

# SOSC 3001

## Understanding China / Understanding Inequality, 1700-2000: A Data Analytic Approach

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<b>Course Offered</b>	<b>Spring 2021</b>
<b>Course Schedule</b>	Friday Section 1: 09:00-11:50
<b>Course Venue</b>	TBA On-line
<b>Instructional Team</b>	<b>Professor James Z. LEE</b> Dr. Lian BAI ( <a href="mailto:shbai@ust.hk">shbai@ust.hk</a> ) Bamboo REN ( <a href="mailto:yrenae@connect.ust.hk">yrenae@connect.ust.hk</a> )
<b>Canvas</b>	Please regularly check Canvas course site for updated information. All assignments must be submitted on Canvas.

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### Course Description

This course summarizes some of the new directions in Chinese history and social science pioneered by the Lee-Campbell Research Group 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 and inequality in China in comparative perspective.

Our course demonstrates how a new scholarship of discovery using a data analytic approach generated by the collection and analyses of large datasets of micro, that is individual-level, historical records, is redefining what is singular about modern China and modern Chinese history. Current understandings of Chinese history and social theory are based largely on Western experience or on Chinese experience seen through a Western lens.

Our course offers alternative perspectives derived from empirical analyses of inequality, broadly defined, in a variety of specific Chinese historical data projects from the last three centuries. Our main historical data projects include the prize winning China Multi-Generational Panel Datasets CMGPD, the China University Student Datasets CUSD, the China Professional Occupation Datasets CPOD, the China Rural Revolution Datasets CRRD, and the China Government Employee Datasets CGED described in our recent retrospective on historical Chinese microdata collections in *Historical Life Course Studies*.

We have organized these data for this course on inequality to focus on four different patterns of unequal resource distribution, opportunity, and behavior, and the political, economic, and social forces, as well as institutions, policies, and values that underlie them. We do not, in other words, confine our study of Chinese inequality to measuring the changing distribution of income or wealth, 1700-2000. Instead, we embrace a more multi-

faceted and we hope more complete understanding of inequality by comparing different demographic, educational, financial, as well as political perspectives sometimes for specific populations, sometimes nationally. We also do so because income depends on employment, because employment depends on opportunities, because opportunities increasingly depend on education which in turn depends on ability and resources, as well as on connections and experience which often depend on birth. In other words, for most Chinese as in much of the world where you end up depends largely on where you begin. Understanding the circumstances and extent to which Chinese over the last three centuries could or can avoid such destiny provides important insights to understanding inequality from a Chinese perspective, as well as new historical and comparative perspectives on understanding China.

Part One focuses on the ‘the Fittest’ as seen through socio-demographic studies of comparative population behavior - mortality, marriage, and reproduction – and their interaction with economic conditions and community and family organization. We do so because mortality and reproduction are fundamental and universally valued, because they are measurable, commensurate and therefore easily comparable, because like other patterns of inequality and opportunity they nevertheless differ historically between China and the West, and because these differences demonstrate the mutability of biological and socio-biological as well as socio-economic institutions, forces, and values underlying human inequality.

Part Two focuses on ‘the Chosen’ as seen through the lens of comparative opportunity for education and to some extent work. We do so because education is increasingly a necessary precondition everywhere for employment, because China’s long tradition of selective educational opportunity based on objective exam performance means that China’s educated elite are defined more than elsewhere by their abilities and skills than by their connections to political and property-based elite, because of the contributions of these educated elite to China’s recent economic growth, and because of the saliency of China’s educated elite among contemporary global elites.

Part Three focuses on ‘the Wealthy’ measured by landed and residential property since such tangible assets are much harder to hide and therefore better recorded than other types of wealth. Like our study of the Fittest, our historical data come largely from specific discrete rural populations comprising hundreds of village communities in Northeast and also North China. And, like our study of the Chosen, we compare the role of the Chinese state in determining ‘Who gets What’ during the nineteenth century, the middle-third of the twentieth century, and the turn of the twenty-first century. Moreover, we do so with explicit comparisons of wealth and especially landed wealth in the Western world over the last several centuries.

