



## SYLLABUS

SPECIAL TOPIC

*Social Development: A Global Approach (PSCI T380)*

*Fall 2015*

*Tuesdays & Thursdays*

*14:00 pm - 15:50 pm*

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*Center for Automation Technology, Room 77*

This course surveys issues related to the ideas of development and progress from demographic, social, anthropological, economic, political, and historical perspectives. Issues to be discussed include measurements and indices of social development, economic growth, and health progress, and their significance in relation to the general views on social development and human progress of different schools of thought. The hypothesized relationships and links between economic growth, social development, population growth, and health progress, the concept of standard of living, the human development index, the demographic transition and the gender aspects of development will be also discussed. The goal of the course is to provide a general introduction to the issues implied by the relationships between economic growth, population growth, health, and other major concepts involved in the notions of economic development and social progress.

This is a 4-credit course that covers concepts and discussions intersecting almost all fields of social science. Because of its examination of population history and theories on the development of society, it has links with demography, sociology, history of political thought, economics, and the health sciences.

### Calendar

Tuesday September 22nd – Classes begin.

Thursday October 22nd – Midterm exam.

Thursday November 19<sup>th</sup> — Last class before Thanksgiving Break.

Tuesday December 1st — First class after Thanksgiving Break.

Thursday December 3<sup>rd</sup> — Last class.

Tuesday December 8<sup>th</sup> to Saturday 12th – Final exam.

### Course objectives

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

- main controversies related to the concept of social progress;
- major facts and theories on the historical evolution of population;
- different economic perspectives on development;
- major indicators used to assess socioeconomic development, economic growth, population dynamics, and population health;
- major theories linking economic growth, social development, and health progress.

### Design

The format is lecture, with questions and discussion. Classroom activities may also include organized group discussions, videos, films, guest lectures, 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 at least once every day.

## **Office hours**

Mondays, 2 pm to 4 pm. Since I want to get familiarized as soon as possible with all of you, each one has to come to my office (3021-E MacAlister Hall) to talk to me during the first three weeks of the course. If Monday 2 to 4 is not good for you, email me or call me and we will arrange other time.

## **Evaluation criteria and grade determination**

The overall grade for the course will be based on a mid-term exam (25% of the final grade), a final exam (60% of the final grade), and class participation (15%). Both exams will be in class. An “A” grade will be given for very good or 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 poor; a “D” grade when mastery of material is minimal; an “F” grade is given when the student fails to master the course material, or when plagiarism or another form of cheating is discovered. I am opposed to grade inflation—which makes grades meaningless and is an endemic and increasingly severe problem in higher education.

Exam questions will be based on class discussions and required readings. 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.

Students are expected to attend all classes. Since exam questions will be based on material presented in class which is not drawn entirely from the readings, more than a few absences can lead to a failing grade. Roll will be taken during the first part of the class until I learn 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.

## **Other considerations**

*Drinking* non-alcoholic beverages or eating in class is allowed as far as it is not disruptive, therefore to eat in class smelly foods is not allowed. For the same reason the use of cell phones, pagers, or any sound-making electronics is not permitted in class. Lateness to lecture is frowned upon as it is disruptive, and can be considered a reason for a lower grade in attendance. I consider that college students are adults and I expect appropriate behavior in class.

Students registered for this class will have access to a BLACKBOARD web site for the class. Background materials, the class schedule, and other materials will be provided on the BLACKBOARD web site.

Deadlines for dropping the class according to the University Course Drop Policy are those indicated in the University academic calendar. Students with disabilities requiring particular accommodations as stated in the Students with Disabilities Statement of Drexel University should contact me during the first week of the course.

## **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 at least some of the additional suggested materials. 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.

Required readings are journal articles and book chapters. The required textbook for this class is Riley’s *Rising Life Expectancy—A Global History* (Cambridge University Press, 2001). This small book must have been read cover to cover by the end of the course.

Students must become familiar with the annual edition of the Human Development Report, that can be accessed at the United Nations Development Program (UNDP) website ([hdr.undp.org/en](http://hdr.undp.org/en)). Printed issues from former years are usually available in libraries. Students must become familiar with the content of this report, at least reading some pages here and there to get an idea of what it is about.

For students interested in extra readings I recommend Joan Robinson’s *Freedom and Necessity—An Introduction to the Study of Society* (Pantheon, 1970) the following books. Some chapters of these book are mandatory reading and they are included in the reading list. The rest of this book (that I will put online in a pdf and also can be bought second hand online for a few dollars) is a very interesting essay that covers much of what I want to discuss in this class. In spite of being fifty years old it provides a lot of interesting insights to anyone interested in studying society from a comprehensive point of view. Thomas McKeown’s *The Origins of Human Disease* (Blackwell, 1991) and *The Modern Rise of Population* (Academic Press, 1978) are classics that I recommend to anyone interested in understanding why disease and death are more frequent in particular societies or circumstances.

Other books related to the issues of social development and social progress that I recommend are Easterlin's *Growth Triumphant—The 21st Century in Historical Perspective* (University of Michigan Press, 1996), *Hunger and History—The Impact of Changing Food Production and Consumption Patterns on Society*, ed. by Rotberg & Rabb (Cambridge University Press, 1983), and Crosby's *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (2nd ed., Cambridge University Press, 2004). This book—*Ecological Imperialism*—had a strong intellectual impact on me. I believe to a large extent, it continues what William H. McNeill did in *Plagues and Peoples* (Anchor Books/Random House, 1998), a book which was considered “a monumental contribution to the knowledge of humanity,” probably the first attempt to look at the history of the world from an ecological point of view. However, because of its baroque style, McNeill's book is much harder to read than Crosby's. At any rate, both are excellent readings. Haynes and Hunsan's *A Century of State Murder?—Death and Policy in 20<sup>th</sup> Century Russia* (Pluto Press, 2003) and Cornia and Panniccià's *The Mortality Crises in Transitional Economies* (New York, Oxford University Press, 2000) provide very interesting insights on the population history of the old Soviet bloc and other regions and nations.

