Poverty, Economic Development, and Health

Course Number: 380.756
Syllabus Fall 2019

Class Times: Tuesday Thursday 1:30-3:20 pm
Location: Wolfe E6519
CoursePlus Site: courseplus.jhu.edu

Instructor: David Bishai, MD, MPH, PhD
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Office hours: by appointment

Teaching Assistant: Mingxin (Mandy) Chen, MHS
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Office hours: by appointment

Prerequisites: None

Intended Audience: Students interested in economic development as a social determinant

Course Description: Since 1700s, populations around the world have reduced the incidence of poverty and created opportunities for those with material poverty to retain their corporal health. Today high, middle, and low-income countries struggle to narrow socioeconomic disparities in health. This course will review both historical and current cases to answer the following questions:

What is economic development? How does economic development occur? Which aspects of development improve and which aspects are detrimental to human health? Can policy makers plot more “hygienic” plans for economic development? Finally, do investments in health and family planning cause economies to prosper?

Why Take this Course: This course will introduce students to leading theories in economic development and in the macroeconomic determinants of the health of populations, communities, and individuals. Case studies will be selected from both international and domestic settings.

Learning Objectives: Upon successfully completing this course, students will be able to:

1. Distinguish competing definitions of household poverty, macroeconomic development and describe the flaws in commonly used development indicators.
2. Distinguish among the major theories that explain reasons behind economic development.
3. Distinguish and evaluate leading theories that link economic development to health, demographic transition, and urbanization.
4. Summarize current research on the interaction between urbanization, poverty, and health.
5. Evaluate research claims that health investments stimulate economic development.
6. Decide when historical public health interventions were and were not suited to the economic environment of the target population.
Assessment Methods:
10% Class participation in group discussion, 70% Written Assignments, 20% Final Examination

- Homework 1 Due on Nov 8
- Homework 2 Due on Nov 15
- Homework 3 Due on Nov 22
- Homework 4 Due on Nov 29
- Homework 5 Due on Dec 6
- Homework 6 Due on Dec 13
- Homework 7 Due on Dec 20
- Final Exam on Dec 19

Grading:
- Excellent: A = 90 – 100
- Good: B = 80 – 89
- Satisfactory: C = 70 – 79
- Poor: D = 60 – 69
- Fail: F = < 60


Recommended Textbooks: Easterly, W. Tyranny of Experts.
Duflo, E and Bannerjee, A. Poor Economics

Course Format: The first 4 weeks are traditional lecture and discussion. The second 4 weeks are flipped where students watch video recordings of leading authors in development present their work and then class members engage in facilitated discussion.

Course Topics:
The Link Between Money and Health
How humans cope with scarcity
Macroeconomic indicators of economic performance
Definitions of Development
History of Development
Mechanics of Economic Growth
Demography and Development
Mortality Decline in Poor Countries in 19th Century
Top Down and Bottom Up Approaches to Development
MDGs and SDGs
Interventions for Development
Accountable Government

Course Policies and Expectations: Guidelines for participation — during the 2nd 4 weeks of the class discussion will require each class member to view the videos before class and speak during class
## Course Schedule:

### Poverty, Economic Development, and Health 380.756 At A Glance

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<thead>
<tr>
<th>Lecture</th>
<th>Lecture Topics*</th>
<th>Date</th>
<th>Nafziger Chapter</th>
<th>Additional Required Reading</th>
<th>Assignment [deadline]</th>
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<tr>
<td>1</td>
<td>Materialistic Foundations of Health</td>
<td>Oct 29</td>
<td>1</td>
<td>(Marmot 2006)</td>
<td>HW 1 on Health Disparities Due Nov 8</td>
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<td>2</td>
<td>Coping with Scarcity</td>
<td>Oct 31</td>
<td></td>
<td>(Caldwell 1986; Stern, Dethier et al. 2005)</td>
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<td>3</td>
<td>Macroeconomic Indicators</td>
<td>Nov 5</td>
<td>2</td>
<td>(Bishai and Kung 2007)</td>
<td>HW2 GDP Worksheet Due Nov 15</td>
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<td>4</td>
<td>Defining Development</td>
<td>Nov 7</td>
<td>3</td>
<td>(Sen 1999; Stern, Dethier et al. 2005)</td>
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<tr>
<td>5</td>
<td>History of Development</td>
<td>Nov 12</td>
<td>4</td>
<td></td>
<td>HW 3 Essay 1: Freedom or $ Due on Nov 22</td>
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<td>6</td>
<td>Mechanics of Economic Growth</td>
<td>Nov 14</td>
<td>5</td>
<td>(Sala i Martin 2005)</td>
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<td>7</td>
<td>Demography and development</td>
<td>Nov 19</td>
<td>8</td>
<td>(Preston 1985)</td>
<td>HW 4 on Growth Due on Nov 29</td>
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<td>8</td>
<td>Environment and development</td>
<td>Nov 21</td>
<td>13</td>
<td>(Dasgupta, Laplante et al. 2002)</td>
<td>Online Lecture</td>
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<td>9</td>
<td>Mortality Decline in Poor Countries in 19th Century</td>
<td>Nov 26</td>
<td></td>
<td>(Bishai 2013; Szreter 1988)</td>
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<td>10</td>
<td>Top Down or Bottom Up</td>
<td>Dec 3</td>
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<td>Easterly Sachs</td>
<td>HW5 Oaxaca Decomposition Due on Dec 6</td>
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<td>11</td>
<td>Beyon the MDGs: Places not people [a]</td>
<td>Dec 5</td>
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<td>Pritchett</td>
<td>Essay 2: Easterly v Sachs Due on Dec 13</td>
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<td>12</td>
<td>Interventions</td>
<td>Dec 10</td>
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<td>(Taylor, 2001) Duflo Deaton</td>
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<td>13</td>
<td>Accountable Governments [b]</td>
<td>Dec 12</td>
<td></td>
<td>Acemoglu Fukuyama (Gates, 2013)</td>
<td>Essay 3: Duflo vs. Deaton Due on Dec 20</td>
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<td>14</td>
<td>Accountable development at a local level</td>
<td>Dec 17</td>
<td></td>
<td>(Kania &amp; Kramer, 2011)</td>
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</tbody>
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### Reading List:


Taylor, C. (2001) "Scaling up social development" *LEISA India*

**Academic Ethics and Student Conduct Code:**

Students enrolled in the Bloomberg School of Public Health of The Johns Hopkins University assume an obligation to conduct themselves in a manner appropriate to the University’s mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; violation of the rights and welfare of animal or human subjects in research; and misconduct as a member of either School or University committees or recognized groups or organizations.

Students should be familiar with the policies and procedures specified under Policy and Procedure Manual Student-01 (Academic Ethics), available on the school’s [http://my.jhsph.edu](http://my.jhsph.edu) portal.

The faculty, staff and students of the Bloomberg School of Public Health and the Johns Hopkins University have the shared responsibility to conduct themselves in a manner that upholds the law and respects the rights of others. Students enrolled in the School are subject to the Student Conduct Code (detailed in Policy and Procedure Manual Student-06) and assume an obligation to conduct themselves in a manner which upholds the law and respects the rights of others. They are responsible for maintaining the academic integrity of the institution and for preserving an environment conducive to the safe pursuit of the School’s educational, research, and professional practice missions.

**Disability Support Services:**

If you are a student with a documented disability who requires an academic accommodation, please contact the Office of Disability Support Services at 410-502-6602 or via email at [JHSPH.dss@jhu.edu](mailto:JHSPH.dss@jhu.edu). Accommodations take effect upon approval and apply to the remainder of the time for which a student is registered and enrolled at the Bloomberg School of Public Health.

*Updated September 2019*
Student Assistance and Well-being
The Office of Student Life at the Bloomberg School offers one-on-one appointments and referrals to support students in coping with personal issues. Students may also contact the Johns Hopkins Student Assistance Program (JHSAP). JHSAP is a life management resource that can help you identify and manage challenging issues in healthy ways. Getting help is free, convenient, and confidential.

Inclement Weather and Unscheduled Campus Closings
If the School has a delayed opening or is closed due to inclement weather or another emergency, course instructors will communicate expectations for assignment submission, alternative learning activities (recorded lectures or virtual meetings, etc.), make-up assignments, or class session rescheduling via CoursePlus. Students are responsible for accessing and following guidance regarding delayed openings or School closures. JHU emergency notices are posted online: https://www.jhu.edu/alert/