This course provides a survey of issues related to social and economic development and health progress from multiple perspectives—social, economic and historical. Issues to be discussed include the concepts of social and economic development as viewed by different schools of economic thought, as well as hypothesized relationships and links between socioeconomic development and health.

Measurements and indices of development and health will be examined and their significance discussed in relation to concepts such as economic welfare and economic growth. The concept of "human development" and the human development index, as well as gender aspects of development and health, will be also discussed. The role of international organizations, national governments, NGOs, and social movements in development and health will be briefly considered.

The goal of the course is to provide a general framework for understanding the major issues involved in current ideas regarding the relationship between socioeconomic development and health and to outline the different approaches to these problems in social science.

Course objectives

Upon completion of the course students will be able to describe and comprehend

• the main concepts related to socioeconomic development;
• the major theories on the historical evolution of health;
• the different economic perspectives on development;
• the major indicators used to assess socioeconomic development and population health;
• the major theories linking economic development and health.

Relationship to curricular themes

*Multiculturalism and Diversity* will be addressed throughout the course with continuous references to different societies, historical epochs, and socioeconomic indicators that necessarily involve consideration of the roles of ethnicity, culture, and gender.

*Social Justice and Social Change* are addressed from the perspective of understanding their connection with development considered as an integral process that involves more than its economic dimension.

*Promotion, Prevention, Treatment, and Rehabilitation* are addressed through consideration of historical and contextual causes of disease and social interventions that address these causes.

*Behavioral and Social Science Theory and Research* are addressed when presenting methodological and empirical issues related to historical epidemiology, demography, and economic theory underlying development indicators.
**Design**
The format is lecture, with questions and discussion, as well as organized class discussions. Classroom activities may also include videos, films, group projects, guest lectures, student presentations, case analyses, etc. Reading is very important in this class, but my intention is to make the class participatory, fun, and engaging, as well as a space for critical learning. Students must check their email accounts for class-related messages (these will always include "SSW735" in the subject line) at least once every other day.

**Office hours**
By appointment, usually at my office at the Institute of Labor & Industrial Relations, Victor Vaughan Building, 1111 East Catherine Street, #308 (located about a 10- to 15-minute walk from the SSWB; see map). To set up an appointment, please email me or call 763-0071.

**Evaluation criteria and grade determination**
The overall grade for the course will be based on completion of a take-home assignment (40%), an in-class exam (50%), and class participation (10%). Following standard school policies, an "A" grade will be given for exceptional individual performance and mastery of the material. A "B" grade will be given to students who demonstrate satisfactory mastery of the material. A "C" grade is given when mastery of the material is minimal. An “F” grade is given when the student fails to master the course material, or when plagiarism or other form of cheating is discovered. If the size of the class allows for student presentations, and we have them in class, the student presentation will be part of the grade and the weights of each component of grading will be modified accordingly.

Exam questions will be based on the required readings and class discussions. Basic criteria for the evaluation of exams and presentations will include sound definitions based on the literature, clarity of exposition, and systematic and logical presentation of the arguments and evidence. Appropriate references (in any of the standard styles) are expected in the essay assignments. Late submissions will result in a lowering of the grade unless an extension was granted by the instructor.

Students are expected to attend all classes. Excessive absences can be a reason for a failing grade. Roll will be taken during the first part of the class until the instructor learns the names of the students. Class participation refers to attending class, raising and answering questions and contributing to discussion with information, opinions, and comments from the readings. Class participation will be graded "A" for outstanding participation, "B" for participation in a standard way, or "C" when both attendance and participation are below acceptable standards.

**Other considerations**
All written submissions should be typed, double-spaced in font Courier New or Times New Roman, size 11 points or larger. Students are expected to attend all classes. Excessive absences can be a reason for a failing grade. To avoid disruption, cell phones and pagers are not permitted in class. Students registered for this class will have access to a C-Tools web site for the class. Background materials, the class schedule, and other materials will be provided on the class web site.
Comments on readings
The connection between timing of required readings (see schedule below) and lectures will be more or less loose, but at the end of the semester students will be expected to have read all the required texts. Students are also encouraged to consult additional suggested materials.

