

Jin (Jennifer) Wang

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EDUCATION

University of Arizona

Ph.D of economics, 5th year

Tucson, USA

Aug. 2021 -

Committee: Price V. Fishback, Hidehiko Ichimura, Christian Cox, John Drabicki (teaching).

Dissertation: Essays on Economic History.

Renmin University of China

Master of management

Beijing, China

Sep. 2017 – Jul. 2020

Hitotsubashi University

Exchange student, economics

Tokyo, Japan

Apr. 2019 – Aug. 2019

Northwest University

Bachelor of economics

Xi'an, China

Sep. 2013 – Jul. 2017

RESEARCH INTEREST

Economic history, development economics, political economy, the application of artificial intelligence in economics studies.

WORKING IN PROGRESS

Education and the Democratic Revolution in China in the Early 1900s

The 1911 Revolution was the first democratic revolution in Chinese history. It overthrew monarchical rule and established the first republican government in China. This paper explores the impact of the 1911 Revolution and the subsequent establishment of a republic on the modernization of China's education system. Employing a panel data set across 1759 counties and exploring the variations in revolutionary participation, I demonstrate that the revolution significantly contributed to the advancement of modern education. Counties that actively supported the revolution through violent actions between 1911 and 1912 established a greater number of modern educational facilities and enrolled more students in the post-revolution period. After the revolution, these counties had, on average, 0.15 more middle schools, 23 more middle school enrollments, 3 more higher primary schools, and 129 more higher primary school enrollments, 18 more lower primary schools, and 749 more students enrolled in lower primary schools compared to counties that did not participate. Estimates based on the military station instrumental variable align with the baseline results. Mechanisms may include expanded education funding, higher intensity of revolutionary organization, and more effective local control. Counties that established military governments during the revolution experienced faster expansion of modern schooling than counties that engaged in violent participation without establishing such governments or those that participated peacefully. Counties whose mayors had been appointed under the imperial government but supported the revolution also experienced faster growth in modern education.

Decollectivization and Agricultural Productivity: Revisiting the 1978 Household Responsibility System Using Gazetteer Data

A substantial body of research has already examined the impact of China's 1978 decollectivization on agricultural productivity (Lin 1992; Ferguson and Kim 2023). My research builds on this literature by exploiting newly constructed data from Chinese county gazetteers and applying the difference-in-differences framework developed by Callaway and Sant'Anna (2021) to estimate the effects of adopting the Household Responsibility System (HRS) on agricultural productivity. Preliminary results show that grain yield per acre increased significantly after 1978, indicating substantial productivity gains. I also find that both the acreage allocated to oil crops such as rapeseed, peanuts, and sesame and the yield of oil crops per acre rose significantly following the reforms. These patterns suggest that farmers would not have reallocated land toward oil crop

production if food had remained scarce, as doing so would have entailed a heightened risk of starvation. The results therefore imply that agricultural productivity improved sufficiently to relax subsistence constraints. In addition, my preliminary findings show that the agricultural tax rate was reduced by half after 1978, falling from 11 percent to 5.5 percent, while total agricultural tax revenue collected from rural households did not decline significantly. This divergence provides further evidence of improved agricultural productivity.

Can disaster relief reduce conflicts? Evidence from imperial China (1644-1911) (with Ruiming Liu and Christian Cox)

This study investigates whether government disaster relief measures, such as tax reductions and food aid, effectively mitigate social conflicts. To address this question, we are compiling a prefecture-level dataset on disasters, government relief responses, and social unrest in the Chinese Empire from 1644 to 1911. The data was extracted from the imperial government records which contain 500 million words using artificial intelligence (LLMs). Based on these data, we find that the state capacity of the Chinese Empire began to decline sharply in the early 19th century. The government reduced the frequency of disaster relief and provided little to no food aid. Thereafter, the level of social instability rose rapidly. In the 1911 revolution that brought an end to the monarchy, provinces that had received less disaster relief indeed experienced more uprisings, whereas provinces closer to the capital that had received substantial disaster relief largely refrained from participating in the rebellion.

China, jump started: Foreign technology and economic growth (with Price Fishback)

In 1978, China's de facto head of state, Deng Xiaoping, abolished the planned economy and initiated a series of market-oriented reforms within the country. These reforms are widely considered the most important reason for China's economic take-off. Starting in 1973, China introduced advanced technology from the United States, West Germany, France, Japan, the Netherlands, and other developed countries, cooperating to establish power plants, chemical plants, and fertilizer plants in different local areas of China. We will collect our data from 2,463 prefecture and county gazetteers using a combination of advanced AI tools, including large language models (LLMs) and retrieval-augmented generation (RAG). Using this dataset, we will employ a difference-in-differences model to estimate the impact of receiving foreign technology support on China's industrial and agricultural development.

PRESETATION

- The American Economic Association (AEA) meeting (lightning session)(scheduled), Philadelphia, USA, 2026.
- The 50th Annual Social Science History Association (SSHA) Conference, Chicago, USA, 2025.
- The Annual Economic History Association (EHA) Conference (egg timer session), Philadelphia, USA, 2025.
- The 50th Annual Conference of the Economic and Business History Society, Birmingham, USA, 2025.
- The Annual Cliometrics Conference (egg timer session), Williamstown, USA, 2025.

GRANT

- Humane Studies fellowship (\$5,000), Institute for Humane Studies (IHS), George Mason University, 2025.
- Emergent ventures grant (\$10,000), Mercatus Center, George Mason University, 2025.
- GPSC graduate research grant (\$1,500), University of Arizona, 2025.
- Department Travel grant (\$1,000), Department of Economics, University of Arizona, 2025.
- GPSC travel grant (\$1,000), University of Arizona, 2025.
- The George W. Coleman Scholarship in Economics (\$1,000), University of Arizona, 2024.

TEACHING

- Econ 200: Basic economic issues (Sole instructor), Summer, 2024.

TEACHING ASSISTANT

- World Economic History, University of Arizona, 2024.
- Basic Economic Issues, University of Arizona, 2021, 2024, 2026.
- China's Economic Development, University of Arizona, 2023.

- International Economics, University of Arizona, 2022.
- Financial Markets and Business Decisions, University of Arizona, 2021, 2022, 2023, 2024, 2025.

TECHNICAL SKILLS

- **Programming:** Python, Stata, Arcgis, Latex, Microsoft Office.
- **Language:** Chinese(native), English(fluent)

REFERENCES

Price V. Fishback (chair)

Professor of Economics
University of Arizona
fishback@arizona.edu

Hidehiko Ichimura

Professor of Economics
University of Arizona
ichimura@arizona.edu

Christian Cox

Assistant Professor of Economics
University of Arizona
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John Z. Drabicki (teaching reference)

Associate Professor of Economics
University of Arizona
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