Finally, we turn in Part Four to ‘the Powerful,’ by which we mean the entirety of political power holders defined by local, regional, and national civil and military office, not just the central government leadership at the very top. Since our own study and understanding of ‘Who’s on Top’ is only just beginning, we concentrate in this part on our on-going analyses of a data set of 4.1 million seasonal observations of over 300,000 unique Qing officials, especially during the nineteenth and early twentieth century. We conclude our class with a general discussion about the implications of these four sets of new facts for our

understanding of hierarchy and inequality in China over the last three centuries and for what light they shed on the long- term continuity and change in China’s social structure.

## Instructional Team

I have invited two colleagues to assist me in teaching this class: Bai Lian, a UBC PhD in Anthropology, who is the primary administrator of the HKUST Global China Studies Online Program, and Bamboo Y. Ren, an HKUST PhD SOSC candidate who is the assigned TA for our class and whose thesis research produced many of the new facts in Lesson Six.

## Class Schedule

NO.	DATE	THEME
L1	05 <sup>th</sup> Feb	Inequality, Big Data, and the Scholarship of Discovery
L2	19 <sup>th</sup> Feb	The Fittest: Who Survives
L3	26 <sup>th</sup> Feb	The Fittest: Who Reproduces
L4	05 <sup>th</sup> Mar	The Fittest: Who Marries
L5	12 <sup>th</sup> Mar	The Chosen: Who Gets Education in the Qing
L6	19 <sup>th</sup> Mar	The Chosen: Who Gets Education in Republican China
L7	26 <sup>th</sup> Mar	The Chosen: Who Gets Education in the People’s Republic of China
L8	09 <sup>th</sup> April	The Wealthy: Who Gets Property in the Qing
L9	16 <sup>th</sup> April	The Wealthy: Who Gets Property During the Early PRC
L10	23 <sup>rd</sup> April	The Wealthy: Who Gets Property Today in the PRC and World-wide
L11	30 <sup>th</sup> April	The Powerful: Who Gets Political Authority in the Qing
L12	07 <sup>th</sup> May	Comparative Inequality and Opportunity: Past and Present

## The ‘Flipped Classroom’ and Intended Learning Outcomes

In addition to the presentation of new facts and ways to think about Chinese inequality 1700-2000, our course takes advantage of a flipped classroom approach to train students to work together in groups rather than individually, and to improve your oral and written communication skills as well as your thinking. By so doing, we emphasize working styles – cooperation, creativity, and leadership - as well as working skills.

We have filmed course lectures in some 55-60 approximately ten-minute ‘chunks’. Students are required to watch these class lectures outside the classroom before class

meetings and to use in-class time instead for active learning through group presentations on weekly assigned questions, group comments on these presentations, as well as individual participation and in-class discussion of these assignments.

We also hope to use E-Learning software developed at HKUST to build on connectivity to the almost 10,000 on-line students who have taken or are taking other versions of this class through Coursera and through such HKUST programs as the Hong Kong-Beijing University Alliance, Hong Kong-Shanghai University Alliance, and the Association of East Asian Research Universities to foster greater engagement with students elsewhere and to create a larger learning community.

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

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

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

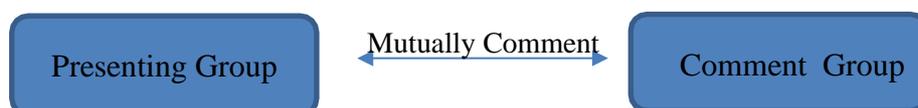
## **ZOOM and Online Learning**

Our class will probably initially meet exclusively online using Zoom. Depending on circumstances we may move in late February/March to a mixed mode where those students who can come to campus meet physically face to face with the instructional team while other students continue to meet face to face online.

## **Group Assignments**

Class assignments from Lesson 2 through Lesson 12 are by group. Depending on class size, we will divide each section into a number of teams of approximately 5-6 students. Students should participate each week either in team PPT presentations or in team PPT discussions of these presentations.

