

ECON 2213 / CHIN 2290
Emerging Giants: The Economic Rise of China and India
Fall 2026

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982, recognizes and affirms Aboriginal and Treaty rights in Canada.

We recognize that African Nova Scotians are a distinct people whose histories, legacies, and contributions have enriched the part of Mi'kma'ki known as Nova Scotia for over 400 years.

Instructor Information:

Professor Teresa (Tess) Cyrus

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Teaching Assistant:

Charlotte Milley (charlotte.milley@dal.ca)

Office Hours:

Tuesday and Thursday 2:30-3:30 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, trade, the environment, and institutions.
- Interpret economic tables and figures.
- Find and analyze data to form conclusions.
- Explain information clearly and concisely in essay and presentation format.

Course Delivery:

This course will be delivered in person. Lectures will be held on Tuesdays and Thursdays 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:

Quizzes (best 4 of 5)	16%
Assignments (2)	14%
Debate	15%
Midterm	20%
Final Exam	35%

Quiz Dates:

Quiz 1	Thursday, Oct. 1, in class
Quiz 2	Thursday, Oct. 15, in class
Quiz 3	Thursday, Oct. 29, in class
Quiz 4	Thursday, Nov. 19, in class
Quiz 5	Thursday, Dec. 3, in class

Assignment Due Dates:

Assignment 1	Thursday, Oct. 8, 11:59 p.m.
Assignment 2	Thursday, Nov. 5, 11:59 p.m.

Debate Due Dates:

Research Summary	Thursday, Nov. 19, 11:59 p.m.
PPT/PDF Slides	Tuesday, Nov. 24, 4:05 p.m.
In-Class Debate	Nov. 24, Nov. 26, Dec. 1, Dec. 3
Peer Evaluation	Thursday, Dec. 3, 11:59 p.m.

Test Dates:

Midterm	Thursday, Oct. 22, in class (4:05-5:25 p.m.)
Final Exam	Scheduled by the Registrar during the final exam period (3 hours)

- The quizzes will be held in class and will contain 4 short-answer questions on the material covered in lectures. The quiz grade will be based on the best 4 out of the 5 quizzes; each quiz is worth 4%. Students will have 15 minutes to complete each quiz.
- The assignments will be done individually and submitted on Brightspace. Each assignment is worth 7%.
- The midterm and final exam will be held in person and may contain multiple choice, fill-in-the-blank, short answer, and essay questions. The midterm, worth 20%, will be held on October 22 and will cover the material in modules 1-2 on the reading list. The final exam,



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worth 35%, will be scheduled by the Registrar during the final exam period and will be cumulative, but with more weight on the material in modules 3-5.

- The debate will be done in groups and will include both a written research summary (worth 40% of the debate score) and an in-class debate (worth 60%) that will take place in the last two weeks of the term.

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:

Quizzes:

- Considering that your lowest quiz grade is dropped, I will not accept any excuses for missed quizzes; I do not accept the Student Declaration of Absence form for missed 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.
- Other than as noted in the instructions, students are not allowed to use generative AI for their assignments.

Tests:

- If a student misses the midterm for a valid reason, the student must submit a Student Declaration of Absence form by email within 24 hours. The weight of the midterm will then be placed on the final exam.
- If a student misses the final exam for a valid reason, the student must submit a Student Declaration of Absence form by email within 24 hours. The student will then be allowed to write a makeup exam early in the winter term.
- Students will be allowed to bring in one 3" × 5" index card to the midterm and the final exam, with anything written on the card (both sides) that they believe will be helpful in writing the test. The index card must be submitted along with their exam.
- Students must pass the test portion of the course (50% or higher) to pass the course.

Debate:

- All students are required to attend every debate.
- Students will complete a peer evaluation form to give a score to each other member of their group. The peer evaluation scores will be used to adjust each student's individual debate grade.

Academic Integrity:

- Collaboration on 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.
- Students are expected to put away their laptops and cell phones during class, unless permission has been granted. The use of tablets is fine; note-taking by hand is preferable.

Email:

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

Course Accessibility:

- You are eligible for accommodations based on protected characteristics such as religion. If you have religious, cultural, or community-significant observances that conflict with course requirements, reach out to your instructor to collaboratively find alternatives for completing the course requirements.
- To begin the process of requesting a formal academic accommodation, contact the Student Accessibility Centre.

Syllabus Appendix: Student Supports & University Statements, Policies, and Guidelines

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: 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 4: 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 5: 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 7	Module 1: Reform, Liberalization, and Economic Growth
2.	September 14	Module 1: Reform, Liberalization, and Economic Growth
3.	September 21	Module 1: Reform, Liberalization, and Economic Growth Module 2: Demography and Missing Women
4.	September 28	Module 2: Demography and Missing Women Submit: Quiz 1, due Thursday, Oct. 1, in class
5.	October 5	Module 2: Demography and Missing Women Module 3: International Trade Submit: Assignment 1, due Thursday, Oct. 8, 11:59 p.m.
6.	October 12	Module 3: International Trade Submit: Quiz 2, due Thursday, Oct. 15, in class
7.	October 19	Module 3: International Trade Module 4: Climate and Environmental Policy Submit: Midterm, due Thursday, Oct. 22, in class.
8.	October 26	Module 4: Climate and Environmental Policy Submit: Quiz 3, due Thursday, Oct. 29, in class
9.	November 2	Module 4: Climate and Environmental Policy Module 5: Institutions and Corruption Submit: Assignment 2, due Thursday, Nov. 5, 11:59 p.m.
	November 9	Fall Reading Week
10.	November 16	Module 5: Institutions and Corruption Submit: Quiz 4, due Thursday, Nov. 19, in class Submit: Research Summary, due Thursday, Nov. 19, 11:59 p.m.
11.	November 23	Module 5: Institutions and Corruption Submit: Debate PPT/PDF Slides, due Tuesday, Nov. 24, 4:05 p.m. Submit: Debate, in class
12.	November 30	Submit: Debate, in class Submit: Quiz 5, due Thursday, Dec. 3, in class Submit: Peer Evaluation, Thursday, Dec. 3, 11:59 p.m.
13.	December 11-20	Submit: Final Exam, scheduled by the Registrar (three hours).