Hitotsubashi University

Graduate School of Economics

**経済史B**

**Economic History B**

(1EK30201)

Spring 2022, 2 credits 2022年春 2単位

M, Th 10:45-12:30 JST 月木2

Manaba site: <https://manaba.hit-u.ac.jp/ct/course_601195>

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This syllabus is subject to revision. Students are responsible for checking the shared Google document for the most recent version.

# Course Description

Until the late twentieth century the majority of humans lived in agrarian societies. This means that almost all of economic history should be about agrarian, or organic, economies. However, the study of economics as we know it, i.e. how societies organize production and reproduction, began in Europe in the late eighteenth century around the beginning of the industrial revolution, and as a result economists have overwhelmingly focused on European and industrial questions. In other words, the study of economics does not necessarily help us understand the majority of recorded human history. The goal of this course is to introduce students to such economic concepts based on human experience, i.e. history.

The primary subject of this course is modern Chinese agrarian society. The experience of China represents about one quarter of human experience, and China achieved one of the most advanced agrarian economies in history centuries before Europe. These are a couple reasons why learning more about this society will help us better understand economics in general.

In this course we will examine Chinese economic history from the perspective of the present – the year 2022. Today the world is undergoing profound changes that increasingly challenge established knowledge about how the world works. Faced with global climate change, economies based on an unlimited supply of resources appear increasingly irrational. As a result of political and economic upheavals, the lines between ideologies like capitalism and socialism appear increasingly blurry. Everything going on in the world today raises new questions, and in this course we will learn how to look for new answers in the past.

# Assignments and Grading

This course meets twice a week on Mondays and Thursdays. Monday classes will be lecture-based, and Thursday classes will be team presentation-based.

Before we meet each **Monday,** you are expected to complete the reading assignment from our textbook, Dwight Perkins’ *Agricultural Development in China 1368-1968.* Each Mondayclass will be a lecture that expands on and/or challenges Perkins’ narrative.

Before we meet each **Thursday**, each team must read and analyze ONE of the readings posted on the manaba projects page. Each team should prepare a critical 5-minute report to present in class on Thursday, and upload it in the form of an outline, a presentation transcript, presentation slides, etc. to their manaba project before class. The goal of the presentation is to convince your classmates that your chosen reading is important for understanding Chinese rural economic history. Each Thursdayclass, teams will present their reports, to be followed by Q&A and class discussion of all the readings as a whole. As you read and prepare your report, try to answer the following questions:

1. What is the main argument or point of the author? Try to sum it up in your own words in one sentence.
2. What kind of data or evidence does the author use? What do you think are the strengths and limitations of this evidence?
3. How is the reading related to the Perkins text and/or the class lecture? Compare and contrast. If there is disagreement, which side do you find more convincing, and why?
4. What can the reading teach us about Chinese rural economic history in general? Why is this reading important? Think about how you would explain it to your parents or friends.

There will be five team presentations in this course. Each team member must present at least once.

At the end of the course, each student will submit one 2,000-word term paper that focuses on one of the weekly topics and/or expands on one of the readings. Write your term paper as a persuasive, comparative essay. A persuasive essay:

1. Makes an argument.
2. Gives supporting evidence and examples from history to convince your reader. Imagine that your reader disagrees with your argument.
3. Explains the implications, e.g. why your argument and the topic is important or how can it be applied to larger problems/issues. Imagine that your reader does not care about China or history.

A comparative essay explains:

1. How the Chinese experience relates to other experiences (Japan, Europe, etc.).
2. How the rural experience relates to urban experiences.
3. How the agrarian experience relates to industrial experiences.
4. How past experience relates to present experiences.

Grading: 60% weekly presentations; 10% participation; 30% term paper.

# Class Schedule

| **Week** | **Topic** | **Class (Date)** | **Homework (before class)** | **Classwork** |
| --- | --- | --- | --- | --- |
| 1 | Course Overview | 4/11 | Course syllabus | Introductions |
| 4/14 | Perkins, ch.1 | Lecture |
| 2 | Population | 4/18 | Perkins, chs.2-3 | Lecture |
| 4/21 | ONE of the individual readings (see manaba thread) | Presentations |
| 3 | Capital | 4/25 | Perkins, chs.4-5 | Lecture |
| 4/28 | ONE of the individual readings  (see manaba thread) | Presentations |
| 4 | Golden Week | (5/2) | NO CLASS |  |
| 5/5 | 懇親会 (meet at usual room and time) |  |
| 5 | Markets | 5/9 | Perkins, chs.6 | Lecture |
| 5/12 | ONE of the individual readings (see manaba thread) | Presentations |
| 6 | Urban and Rural | 5/16 | Perkins, chs.7 | Lecture |
| 5/19 | ONE of the individual readings (see manaba thread) | Presentations |
| 7 | Political Economy | 5/23 | Perkins, ch.8 | Lecture |
| 5/26 | ONE of the individual readings (see manaba thread) | Presentations |
| 8 | Review | 5/30 | Review; Final paper introductions (Final drafts due online June 6) | |

# Reading List

## Main Textbook

Perkins, Dwight H. 1969/2013. *Agricultural Development in China, 1368-1968*. New Brunswick: Aldine Transaction.