Each week we will assign different teams to make an oral presentation according to specific assigned topics and questions and also assign a counterpart team to comment on each presentation. Comment teams should give constructive feedback on the presentation focusing on the grading rubrics summarized in the Syllabus Appendix: Textual and Graphic Narrative (language and organization), Oral Delivery, Evidence, and Persuasiveness. Presentation teams should submit their draft presentation two full days prior to class so that discussion teams have adequate time to prepare their discussion, including possibly their own independent reading and thinking about the assignment.



Presentation groups should limit their presentation to 15 minutes, and no more than 15 PPT slides. Discussion groups should limit their discussion of the presentation to 5 minutes and to just one or two PPT slides. Every student should present and discuss or participate in at least one presentation and one discussion during the term.

We strongly recommend that all students read the draft presentations as well as all the required reading prior to class for better individual class participation.

## **Individual Assignments**

Finally, all students must submit a 1000-word individual essay after the conclusion of our scheduled classes, reflecting on what you learned during Lessons 2-12. Final papers are due May 28. While you are welcome to discuss your essay with your group mates, classmates, and others, the final submission has to be written individually. Essays will be assessed according to the writing grading rubrics in the syllabus appendix for English Language, Organization, Evidence, and Persuasiveness.

There is no other final assessment for this course. Your final course grade will be based on your group presentations and comments including your individual contribution and performance to these presentations and comments, as well as your individual class participation in weekly class discussion, your individual reflective essay, and your team assessments of your contributions to group assignments.

## **Academic Integrity**

All assignments students submit must be their own work. Unattributed use of the work of others is plagiarism, and is not acceptable. We require students to quote correctly and if using narrative text or analytic results from another source to include a proper citation. Any cheating or plagiarism will be penalized.

The Office of the Provost offers resources to help you avoid plagiarism and copying. Please read all of the materials here: <http://www.ust.hk/provost/integrity/student-1.html>

## **Grading**

1. **Group Oral presentations**—40 percent of course grade. Group presentations of weekly topics will be graded in terms of Textual and Graphic narrative, Oral delivery, Evidence and Persuasiveness.
2. **Group Oral Comments**-20 percent of course grade according to the same above rubrics.
3. **Individual Reflective Essay**—20 percent of course grade. Students will submit 1000-word individual reflections on what they have learned from class about

inequality today and in the past, which will be graded in terms of English Language, Organization, Evidence, and Persuasiveness.

4. **Individual Class Participation and Discussion**—10 percent of course grade based on individual weekly class participation and discussion.
5. **Group teamwork**—10 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 Assignments

We welcome students of diverse origins and linguistic ability and have designed this class to be accessible to all HKUST students. Course videos are accordingly exclusively in English, while course readings are a mix of required English language and on three occasions Chinese language publications with summary English language articles and/or PPT presentations for students who are not fluent in written Chinese. Please note that since course videos are generally only available through HKMOOC the video chunk numbering does not always align with the Lesson Numbers for this course.

### *Introduction*

#### *Lesson 1: Inequality, Big Data, and A Scholarship of Discovery: A Conceptual Discussion, 5 February*

##### 🕒 Videos:

Video 1.1 Who Are We? An Introduction

Video 1.2 Big Data and the Scholarship of Discovery

##### 🕒 Readings:

##### *Required:*

Cameron D. Campbell and James Z. Lee. 2020. “Historical Chinese Microdata: 40 Years of Dataset Construction by the Lee-Campbell Research Group” *Historical Life Course Studies* 10:

The Lee-Campbell Research Group Webpages

<https://www.shss.ust.hk/lee-campbell-group/>

##### *Optional:*

Ding Guan, Zhou Zhong, Hamish Coates, Liu Liu, and James Z. Lee. 2019. “Education Innovation Through Online and Mobile Learning” In Zhou Zhong, Hamish Coates, Jinghuan Shi. Eds. *Innovations in Asian Higher Education*. Routledge, 38-50.

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, 113-128 页

梁晨, 董浩, 李中清 . 2018. “从看一幅画到做一幕戏: 互联网时代历史教研新动向探微” 《文史哲》第六期 (December): 121-134.

