SOCI 365: Health and Development

Fall 2019
Tuesday and Thursday
10:05 a.m. – 11:25 a.m.
Macdonald Engineering 279

Prof. Shelley Clark
E-mail: shelley.clark@mcgill.ca
Office Hours: Tuesdays 3:30 p.m. – 5:30 p.m.
Office Address: Room 336 Peterson Hall

TA: Madeleine Henderson
E-mail: madeleine.henderson@mail.mcgill.ca
Office Hours: Monday 9:30 a.m. – 10:30 a.m.
Office Address: Room 338 Peterson Hall

Course Content:
There is growing recognition that development extends beyond economic growth and that health is one of its integral components. Yet, despite their undisputed strong association with each other, exactly how health and economic development are related to each other remains controversial. The importance of health and population dynamics have been vigorously debated in historical and contemporary arguments about individual prosperity and economic development. Similarly, the role of social and economic status in determining individual and population health, while strongly defended by some researchers, is refuted by others. This course delves into the dynamic and most likely bidirectional relationship. It will begin by examining the theories and conceptual frameworks linking health to economic development and vice versa. The second half of the course will be devoted to examining specific case studies highlighting the relationship between health and socio-economic development. These case studies address traditional topics in global health such as maternal mortality, child survival, tuberculosis, and HIV/AIDS, as well as emerging issues pertaining to sexual and mental health, urbanization, globalization, and climate change.

Learning Outcomes:
1. Understand key measures and methods used to assess global health
2. Identify how major health issues in low income countries differ across regions and within sub-populations.
3. Learn the major theories regarding the links between health and development at both the individual and population level.
4. Understand these relationships from different disciplinary perspectives, including sociology, economics, medicine, public health, and public policy.
5. Examine and evaluate empirical evidence from specific case demonstrating the linkages between health and development.
Assessment

Grading Policy:
- 40% Midterm: October 15
- 15% In-class quizzes: Throughout the semester
- 45% Research paper or report
  - Abstract/Executive Summary (10%): October 29
  - Annotated bibliography (10%): November 12
  - Research paper/report (25%): November 28

Midterm
An in-class midterm will be given on **October 15, 2019**. It will be comprised of a series of multiple choice, short answer, and long answer questions. You will be responsible for the material contained the readings as well as all information presented in class.

In-class quizzes
In-class quizzes will be administered randomly throughout the semester at the beginning of class to assess participation and engagement. Quiz questions will relate to the broad, overarching take-home message of the readings or clear and memorable facts, not specificities. Hence, to do well you will need to show up to classes regularly, on time, and have read the assigned readings **before class**.

Each quiz will have five multiple choice questions and will be marked on a pass/fail basis. To pass, you must get 3/5 questions correct. Each student will receive two ‘free passes’ throughout the semester for quizzes. In other words, if you miss or fail two quizzes, these will not affect your final quiz mark. Exceptions to the free pass system will be made for students with extraordinary circumstances that make regular attendance difficult. Please contact me immediately if you fall into such situation – do not wait until the end of the semester.

Research paper or report
You have the option of writing either a final paper or a final report. Students choosing to submit a **research paper** will select a case study that interests you to critically address a specific issue in global health and development. You may use the case studies covered in the second part of this course as examples, but you are required to pick a new topic or develop a perspective which goes significantly beyond the material presented in class. Students who opt to write a **final report** will write a report on a critical issue in health and development for a funding agency or non-governmental organization. Unlike the final paper, the target audience for the final report will be the general public. You must also develop a creative solution to the issue you identified and explain the impact this solution has on your selected issue. You may use reports from your chosen organization as examples, but the ideas and research must be original.
A series of benchmark assignments will be administered to guide your research endeavours and keep you on track for the final submission.

1. Title and Abstract/Executive Summary and due **October 29, 2019**

Research paper: Submit a tentative title and 200-300-word abstract which details who/what/where/when/how/why of your case study. You must identify a clear critical debate or develop a specific research question. In other words, your abstract should not simply identify a topic or be purely descriptive. Instead, the abstract must demonstrate a sharp, critical or analytic focus. In your abstract, highlight your main thesis statement or research question in italics.

Report: Submit a tentative title and 400-5000-word executive summary. The executive summary should clearly identify a critical global health issue, briefly explain why this is an important issue, summarize previous efforts to combat this issue, explain what your organization has done/will do to expand upon these previous efforts, and discuss potential policy implications of your organizations work on this issue.

