DALHOUSIE UNIVERSITY

ECON 2213 / CHIN 2290
Emerging Giants: The Economic Rise of China and India
Fall 2024

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.
Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Instructor Information:
Professor Teresa (Tess) Cyrus
Office: C15, Economics Department, 6220 University Avenue
E-mail address: tcyrus@dal.ca

Teaching Assistants:
- Alex Ford-Gould (al264163@dal.ca)
- Tiana Kirkpatrick (tn425336@dal.ca)

Office Hours:
Monday and Wednesday 2-3 p.m.

Course Description:
This course examines the economic history, current issues, and future trends of China and India, answering such questions as: What explains China's and India's growth? How is climate change affected by this growth? How are global labour markets affected? Must growth lead to rising inequality? Is democracy required for development?

Course Prerequisites:
ECON 1101 (grade of C or above) and ECON 1102 (grade of C or above)

Course Learning Outcomes:
By the end of the course, students should be able to:
- Understand the forces that have shaped the economies of China and India.
- Identify the implications of history and culture on economic outcomes.
- Analyze the factors that affect GDP, demographic change, poverty, inequality, trade, the environment, and institutions.
- Interpret economic tables and figures.
- Find and analyze data to form conclusions.
- Present information clearly and concisely in essay and poster format.

Course Delivery:
This course will be delivered in person. Lectures will be held on Mondays and Wednesdays from 4:05 to 5:25 p.m. in Computer Science 127.

Course Materials:
This course does not have a textbook. Students will be required to read articles that will be available through the library, and are responsible for material presented during class.

Course Assessment:

Attendance Quizzes	5%
Review Quizzes (best 5 of 6)	20%
Assignments (2)	20%
Poster Project	15%
Tests (2)	40%

Review Quiz Dates:

Review Quiz 1	Wednesday, Sept. 18, available 12:00-11:59 p.m. (20-minute time limit)
Review Quiz 2	Wednesday, Oct. 2, available 12:00-11:59 p.m. (20-minute time limit)
Review Quiz 3	Wednesday, Oct. 16, available 12:00-11:59 p.m. (20-minute time limit)
Review Quiz 4	Wednesday, Oct. 30, available 12:00-11:59 p.m. (20-minute time limit)
Review Quiz 5	Wednesday, Nov. 20, available 12:00-11:59 p.m. (20-minute time limit)
Review Quiz 6	Wednesday, Dec. 4, available 12:00-11:59 p.m. (20-minute time limit)

Assignment Due Dates:

Assignment 1	Wednesday, Oct. 9, 11:59 p.m.
Assignment 2	Wednesday, Nov. 6, 11:59 p.m.

Poster Project Due Dates:

Stage 1: Group and Topic	Monday, Sept. 30, 11:59 p.m.
Stage 2: Sources	Monday, Oct. 14, 11:59 p.m.
Stage 3: Summary	Monday, Nov. 4, 11:59 p.m.
Stage 4: Final Check	Monday, Nov. 25, 11:59 p.m.
Stage 5: Presentations	Monday, Dec. 2; Tuesday, Dec. 3; Wednesday, Dec. 4, in class

Test Dates:

Test 1	Monday, Oct. 21, in class (4:05-5:25 p.m.)
Test 2	Scheduled by the Registrar during the final exam period (2 hours)

- There will be 10 attendance quizzes held randomly throughout the semester. Students will earn 1% of their grade for each attendance quiz, up to a maximum of 5% of their grade.
- The review quizzes will be held on Brightspace and will contain 10 multiple choice questions on the PowerPoints and lectures. The review quiz grade will be based on the best 5 out of the 6 review quizzes; each review quiz is worth 4%. The review quizzes will

be available on the dates listed above between 12:00 noon and 11:59 p.m. Students will have 20 minutes to complete each quiz.

- The assignments will be done individually and submitted on Brightspace. Each assignment is worth 10%.
- The poster project is a group project on a topic chosen by your group. See the poster project handout for clarification.
- The tests will be held in person and will contain fill-in-the-blank, short answer, and essay questions; each test is worth 20%. Test 1 will cover the material in modules 1-3 on the reading list; Test 2 will cover modules 4-6. Test 1 will be held on October 21; Test 2 will be scheduled by the Registrar during the final exam period. Note that both tests are constructed to be written within 80 minutes, but you will be given two hours (120 minutes) for Test 2.

Conversion of Numerical Grades to Final Letter Grades:

A+ (90-100)	**B+** (77-79)	**C+** (65-69)	**D**	(50-54)
A (85-89)	**B** (73-76)	**C** (60-64)	**F**	(<50)
A- (80-84)	**B-** (70-72)	**C-** (55-59)		

Course Policies:

Attendance Quizzes:
- I do not accept the Student Declaration of Absence form for missed attendance quizzes.