## ***Part One: The Fittest***

### ***Lesson 2: Who Survives, 19 February***

#### ⑩ Videos:

Video 2.1 Big Data, New Facts and Classic Social Theory

Video 2.2 New Data and Eurasian Comparisons

Video 3.1 Who Survives: Life Under Pressure

Video 3.2 Mortality: Geographic and Socioeconomic Comparisons

Video 3.3 Mortality and Who We Are

#### ⑩ Readings:

##### *Required:*

Bengtsson, Tommy, Cameron Campbell, and James Z. Lee et al. 2004. *Life under Pressure: Mortality and Living Standards in Europe and Asia, 1700-1900*. MIT Press: 3-24, 431-440

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 1-62

Dong, Hao, Matteo Manfredini, Satomi Kurosu, Wen-shan Yang, and James Z. Lee. 2017. “Kin and birth order effects on male child mortality: Three East Asian populations, 1716-1945” *Evolution and Human Behavior* 38 (2017): 208-216

### ***Lesson 3: Who Reproduces, 26 February***

#### ⑩ Videos:

Video 4.1 Who Reproduces: Prudence and Pressure

Video 4.2 Reproduction and Conscious Choice

Video 4.3 Reproduction and Adoption

Video 4.4 Reproduction: Geographic and

Socioeconomic Comparisons

⑩ Readings:

*Required:*

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 83-100: 123-136

Tsuya, Wang, Alter, and Lee et al. 2010. *Prudence and Pressure: Reproduction and Human Agency in Europe and Asia, 1700-1900*. MIT Press: 319-328

***Lesson 4: Who Marries and Who Cares 5 March***

⑩ Videos:

Video 5.1 Who Marries: Similarity in Difference

Video 5.2 Universal Female and Restricted Male Marriage

Video 5.3 Alternative Marriage Forms

Video 5.4 Marriage and Socioeconomic Comparisons

Video 6.1 Who Cares: Family and Kinship

Video 6.2 Family Organization in Comparative Perspective

Video 6.3 East Asian Family Systems

Video 6.4 Comparing Family Influence in East Asia

Video 6.5 State and Kinship in China

⑩ Readings:

*Required:*

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 63-82, 137-148

Lundh and Kurosu et al. 2014. *Similarity in Difference: Marriage in Europe and Asia, 1700-1900*. MIT Press: 439-460

***Part Two: The Chosen***

***Lesson 5: Education and Social Mobility in the Qing, 12 March***

⑩ Videos:

Video 7.1 Introduction to Part Two: Comparative Inequality and Opportunity

Video 7.2 Big Data and New Scholarship of Who Gets Education

Video 7.3 Social Stratification and Social Mobility

Video 7.4 Social Mobility and the Examination System in Late Imperial China

Video 7.5 Conceptualizing *Keju*: Data Collection of *Juren*

Video 7.6 Cultural Reproduction and Education in Late Imperial and Contemporary China

Video 7.7 Salient Aspects of Examination System in China and West

⑩ Readings:

*Required:*

Ho, Ping-ti. 1964. *The Ladder of Success in Imperial China; Aspects of Social Mobility, 1368-1911*. Columbia University Press: 1-52, 92-167.

*Optional:*

Rubenstein, William D. 2009. "The social origins and career patterns of Oxford and Cambridge matriculants, 1840–1900." *Historical Research*, vol. 82, no. 218 (November 2009): 715-730.

Smith, Robert J. 1982. *The École normale supérieure and the Third Republic*. SUNY Press: Table 4, p. 34.

Weber, Max. 1946. 'The Chinese Literati.' In *From Max Weber: Essays in Sociology*. Oxford University Press: 416-444, 462-467.

### ***Lesson 6: Education and Social Mobility in Republican China, 19 March***

⑩ Videos:

Video 8.1 Republican Examination Elites, 1905-1952

Video 8.2 Republican Universities and the China University Student Dataset (CUSD-ROC)

Video 8.3 Female Tertiary Education and Women's Entry in the Public Sphere

Video 8.4 Social and Spatial Origins of Republican Students

⑩ Reading:

*Required:*

梁晨, 任韵竹, 李中清。 2020. 《启山林者：中国现代知识阶层的形成, 1912-1952》 中国社会科学院文献出版社。

Bamboo Y. Ren, Chen Liang, James Z. Lee. 2020. "Mutable Inequalities: Meritocracy and the Making of the Chinese Academe, 1912-1952, A Data Analytic Approach." *China Quarterly*, Vol 244 (December): 942-968. This article summarizes much of the above Chinese book.

