

ECONOMICS OF HEALTH AND POPULATION (EHAP)

This multi-disciplinary course examines the nature of and explanations for diverging outcomes in health and population well-being across the globe, paying particular attention to the former Communist countries. After a brief survey of the historical perspectives on global health and population we seek to establish the stylised facts by taking a 'tour' of global health, considering issues such as mortality, fertility, the distribution of health and well-being. Empirical studies lie at the heart of the literature that we use and therefore, as well as drawing on some core conceptual tools from political economics, we spend a little time thinking about techniques for 'evaluating evidence' in health, social and development studies. With these skills to hand we then begin to shed light on some of the most distinctive global empirical regularities.

- Why are some countries rich while others seem destined to remain poor?
- Why do poor countries (typically) have poor health?
- How are we to understand the catastrophic health crisis that afflicted parts of the former Soviet Union during the 1990s? What are the distinctive health and population problems facing that region today?
- Why do some countries appear to have so many 'missing women' (unbalanced sex ratios)?
- Why are the health outcomes in some countries (e.g. China) much better than expected (according to income based criteria), while in others (e.g. Russia, sub-Saharan Africa) they are much worse?
- Are the richest societies also the most content (happy) societies?
- What is the role of inequality (of health, of income)?
- How can we explain and confront the current global health challenges (alcohol, tobacco, obesity, HIV/AIDS)?

While informed by the contemporary political economy, this course draws on a diverse range of literature from global health and population studies and thus provides for a multi- and/or inter-disciplinary approach to understanding the nature of global developments in health and population.

This course is assessed through an innovative combination of project based coursework.

This course consults a range of contemporary (as well as some classic) sources, among which are those listed below.

- UNDP (2010) *The Real Wealth of Nations: Pathways to Human Development*. The Human Development Report, 20th Anniversary Ed. (<http://hdr.undp.org/en/reports/global/hdr2010/>)
- Wilkinson, R. and Pickett, K. (2010) *The Spirit Level: Why More Equal Societies Almost Always Do Better*.
- Deaton, Angus (2006) *Global Patterns of Income and Health: Facts, Interpretations and Policies*. NBER Working Paper 12735.
- Cutler, D. & Brainerd, E. (2005) *Autopsy on an Empire: Understanding Mortality in Russia and the Former Soviet Union*. Journal of Economic Perspectives. Vol. 19, No. 1: 107-130.
- Das Gupta, Monica (2005) *Explaining Asia's "Missing Women"? A Look at the Data*. Population and Development Review, 31(3).
- Sachs, Jeffrey (2005) *The end of poverty: How we can make it happen in our lifetime*. Penguin
- Milanovic, Branko. (2005) *Worlds Apart: Measuring International and Global Inequality*. Princeton
- Stern, Nicholas., Dethier, Jean-Jaques. and Rogers, Halsey (2005) *Growth and Empowerment: Making Development Happen (The Munich Lectures)*
- Moffitt, Robert (2003) *Causal Analysis in Population Research: An Economist's Perspective*. Population and Development Review, 29(3): 448-458.
- Sen, Amartya. (1999) *Development as Freedom*. Oxford

Title:	Economics of Health and Population (EHAP)
Course code:	SEESGS38
Course-unit value:	15 credits – 6 ECTS
Availability:	Spring term
Open to:	Students on: SSEES MA programmes and MSc Global Health and Development
Course leader:	Dr. Christopher J Gerry

Aims:

1. To understand empirical and conceptual approaches to the political economics of health and population
2. To develop expertise in evaluating evidence.
3. To be able to answer important, controversial and counter-intuitive questions about patterns in global health and development.
4. To recognise important conceptual and empirical dimensions of economic well-being ranging from health and demographics to poverty, migration, human capital and inequality.
5. To develop the knowledge and skills to contribute to multi- and inter-disciplinary debates relating to global health and development.
6. A clearer understanding of global 'health and population' – the stylised facts and the challenges ahead.

Objectives: *By the end of the course, students will have developed:*

1. Knowledge of economic and social development in a comparative perspective.
2. Knowledge of policies and their appropriateness for combating characteristics of underdevelopment in the post-Communist world and elsewhere.
3. Skills of working critically with academic literature and particularly with empirical information.
4. Improved critical thinking and analytical skills.
5. Presentation skills through use of proposal writing, oral presentation, online presentation and workshops.
6. Skills and experience in online communication, acting as a 'discussant' and 'chair'.
7. Competence in independent research on selected topics.

Teaching & Learning Methods:

Number of Hours:

Lectures/Seminars	20 hours
Private Study	180 hours

The course is taught through a combination of lectures and seminars supplemented with an online provision.

Assessment: 100% Coursework.

The coursework takes the form of a project portfolio consisting of i) a call for project proposal (10%) due by the end of the fourth week of term (ii) a critical assessment/peer review of a project bid/presentation (15%) due by the last day of term and (iii) a final project submission (75%) due on the first day of term 3.

Each student will be required to create a funding-body style call for project proposals (based on templates provided) in an approved 'development' field. These will be posted online and there will be a supporting online discussion workshop incorporated into the course structure. This will take place during the first part of the term. During the second part of the term, students will select (to be approved by the course leader) a project 'call' to respond to. They will then construct (with a project guide) a funding application, including example budget, project management strategy, outputs and rationale. This will total approximately 2000 words. In the final week of term students will present their (draft) project bids in class and online and each student will be allocated another student's project bid to critically peer review.