Review Quizzes:
- Review quizzes are "open-book" but not "open-internet." That is, you are encouraged to use the class PowerPoints, the article study sheets, the articles, and your own lecture notes during the review quizzes, but you are not allowed to access the internet or to collaborate with other students.
- Considering that your lowest review quiz grade is dropped, and that you will have a 12-hour window in which to complete each review quiz, I will not accept any excuses for missed or late review quiz submissions; I do not accept the Student Declaration of Absence form for missed review quizzes.

Assignments:
- Late assignments will be penalized by 5 points (out of 50 points) per day, starting at noon the day after the assignment is due.
- I will not accept any excuses for missed or late assignments; I do not accept the Student Declaration of Absence form for late assignments.
- Plagiarism-checking software may be used in the course.
- You are allowed to use generative AI for brainstorming ideas and for editing your work, but not for writing your assignments. Keep in mind that AI tools sometimes "hallucinate" information or citations; you alone are responsible for verifying all facts and references.

Tests:
- If a student misses either test for a valid reason, then the student will be required to write a makeup test early in the winter term. Note: the makeup test will be cumulative, covering material from the entire semester.
- Students will be allowed to bring in one 3" × 5" index card to each test, with anything written on the card (both sides) that they believe will be helpful in writing the test.

Academic Integrity:
- Collaboration on review quizzes, assignments, and tests is not allowed and is considered a failure of academic integrity, which will be reported to the Academic Integrity Officer of the Faculty of Science.

Lectures:
- If class is cancelled due to a holiday, instructor illness, or a campus closure, or if a given module's course material cannot be completed during class time for any reason, the material will be presented in videos that will be uploaded to Brightspace.
- If the appropriate lecture capture capability is available in this classroom, lectures will be recorded and made available on Brightspace. Keep in mind that technology sometimes fails, so do not rely on lecture recordings; you are expected to attend class.

Email:
- I will attempt to respond to emails within 24 hours on a weekday and 48 hours on a weekend.

Course Readings:

Module 1: Reform, Liberalization, and Economic Growth

Maddison, Angus, "The West and the Rest in the World Economy: 1000–2030," *World Economics* 9:4 (2008), 75-100.

Kotwal, Ashok, Bharat Ramaswami, and Wilima Wadhwa, "Economic Liberalization and Indian Economic Growth: What's the Evidence?," *Journal of Economic Literature* 49:4 (2011), 1152-1199.

Bosworth, Barry and Susan M. Collins, "Accounting for Growth: Comparing China and India," *Journal of Economic Perspectives* 22:1 (2008), 45-66.

Module 2: Demography and Missing Women

Bloom, David E. and Jeffrey G. Williamson, "Demographic Transitions and Economic Miracles in Emerging Asia," *World Bank Economic Review* 12:3 (1998), 419-455.

Edlund, Lena, Hongbin Li, Junjian Yi and Junsen Zhang, "Sex Ratios and Crime: Evidence from China," *Review of Economics and Statistics* 95:5 (2013), 1520-1534.

Jensen, Robert and Emily Oster, "The Power of TV: Cable Television and Women's Status in India," *Quarterly Journal of Economics* 124:3 (2009), 1057-1094.

Module 3: Poverty and Inequality

Banerjee, Abhijit and Esther Duflo, "The Economic Lives of the Poor," *Journal of Economic Perspectives* 21:1 (2007), 141-168.

Ravallion, Martin, "A Comparative Perspective on Poverty Reduction in Brazil, China, and India," *World Bank Research Observer* 26:1 (2010), 71-104.

Alesina, Alberto, Marlon Scror, David Yang, Yang You, Weihong Zeng, "Persistence Through Revolutions," NBER Working Paper No. 27053 (2020).

Topalova, Petia, "India: Is the Rising Tide Lifting All Boats?," IMF Working Paper WP/08/54 (2008).

Module 4: International Trade

Rodrik, Dani, "What's So Special about China's Exports?," *China & World Economy* 14:5 (2006), 1–19.

Autor, David H., David Dorn, and Gordon H. Hanson, "The China Syndrome: Local Labor Market Effects of Import Competition in the United States," *American Economic Review* 103:6 (2013), 2121-2168.

Amiti, Mary, Stephen J. Redding, and David Weinstein, "The Impact of the 2018 Trade War on U.S. Prices and Welfare," *Journal of Economic Perspectives* 33:4 (2019), 187-210.

Module 5: Climate and Environmental Policy

Chen, Yuyu, Avraham Ebenstein, Michael Greenstone, and Hongbin Li, "Evidence on the Impact of Sustained Exposure to Air Pollution on Life Expectancy from China's Huai River Policy," *Proceedings of the National Academy of Sciences* 110:32 (2013), 12936-12941.

Greenstone, Michael, Janhavi Nilekani, Rohini Pande, Nicholas Ryan, Anant Sudarshan, and Anish Sugathan, "Lower Pollution, Longer Lives," *Economic & Political Weekly* L:8 (2015), 40-46.