*Optional:*

Xu, Xiaoqun, 2000. *Chinese Professionals and the Republican State: The Rise of Professional Associations in Shanghai, 1912–1937*. Cambridge University Press: 1-19.

Yeh, Wen-hsin. 2000. *The Alienated Academy: Culture and Politics in Republican China, 1919-1937*. Harvard University Asia Center: 7-48.

### ***Lesson 7: Education and Social Mobility in the People's Republic of China 26 March***

⑩ Videos:

Video 9.1 Comparing Inequality in Education and Income between China and the West

Video 9.2 Student Diversity at Peking University 1950-1999 and Suzhou University 1950-2003

Video 9.3 Categorical Analytics of Student Diversity: PKU and SZU

Video 9.4 China's Silent Revolution's Ladder of Success

⑩ 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: PPT summaries of the key chapters of Silent Revolution are provided in English on Canvas)

Bourdieu, Pierre. 1996. *The State Nobility: Elite Schools in the Field of Power*. Polity Press: 9-29, 263-299

Karabel, Jerome. 2005. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Houghton Mifflin: 1-10

*The Harvard Crimson*

Class of 2022 by the Numbers <https://features.thecrimson.com/2018/freshman-survey/>

Class of 2023 by the Numbers <https://features.thecrimson.com/2019/freshman-survey/makeup/>

*Yale Daily News*

Class of 2022 <http://features.yaledailynews.com/blog/2018/09/06/class-of-2022-by-the-numbers/>

Class of 2023 <http://features.yaledailynews.com/blog/2019/09/05/class-of-2023-by-the-numbers/>

*Optional:*

Bodenhorn, Terry, Burns, John, & Palmer, Michael. (2020). Change, Contradiction and the State: Higher Education in Greater China. *The China Quarterly*, 244, 903-919.  
doi:10.1017/S0305741020001228

### ***Part Three: The Wealthy***

#### ***Lesson 8: Wealth Accumulation and Distribution in the Qing, 9 April***

🕒 Videos:

Video 11.1 Introduction to Part Three Comparative Inequality and Wealth

Video 11.2 Big Data and New Scholarship of Who Gets Wealth

Video 11.3 Land Distribution in Shuangcheng, 1870-1906

🕒 Readings:

*Required:*

Chen, Shuang. 2017. *State-sponsored inequality: The Banner System and social stratification in Northeast China*. Stanford University Press: 1-30.

Lindert, Peter H. 1991. 'Toward a Comparative History of Income and Wealth Inequality.' in *Income Distribution in Historical Perspective*. Cambridge University Press: 212-231.

#### ***Lesson 9: Wealth Accumulation and Distribution at the Time of Land Reform and Rural Reconstruction, 16 April***

🕒 Videos:

Video 12.1 Wealth Distribution and Regime Change

Video 12.2 Wealth Distribution in Pre-Revolutionary China

Video 12.3 Have-Nots and Have-A-Littles in Pre-Revolutionary China

Video 12.4 Political Processes and Institutions of Regime Change in Shuangcheng, 1946-1948

Video 12.5 Revolutionary Victims in Shuangcheng and Elsewhere

Video 12.6 Collectivization and Wealth Distribution in the Mid-Twentieth China

Video 12.7 Collectivization and the Rise of New Inequalities, 1946-1966

## Video 12.8 Collectivization and Social Change

### ⑩ Readings:

#### *Required:*

Noellert, Matthew. 2020. *Power Over Property: The Politics of Land Reform in China, 1946-1948*. Ann Arbor: University of Michigan Press.

#### *Optional:*

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Beacon Press: 453-483.

Hinton, William. 1966. *Fanshen: A Documentary of Revolution in a Chinese Village*. Monthly Review Press: 147-156, 332-366.