On reserve in the library and also available digitally at <https://doi-org.ezproxy.lib.hit-u.ac.jp:8443/10.4324/9781315082776>**.**

## Team Readings

### Week 2

1. Eng, Robert Y., and Thomas C. Smith. 1976. “Peasant Families and Population Control in Eighteenth-Century Japan.” *The Journal of Interdisciplinary History* 6 (3): 417–45. <https://www.jstor.org/stable/202664>.
2. Lavely, William, and R. Bin Wong. 1992. “Family Division and Mobility in North China.” *Comparative Studies in Society and History* 34 (3): 439–63. <https://www.jstor.org/stable/178847>.
3. Lee, James Z., and Feng Wang. 1999. “Fertility.” In *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000.* Cambridge, MA: Harvard University Press, chapter 6, 83-99.

### Week 3

1. Li, Bozhong. 2021. *An Early Modern Economy in China: The Yangzi Delta in the 1820s*. Cambridge University Press, chapter 13, “The Economy of Huating-Lou in the 1820s in Comparative Perspective”, pp.258-285.
2. Smith, Thomas C. 1969. “Farm Family By-Employments in Preindustrial Japan.” *The Journal of Economic History* 29 (4): 687–715. <https://www.jstor.org/stable/2115706>.
3. Zhang, Taisu. 2017. “Moral Economies in Early Modern Land Markets History and Theory.” *Law and Contemporary Problems* 80 (1): 107–33. <https://scholarship.law.duke.edu/lcp/vol80/iss1/5>.

### **Week** 4NO READINGS

### Week 5

1. Brandt, Loren. 1987. “Farm Household Behavior, Factor Markets, and the Distributive Consequences of Commercialization in Early Twentieth-Century China.” *The Journal of Economic History* 47 (3): 711–37. <https://www.jstor.org/stable/2121337>.
2. Hamashita, Takeshi. 1986/2008. “The Tribute Trade System and Modern Asia.” In Takeshi Hamashita, Linda Grove and Mark Selden, eds., *China, East Asia and the Global Economy: Regional and Historical Perspectives* (New York: Routledge), chapter 2, 12-26. <https://doi.org/10.4324/9780203895566> (濱下武志. 1986. “朝貢貿易システムと近代アジア.” 国際政治 1986 (82): 42-55. <https://doi.org/10.11375/kokusaiseiji1957.82_42>)
3. Hui, Po-Keung. 1996. “The Strengthening of Chinese Capitalism (1970s-1990s).” In “Overseas Chinese Business Networks: East Asian Economic Development in Historical Perspective.” Ph.D. Dissertation. State University of New York at Binghamton, chapter 5, 224-282.

### Week 6

1. Gamble, Sidney D. 1943. “Daily Wages of Unskilled Chinese Laborers 1807-1902.” *The Far Eastern Quarterly* 3 (1): 41–73. <https://www.jstor.org/stable/2049809>.
2. Paine, Suzanne. 1978. “Some Reflections on the Presence of ‘Rural’ or of ‘Urban Bias’ in China’s Development Policies 1949–1976.” *World Development* 6 (5): 693–707. <https://doi.org/10.1016/0305-750X(78)90085-2>.
3. Skinner, G. William, ed. 1977. *The City in Late Imperial China*. Stanford University Press, "Introduction: Urban and Rural in Chinese Society".

### Week 7

1. Mao, Zedong. 1926. “Report on the Peasant Movement in Hunan.” In Stuart R. Schram, ed., *Mao’s Road to Power.* Armonk: New York, M.E. Sharpe, 1994, vol. 2, 429-464.
2. Piketty, Thomas. 2022. “The Heritage of Slavery and Colonialism.” In *A Brief History of Equality*. Cambridge, MA: Harvard University Press, chapter 3, 48-67.
3. Sng, Tuan-Hwee, and Chiaki Moriguchi. 2014. “Asia’s Little Divergence: State Capacity in China and Japan before 1850.” *Journal of Economic Growth* 19 (4): 439–70. <https://doi.org/10.1007/s10887-014-9108-6>.