2. Annotated bibliography due **November 12, 2019**

For both research papers and report, prepare an annotated bibliography with a minimum of ten citations from course readings, grey literature (i.e. project reports, policy papers, legal documents, etc.), and peer-reviewed academic literature. No more than one citation can come from sources outside of these subtypes (i.e. op-eds, news media, etc.). At least five citations must be peer-reviewed.

For each citation, provide a summary of its main findings and relevance to your case study in 200 words or less. Do not simply copy and paste the paper’s abstract as your own. You must explain why this citation is relevant to your paper and how you will be using it to substantiate your claim.

3. Research paper or report due by 5:00 p.m. on **November 28, 2019**

The final research paper or report will be a minimum of 3,500 and a maximum 4,000 words, including the abstract/executive summary but excluding references. Times New Roman 12-point is preferred. Presentation and clarity of organization matter for both the research paper and report, but reports (unlike research papers) may wish to be more “eye-catching”. Further instructions will be provided during the course. All final papers and reports will be submitted online via MyCourses. Late submissions will receive a 15% penalty for each day not submitted.

**Practices and Policies**

**Language policy:**
In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)
In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

**Laptops are NOT permitted to be used in the classroom**

**Plagiarism:**
McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003)

L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/ www.mcgill.ca/integrity).

**Students with Disabilities:**
If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 before you do this.

**Course schedule**

**Articles and Chapters:** ***preceding an article or chapter indicates that this is a suggested reading. The syllabus posted on MyCourses contains hyperlinks to selected articles available in electronic journals or on the web. If an article or chapter is not available on the web, it will be posted on MyCourses under Readings.

**PART 1: OVERVIEW OF HEALTH AND DEVELOPMENT**

**September 3: Introduction to the Dynamic Relationships between Development and Health**

**September 5: The Meaning of Development**
September 10: Health and the Sustainability Development Goals

- Explore the SDG website: https://sustainabledevelopment.un.org/

September 12: Measuring Disparities in Health Outcomes


September 17: DALYs and the Global Burden of Disease


PART 2: HOW SOCIO-ECONOMIC DEVELOPMENT SHAPES HEALTH AND POPULATION DYNAMICS

September 19: What are the Socio-Economic Determinants of Health and Mortality?


September 24: The Epidemiological Transition


**September 26: The Demographic Transitions**


**PART 3: HOW HEALTH AND POPULATION DYNAMICS INFLUENCE SOCIO-ECONOMIC DEVELOPMENT**

**October 1: Effects of Health on Poverty and Economic Development**


**October 3: How are Development Targets Defined and Measured Across Contexts? Child Marriage as Case Study (Guest Lecturer: Dr. Alissa Koski)**

• Explore the Tracker for Sustainable Development Goal 5, paying particular attention to Target 5.3: [https://sdg-tracker.org/gender-equality#targets](https://sdg-tracker.org/gender-equality#targets)

October 8: Population Growth and Development Debate
• Becker S. (2011). Has the world really survived the population bomb? (Commentary on “How the world survived the population bomb: lessons from 50 years of extraordinary demographic history”). Demography, 50(6), 2173-81.  

October 10: Demographic Dividend or Demographic Disaster?
• ***Podcast —It’s the Demography Stupid.  
http://www.bbc.co.uk/programmes/b086t0m

October 15: MIDTERM (40% OF COURSE GRADE)

PART 4: CASE STUDIES LINKING HEALTH AND DEVELOPMENT

October 17: Maternal Mortality and Access to Medical Services

October 22: Women’s Education and Children’s Health

October 24: Family Structures, Fostering, and Child Survival

October 29: Abstract/Executive Summary due (10% of mark)

October 29: Poverty and Tuberculosis
http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.004753


**October 31: The Impact of AIDS on Family Poverty and Orphans**


**November 7: Nutrition and Obesity**


**November 12: Annotated Bibliography (10% of mark)**

**November 12: Adolescent Sexual Health and Transactional Sex**


November 14: Mental Health and Poverty


November 19: Urbanization, the Environment, and Health


November 21: Globalization, Trade, and Health

November 26: The Impact of Globalization on Health Care Providers and Access to Pharmaceuticals


November 28: Final research paper/report due (25% of mark)

November 28: Climate Change and Global Health