## ***Lesson 10: Wealth Accumulation and Distribution in the Present, 23 April***

### ⑩ Videos:

Video 13.1 Rural Decollectivization and Housing Policy

Video 13.2 Urban Housing Reforms and the Growth of Wealth

Video 13.3 Household Property and Residential Ownership

Video 13.4 Comparative Wealth Distribution: Past/Present and East/West

Video 13.5 Conclusion Who Gets What and Why

### ⑩ 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

Piketty, Thomas. 2014. 'Introduction' and 'Merit and Inheritance in the Long Run' In *Capital in the Twenty-First Century*. Harvard University Press: 1-38, 377-429.

Piketty, T., Yang, L. and Zucman, G. 2017. [Capital Accumulation, Private Property and Rising Inequality in China, 1978-2015](#). NBER Working Paper No. 23368.

Xie, Y., & Jin, Y. 2015. [Household Wealth in China](#). *Chinese Sociological Review*, 47(3): 203-229.

#### *Optional:*

Knight, J. and Shi, L. 2016. [The Increasing Inequality of Wealth in China, 2002-2013](#). Economics Series Working Papers 816, University of Oxford, Department of Economics.

Piketty, Thomas. 2014. 'The Metamorphoses of Capital' and 'Global Inequality of Wealth in the Twenty-first Century' In *Capital in the Twenty-First Century*. Harvard University Press: 113-139, 430-470.

## ***Part Four: The Powerful***

### ***Lesson 11: The Qing Civil Service, 30 April***

#### ⑩ Videos:

Videos on the Qing Civil Service

#### ⑩ Readings:

##### *Required:*

Chen, Bijia, Cameron Campbell, Yuxue Ren, and James Z. Lee. 2020. Big Data for the Study of Qing Officialdom: The China Government Employee Database-Qing (CGED-Q). *Journal of Chinese History*, 4(2): 431-460. doi:10.1017/jch.2020.15

Piketty, Thomas. 2020. 'Inequality Regimes in History' In *Capital and Ideology*. Harvard University Press, Introduction and Chapters 1-3.

##### *Optional:*

陈必佳, 康文林, 李中清. 2018. “清末新政前后旗人与宗室官员的官职变化初探” (Banner and Imperial Lineage Officials During the Late Qing Reform Period) 《清史研究》第四期 (November): 10-20.

康文林. 2020. “清末科举停废对士人文官群体的影响 —— 基于微观大数据的宏观新视角” (The Influence of the Abolition of the Examinations at the End of the Qing on the Holders of Exam Degrees). 《社会科学辑刊》 (*Social Science Journal*) 2020.4 (249):156–166. LINK

任玉雪, 陈必佳, 郝小雯, 康文林, 李中清. 2016. “清代缙绅录量化数据库与官僚群体研究” (The Qing Jinshenlu Database: A New Source for the Study of Qing Officials). 《清史研究》第四期: 61-77.

### ***Lesson 12: Comparative Inequality and Opportunity: Past and Present, 7 May***

#### ⑩ Videos:

Video 10.1 Changes in the Social and Regional Origins of China's Educated Elite 1865-2014

Video 10.2 China's Silent Revolution, 1949-2002

Video 10.3 Educational Expansion and Educational Inequality in China, 1865-2014

Video 10.4 Changing Regional Origins of Educated Elites: Before 1949

Video 10.5 Changing Regional Origins of Educated Elites: After 1949

⑩ Reading:

*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》第三期 (May): 48-70。(Note: For a English summary, please consult the PPT Slides on ‘Changes in the Social and Regional Origins of China’s Educated Elite, 1865-2014’ available on Canvas)

David You Zuo and James Z. Lee. 2020. “Engineers and Scientists in 20<sup>th</sup> Century China”. Manuscript.

## Appendix

### Assessment Rubrics

The grading rubric: All group presentations, comments, and individual 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:**

**Teamwork** - 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. Insist on 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.

**A Word to the Wise:**

In our experience, every semester the final grade of 10 to 20 percent of the class is driven by the group teamwork peer assessment. Do take your group responsibilities seriously and treat your group members with respect.