SJTU MC904-1

从量化数据库理解 1700-2000 年的中国

Understanding China / Understanding Inequality, 1700-2000

**Group Assignments**

**L 3 *The Fittest: Who Survives***

Compared to the ‘natural’ sex ratio worldwide and the actual sex ratio by ethnic group in the USA and UK, son preferences and lopsided sex ratio at birth have become increasingly common in many Asian countries especially by birth order. What are the long-term implications of this phenomenon for the future?

Presentation: Group 1

Comment: Group 13

**L 4 *The Fittest: Who Reproduces***

What are the implications of China’s long history of marital restraint in the absence of contraceptive technology - demographic and non-demographic - for our understanding of Chinese behavior and thinking? To what extent do you think this will persist and to what effect?

Presentation: Group 2

Comment: Group 12

**L 5 *The Fittest: Who Marries[[1]](#footnote-1)***

The proportion of Chinese ever married by age 40 are currently among the highest in the world. Describe recent changes in marriage rates and marriage age in China. Will Chinese continue to marry in such high proportions and if so, why?

Presentation: Group 3

Comment: Group 11

## L 6 The Fittest: Who Cares

Describe the most important forms and consequences of contemporary family altruism in China compared to your understanding of such behavior in the United States. What do you think are the primary causes for such differences and what are the long-term implications of such differences for subsequent development?

Presentation: Group 4

Comment: Group 10

## L 7 The Chosen: Who Gets Education in the Qing

Including education, what are the main pathways and mechanisms to social mobility? In the past? In the present? To what extent do such indices as the World Economic Forum Global Social Mobility Index fail to account or measure these pathways and mechanisms properly?

Presentation: Group 5

Comment: Group 9

## L 8 The Chosen: Who Gets Education in Republican China

How does the uneven spatial and social (including gender) distribution and development of China’s universities influence China’s subsequent socio-economic development?

Presentation: Group 6

Comment: Group 8

**L 9 *The Chosen: Who Gets Education in the People’s Republic of China***

What are the major implications of maps 2-1 to 2-5, 3-1 to 3-8, charts 3-1 3-2, 3-3 and 3-5 and tables 3-1, 3-2 in《无声的革命》(Silent Revolution) in terms of the social and spatial diversity of students at PKU and SZU?

Presentation: Group 7

Comment: Group 1

**L 10 *The Chosen: The Best and the Rest: Comparing Elite Scientific Researchers and Elite University Undergraduate Students, 1920-2020***

Review and discuss the impact of historical and current inequalities in individual and familial resources and aspiration on China’s subsequent and future social development

Presentation Group 8

Comment Group 2

**L 11 *The Wealthy: Who Gets Property World-wide***

Based on your current understanding including this week’s class reading please contrast the social dynamics of wealth accumulation and intergenerational wealth transmission in China and the West (UK, US, and France).

Presentation: Group 9

Comment: Group 3

**L 12 *The Wealthy: Who Gets Property in the Qing***

What are the implications of wealth entitlements by population category in China in the past, illustrated by CHEN Shuang’s analysis of Shuangcheng microdata, for our understanding of the macro patterns of wealth distribution and access to state resources in China today?

Presentation: Group 10

Comment: Group 4

**L 13 *The Wealthy: Who Gets Property During Land Reform and Rural Reconstruction***

How effective were PRC rural collectivization policies including land reform, collectivization, and the Great Leap Forward, at creating wealth equality? To what extent did they also create the basis for new inequalities?

Presentation: Group 11

Comment: Group 5

**L 14 *The Wealthy: Who Gets Property Today***

Contrast changes in the distribution of wealth for the bottom half and the top quarter of Chinese society during the last fifty years

Presentation: Group 12

Comment: Group 6

**L 15 *The Powerful: Who Gets Political Authority in the Qing***

How does our understanding of Who has Authority in late imperial and Republican China help us understand better who has authority in Chinese government in the 20th and 21st centuries? What are the main similarities? What are the main differences?

Presentation: Group 13

Comment: Group 7

1. This questions includes the underlying reasons for the many forms of Chinese universal marriage. [↑](#footnote-ref-1)