

**Faculty of Science Course Syllabus
Department of Economics
ECON 2213 / CHIN 2290
Emerging Giants: The Economic Rise of China and India
Fall 2018**

Instructor Information:

Professor Teresa Cyrus
E-mail address: tcyrus@dal.ca
Office: C15, 1st floor, 6220 University Ave.
Office hours: T 1-2, R 11-1

Lectures:

TR 16:05-17:25 LSC 240

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, poverty, inequality, trade, the environment, and institutions.
- Find and analyze data to form conclusions.

Course Materials:

This course does not have a textbook. Students will be required to read articles that will be posted on Brightspace or available through the library, and are responsible for material presented during class. The reading list may be updated during the term. Students are expected to come to class and to check Brightspace for the most recent updates to the reading list.

Course Assessment:

Assignments (best 5 of 6)	35%
Midterm Test	25%
Final Exam	40%

Assignment Due Dates:

Assignment 1	Thursday, September 20, 4:05 p.m.
Assignment 2	Thursday, September 27, 4:05 p.m.
Assignment 3	Thursday, October 4, 4:05 p.m.
Assignment 4	Thursday, November 1, 4:05 p.m.
Assignment 5	Thursday, November 8, 4:05 p.m.
Assignment 6	Thursday, November 22, 4:05 p.m.

Test Dates:

Midterm	Thursday, October 11, 4:05-5:25 p.m.
Final Exam	Scheduled by Registrar, December 6-16

The assignments will be done individually and submitted both in hard copy (in class) and electronically (on Brightspace). The assignment grade will be based on the best 5 out of the 6 assignments submitted; each assignment is worth 7%. The TAs will hold office hours in the McCain 2104 computer lab from 5:30 p.m. to 7:00 p.m. on the Tuesdays before each assignment is due, i.e., on September 18, September 25, October 2, October 30, November 6, and November 20.

The midterm will be held in class and will contain multiple choice, fill-in-the-blank, and true/false-and-explain questions. The final exam is cumulative and will contain multiple choice, fill-in-the-blank, true/false-and-explain, and essay questions.

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:

- Late assignments will be penalized by 10 points (out of 50 points) per day, starting immediately after the assignment is due at 4:05 p.m.
- If a student misses the midterm for any reason, the weight of the midterm will be added to the final exam.
- If a student does better on the final exam than on the midterm, the weight of the midterm will be added to the final exam.
- Collaboration on 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.
- Plagiarism software may be used in the course.

Course Content:**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.

Chow, Gregory, “Economic Reform and Growth in China,” *Annals of Economics and Finance* 5 (2004), 127-152.

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.

Eichengreen, Barry, Donghyun Park, and Kwanho Shin, “When Fast-Growing Economies Slow Down: International Evidence and Implications for China,” *Asian Economic Papers* 11:1 (2012), 42-87.

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.

Beaman, Lori, Esther Duflo, Rohini Pande, and Petia Topalova, “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India,” *Science* 335:6068 (2012), 582-586.

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.

Kanbur, Ravi and Xiaobo Zhang, “Fifty Years of Regional Inequality in China: A Journey through Revolution, Reform and Openness,” *Review of Development Economics* 9:1 (2005), 87–106.

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

4. Saving, International Trade, and Outsourcing

Wei, Shang-Jin and Xiaobo Zhang, “The Competitive Saving Motive: Evidence from Rising Sex Ratios and Savings Rates in China,” *Journal of Political Economy* 119:3 (2011), 511-564.

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.

Oster, Emily and Bryce Millett Steinberg, “Do IT Service Centers Promote School Enrollment? Evidence from India,” *Journal of Development Economics* 104 (2013), 123-135.

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, Siqu, 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.

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* (2008), 71-76.

Martinez-Bravo, Monica, Gerard Padro i Miquel, Nancy Qian, and Yang Yao, "Elections in China," mimeo (2014).

Huang, Yasheng and Tarun Khanna, "Can India Overtake China?," *Foreign Policy* 137 (2003), 74-81.

University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of 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.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.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.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

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

Statement: <http://www.dal.ca/cultureofrespect.html>

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 (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

https://www.dal.ca/academics/important_dates.html

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

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Missed or Late Academic Requirements due to Student Absence (policy)

https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/academic-advising.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>