Required readings are journal articles and book chapters. James C. Riley’s *Rising Life Expectancy—A Global History* (Cambridge University Press, 2001) is the textbook for the class and it must have been read cover to cover by the end of the semester. It is available for purchase at Shaman Drum Bookshop (311-315 S. State Street, phones 734- 662-7407 and 800-490-7023). Also available at Shaman Drum is the book *The Social Origins of Health and Well-being*, edited by Eckersley et al. (Cambridge University Press, 2001). This is not a required book, but it is recommended. Some of its chapters will be required readings (I will provide them separately). *The Origins of Human Disease* by McKeown (Blackwell, 1991), not required either, is a classic that I recommend to everybody interested in understanding public health and human disease. It will be an excellent supplementary reading. For definitions of public health and epidemiology terms, I recommend that you consult any edition of John Last’s *A Dictionary of Epidemiology* (Oxford University Press). Both McKeown’s book and Last’s dictionary can be purchased second-hand online for less than 20 dollars.

The *World Health Report 2005* and the *Human Development Report 2005* can be downloaded from the WHO and UNDP websites, respectively. Students must peruse these reports and become familiar with their contents. Issues of these reports from former years (usually available in libraries or online) can be good sources for data on specific issues.

Additional material pertaining to various themes and topics may be assigned during the course. For discussion in class, brief readings of no more than a few pages may be assigned on short notice.

Weekly class schedule
This schedule is subject to change. Titles in the class schedule refer to required (req.) or suggested (sug.) readings available in the C-Tools website (web) or in the course packs (pack 1 etc.).

CLASS 1 (1/11). Introduction and general issues.

CLASS 2 (1/18). Economies, economics, economic development.
Req: Robinson (chapters 1-3) [36 pages, pack 1].
Req: Tapia – Economics, demography, and epidemiology [7 pages, web].
Req.: Daly [6 pages, web],
Req.: Bhagwaty [6 pages, web]
Sug.: Streeten [3 pages, pack 1]
Sug.: Esteva [20 pages]

CLASS 3 (1/25). Measuring development: indices and measures of economic growth
Req.: Maier (Ch. 7) [22 pages, pack 2],
Req.: Robinson (ch. 4-6, pack 1) [26 pages, pack 1]
Req: Riley, Introduction [30 pages]
Sug.: Grossman [parts 1 & 2, 31 pages, web]

CLASS 4 (2/1). Measuring development: social indicators and other indices of social progress.
Req: Riley, Ch. 1-2 [49 pages]
Req.: Arndt [9 pages, web]
Req.: Riley, Ch. 3 [41 pages]
Req.: Eckersley [pack 2, 18 pages].

CLASS 6 (2/15). Measurement of health and well-being (cont.).
Req.: Riley, Ch. 4 [23 pages]
Sug.: Powles [20 pages, pack 2]
Sug.: Sen 1993 [8 pages, web]

CLASS 7 (2/22). Health and disease in history. Demographic and epidemiologic transition.
Req.: Riley, Ch. 5 [22 pages]
Req.: Sen 1994 [6 pages, pack 2]
Req.: McKeown [22 pages, pack 1]

CLASS 8 (3/8). "Human development" and the human development index.
Req.: Riley, Ch. 6 [30 pages]
Sug.: Szreter 1988 [36 pages, pack 2],

CLASS 9 (3/15). Health and the economy
Req.: Riley, Ch 7 [19 pages]
Req: Cornia-Foreword [1 page, pack 1]
Req: Paniccià [20 pages, pack 1]
Req.: Eyer [28 pages, pack 2]
Sug.: Johnson & Hall [25 pages, pack 2]

CLASS 10 (3/22). International organizations: the UN system and the international financial
institutions.
Req.: Riley, Conclusion [12 pages]
Sug.: LBO [2 pages, web]
Sug.: Dollar & Kraay [55 pages, just read the summary].

CLASS 11 (3/29). Environmental issues, economic growth and the notions of sustainable
development.
Req.: Easterlin [37 pages, pack 2].
Sug.: Szreter 1997 [36 pages],

CLASSES 12, 13 & 14. Case studies, invited lectures, final exam.

**Required readings**
economies* (New York, Oxford University Press, 2000).
Daly H. The perils of free trade. *Scientific American* Nov. 1993, pp. 50-57.
Dollar D, Kraay A 2000. Growth is good for the poor [web]
Easterlin RA. How beneficent is the market? A look at the modern history of mortality. *European


Additional source materials


Sachs W, ed.. The Development Dictionary. London, Zed 1992. A collection of essays that provide insight and bibliographical orientation on different issues (progress, needs, planning, population, science, resources, etc.) related with the concepts of development. Written mostly from a postmodern perspective.