Zheng, Siqi, Matthew E. Kahn, Weizeng Sun, and Danglun Luo, "Incentives for China's Urban Mayors to Mitigate Pollution Externalities: The Role of the Central Government and Public Environmentalism," *Regional Science and Urban Economics* 47 (2014), 61-71.

Greenstone, Michael and Reema Hanna, "Environmental Regulations, Air and Water Pollution, and Infant Mortality in India," *American Economic Review* 104:10 (2014), 3038-3072.

Module 6: Institutions and Corruption

Keefer, Philip, "Governance and Economic Growth," in Winters, L. Alan and Shahid Yusuf (eds.), *Dancing with Giants: China, India, and the Global Economy* (2007), World Bank, 211-242.

Bertrand, Marianne, Simeon Djankov, Rema Hanna, and Sendhil Mullainathan, "Corruption in Driving Licensing Process in Delhi," *Economic & Political Weekly* 43:5 (2008), 71-76.

Martinez-Bravo, Monica, Gerard Padro i Miquel, Nancy Qian, and Yang Yao, "The Rise and Fall of Local Elections in China," *American Economic Review* 112:9 (2022), 2921-2958.

Course Schedule:

Week	Date	Content and Deliverables
1.	September 2	Module 1: Reform, Liberalization, and Economic Growth
2.	September 9	Module 1: Reform, Liberalization, and Economic Growth
3.	September 16	Module 2: Demography and Missing Women Submit: Review Quiz 1, due Wednesday, Sept. 18, 11:59 p.m.
4.	September 23	Module 2: Demography and Missing Women
5.	September 30	Module 3: Poverty and Inequality Submit: Poster Project Stage 1, due Monday, Sept. 30, 11:59 p.m. Submit: Review Quiz 2, due Wednesday, Oct. 2, 11:59 p.m.
6.	October 7	Module 3: Poverty and Inequality Submit: Assignment 1, Wednesday, Oct. 9, 11:59 p.m.
7.	October 14	Module 4: International Trade Submit: Poster Project Stage 2, due Monday, Oct. 14, 11:59 p.m. Submit: Review Quiz 3, due Wednesday, Oct. 16, 11:59 p.m.
8.	October 21	Module 4: International Trade Submit: Test 1, due Monday, Oct. 21, in class.
9.	October 28	Module 5: Climate and Environmental Policy Submit: Review Quiz 4, due Wednesday, Oct. 30, 11:59 p.m.
10.	November 4	Module 5: Climate and Environmental Policy Submit: Poster Project Stage 3, due Monday, Nov. 4, 11:59 p.m. Submit: Assignment 2, due Wednesday, Nov. 6, 11:59 p.m.
	November 11	Fall Reading Week
11.	November 18	Module 6: Institutions and Corruption Submit: Review Quiz 5, due Wednesday, Nov. 20, 11:59 p.m.
12.	November 25	Module 6: Institutions and Corruption Submit: Poster Project Stage 4, due Monday, Nov. 25, 11:59 p.m.
13.	December 2	Submit: Poster Project Stage 5, due Mon.-Wed., Dec. 2-4, in class. Submit: Review Quiz 6, due Wednesday, Dec. 4, 11:59 p.m.
14.	December 6-17	Submit: Test 2, scheduled by the Registrar (two hours).

DALHOUSIE UNIVERSITY

University Policies and Statements

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: https://www.dal.ca/about-dal/internationalization.html

Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: http://www.dal.ca/cultureofrespect.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

DALHOUSIE UNIVERSITY

Student Resources and Support

University Policies and Programs
- Important Dates in the Academic Year (including add/drop dates): http://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policies: https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy: https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html
- Scent-Free Program: https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources
- General Academic Support – Advising (Halifax): https://www.dal.ca/campus_life/academic-support/advising.html
- General Academic Support – Advising (Truro): https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html
- Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- Indigenous Connection: https://www.dal.ca/about-dal/indigenous-connection.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803: https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre: https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre: https://southhousehalifax.ca/about/
- LGBTQ2SIA+ Collaborative: https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html
- Dalhousie Libraries: http://libraries.dal.ca/
- Copyright Office: https://libraries.dal.ca/services/copyright-office.html
- Dalhousie Student Advocacy Services: https://www.dsu.ca/dsas?rq=student%20advocacy
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services: https://www.dal.ca/dept/hres.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

- Study Skills/Tutoring: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty of Science Advising Support: https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html

Safety
- Biosafety: http://www.dal.ca/dept/safety/programs-services/biosafety.html
- Chemical Safety: https://www.dal.ca/dept/safety/programs-services/chemical-safety.html
- Radiation Safety: http://www.dal.ca/dept/safety/programs-services/radiation-safety.html
- Laser Safety: https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html