This course provides a survey of issues related to socioeconomic development and health from a social, economic and historical perspective. Issues to be discussed include the concept of socioeconomic development as viewed by different schools of economic thought, as well as hypothesized relationships and links between development and health. Measurements and indices of development and health will be examined and their significance discussed in relationship 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 considered. The goal of the course is to provide a general framework to understand 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
Lectures, with questions and discussion; organized class discussion; student presentations.

Grade Determination
40% midterm exam (take-home)
40% final exam (in class)
10% participation
10% presentation

Evaluation criteria
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 take-home exam. Late submissions will result in a mark down of the grade unless an extension was granted by the instructor.

Other considerations
All written submissions should be typed, double-spaced in font Courier New or Times New Roman size 11 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.

Comments on required 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 resource materials listed.

Required readings are journal articles and book chapters. The Origins of Human Disease by McKeown is a classic and eight of the ten chapters in the book are included in the required readings. Both the World Health Report 2002 and the Human Development Report 2002 can be downloaded from the WHO and UNDP websites, respectively. Besides the parts selected as required readings students must peruse these reports and become familiar with their contents. Issues of these reports from former years (usually available in libraries) can be good sources for data on specific issues. Additional material pertaining to various themes and topics may be assigned during the course.

Schedule for classes and suggested timing for required readings
[Numbers between brackets are aprox. number of pages]
CLASS 1 (1/15)
Introduction to the course—General issues. *Development* and related concepts: wealth, money, economic welfare.
*Readings:* Heilbronner [3], Esteva [20], McKeown (Intro, ch. 1) [35]

CLASS 2 (1/22)
Economies, economics, *economic development*. *Readings:* McKeown (ch. 2) [22], Grossman [31], Daly [6], Bhagwaty [6]

CLASS 3 (1/29)
Measuring *development*: indices and measures of economic growth
*Readings:* Maier (Ch. 7) [22], HDR2002 (Overview & ch. 1) [30].

CLASS 4 (2/5)
Measuring *development*: social indicators and other indices of social progress.
*Readings:* McKeown (ch. 3) [28], WHR2002 (Overview, ch. 1 & 2) [30].

CLASS 5 (2/12)
General issues on *health*. Measurement of health.
*Readings:* McKeown (Part II, except ch. 4) [60].

CLASS 6 (2/19)
Measurement of health (cont.).
*Readings:* Sen 1993 [8], McKeown (Part III, except ch. 7) [46].

CLASS 7 (3/5)
Health and disease in history. Demographic and epidemiologic transition.
*Readings:* Sen 1994 [6], Eyer [28]

CLASS 8 (3/12)
"Human development" and the human development index.
*Readings:* HDR2002 (pp. 141-160) [20], Szreter 1988 [36],

CLASS 9 (3/19)
International organizations: the UN system and the international financial institutions.
*Readings:* Stiglitz [7], Dollar & Kraay [15], Lal [21].

CLASS 10 (3/26)

CLASS 11 (4/2)
Environmental issues, economic growth and the notions of sustainable development.
*Readings:* Szreter 1997 [36], Easterlin [37].

CLASSES 12 & 13 (Dates TBA)
Case studies, student presentations.
*Readings:* TBA
Required readings


Daly H. The perils of free trade. *Scientific American* Nov. 1993, pp. 50-57.


**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.) usually thought as connected with development. Written mostly from a 50 years is enough perspective.

Sen A. *Development as freedom*. New York, Random House, 1999 [340 pages, $15]. [Sen is a famous theoretician of development issues and he got the Memorial Nobel Prize in Economics in 1998 mostly because his contributions in this field. He represents a middle ground in the wide spectrum of ideas on economics and economic development].