### **Lecture schedule**

This schedule is a general guide and is subject to change. Each lecture will correspond approximately to one class. Titles in the lecture schedule refer to required (Req.) or suggested (Sug.) readings available on the BLACKBOARD website. The complete list of references is in the bibliography (at the end of the syllabus), which also includes other books and papers that are sources of the materials discussed in this course.

Lecture 1. Introduction. Growth, development, progress

Req: Robinson (chapters 1–4) [44 pages].

Req: Daly 1996 [3 pages].

Lecture 2. Types of economies. Social formations. Social sciences dealing with population and development

Sug.: Streeten [3 pages]

Req: Tapia – Economics, demography, and epidemiology [7 pages].

Lecture 3. Population dynamics and health: fertility and mortality

Req.: Tapia 2008. Mortality rates [3 pages].

Req: Larsen CS 2006. The agricultural revolution as environmental catastrophe [8 pages].

Sug.: Larsen CS 1995 [18 pages].

Sug.: Cohen MN, 1998 [21 pages]

Lecture 4. Indicators of social development: health and disease

Sug. Susser 1987 [6 pages].

Sug.: Bonita et al. 2008. Ch. 2 [20 pages]

Lecture 5. Indicators of social development: mortality

Sug.: Eckersley [18 pages].

Sug.: Tapia – Mortalidad y esperanza de vida [6 pages, only if you read Spanish]

Lecture 6. Indicators of social development: life expectancy

Sug.: Powles [20 pages]

Req.: Cairns 1997. A history of mortality [32 pages].

Lecture 7. Indicators of social development: income and wealth

Req.: Arndt — Economic Development [9 pages]

Sug.: Grossman [parts 1 & 2, 31 pages].

Req.: Maier (Ch. 7) [22 pages].

Sug.: Robinson (Ch. 5–6) [17 pages].

Lecture 8. Other indicators of social development

Sug.: Sen 1993 [8 pages]

Req. Steckel – Alternative indicators [12 pages]

Lecture 9. Population and health through history

Req.: McKeown [22 pages]

Lecture 10. Malthusianism

Sug.: Sen 1994 The political economy of hunger [19 pages].

Sug.: Tapia – Economía y mortalidad en las ciencias sociales [24 pages, only if you read Spanish]

Lecture 11. Malthusian debates

Req.: Cairns 1997. Ch. 6: Population

Sug.: McKeown 1983 [20 pages].

Lecture 12. Theories on mortality.

Sug.: Mackenbach 1996 [6 pages].

Sug.: Easterlin 1996 [12 pages].

Sug.: Easterlin 1999 [30 pages].

Lecture 13. Social indicators in modern economies.

Lecture 14. Social indicators in modern economies (cont.)

Sug.: Sen 1993 [6 pages].

Lecture 15. Demographic transition: population since the 18<sup>th</sup> century.

Req.: Farr 1988 [3 pages].

Req.: Easterlin [37 pages].

Sug.: Szreter 1997 [36 pages, ]

Sug.: Exchange of Colgrove with Link & Phelan on McKeown, 2002 [5 + 3 pages].

Sug.: Cutler et al. 2006 [18 pages].

Lecture 16. Population and health in the 20th century

Sug.: Paniciá [20 pages]

Req.: Eyer [28 pages]

Req.: Stillman 2006 [34 pages].

Req.: McKinlay 1989 [26 pages].

Lecture 17. Mortality differentials in modern societies

Req.: Isaacs & Schroeder 2005 [5 pages]

Req: Sen 1990. More than 100 million women are missing [9 pages].

Req: Tapia 2010: Politics and health in eight European countries [6 pages]

Lecture 18. The human development index (HDI)

Req: UNDP, Human Development Report 2014. Just take a look at it (available at [hdr.undp.org/en/2014-report](http://hdr.undp.org/en/2014-report)).

Sug.: Szreter 1988 [36 pages].

Sug. Tapia – Algunas ideas críticas sobre el IDH [6 pages, only if you read Spanish]

Sug. McGillivray 1992 [4 pages].

Sug.: Tapia 1995 (only if you read Spanish)

Lecture 19. Population and the business cycle

Req.: Tapia & Diez Roux 2009 [6 pages].

Sug.: Eyer 1977 [19 pages].

Sug.: Ruhm 2006 [8 pages]

Sug.: Ruhm 2008. [25 pages].

Extra lectures (if time allows to cover them)

Extra Lecture 1. Population and climate change.

Extra Lecture 2. The issue of population growth in our times.

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Citation:

*In the late-twentieth-century industrial world, death has become largely an affair of the aged. About three-quarters of all deaths occur to those aged 70 and above. In traditional societies death was as much a feature of youth as of age, with up to one half of all deaths occurring among children under 10. Moreover fluctuations in mortality from year to year were once as striking and as unpredictable as changes in the weather and the harvest, while nowadays, outside times of war, mortality scarcely changes from one year to the next. In seeking to grasp the nature of the differences between the present and the past, whether in relation to individual lives and outlook or the behavior of economies and societies, a principal feature of any description or analysis should be the changing nature of mortality.*

E. A. Wrigley, Bibliographic review of *The Modern Rise of Population*, by T. McKeown, and *Plagues and Peoples*, by W. H. McNeill. *Journal of Economic Literature*, 16 (1):152-156, 1978.