](#)

Part IV. Explanations

12 and 13—The Great Divergence in Incomes of the 18-19th Century

- "Is There an East Asian Development Path? Long-Term Comparisons, Constraints, and Continuities", Pomeranz.
- *A *Culture of Growth*, 16-17. “China and Europe”, Mokyr. [\[Link\]](#)
- *von Glahn, *Economic History of China* Ch. 9 [\[Link\]](#)
- *Brandt, Ma, and Rawski, “From Divergence to Convergence: Reevaluating the History Behind China’s Economic Boom”, *Journal of Economic Literature*, 2014, 52(1), 45-123. [\[Link\]](#)

Part V. Continuity and Change in the 20th century

14—Evaluation of the Reform Era

How might China’s continued development be linked to historical factors we have surveyed in this course—for example, lineage, government, education, conflict, and the historical legacy of foreign trade? Is there an Asian development path that is distinct from the Western path?

- *Chen et al. Ch. 27.
- Li et al. "Human Capital and China's Future Growth." *Journal of Economic Perspectives*, 31 (1): 25-48. [\[Link\]](#)
- Wei et al. “From ‘Made in China’ to ‘Innovated in China’: Necessity, Prospect, and Challenges,” *Journal of Economic Perspectives*, 31(1), Winter 2017.

Institutional Policies

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behaviorLinks to an external site.](#) and the [Student Code of ConductLinks to an external site.](#)

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical ServicesLinks to an external site.](#)

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict ResolutionLinks to an external site.](#) For more information, see the policies on [COVID-19 Health and SafetyLinks to an external site.](#) and [classroom behaviorLinks to an external site.](#) and the [Student Code of ConductLinks to an external site.](#) If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations CourseLinks to an external site.](#) Before coming on to campus each day, all students are required to complete a [Daily Health FormLinks to an external site.](#)

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting FormLinks to an external site.](#) remotely. I

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services websiteLinks to an external site.](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical ConditionsLinks to an external site.](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office websiteLinks to an external site.](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting \(Links to an external site.\)](#), and the campus resources can be found on the [OIEC websiteLinks to an external site.](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, students should inform the instructor as early as possible of conflicts. See the [campus policy regarding religious observances](#)[Links to an external site.](#) for full details.