The course covers elementary concepts and selected topics in modern health economics. Topics include: modeling demand for health and for health care, the relationship between material standard of living and health, education and health, the effect of health insurance on demand for health care and on health, and the economics of unhealthy behaviors such as smoking.

Some examples of questions we will ponder:

- Why are we so much healthier today than we were two centuries ago?
- Why do highly educated people tend to be healthier people?
- Why is a much higher proportion of the population obese today than in, say, 1960?
- Why do all governments either directly provide, or heavily regulate, health insurance?
- Is it useful to think of smokers or other drug addicts as rational?
- Does risky sexual behavior respond to changes in incentives?
Materials.

- The required text is,

- Slides and other current course material will be made available on CourseSpaces. Archived slides, old exams, and other materials from versions of the course prior to 2015 (using different textbooks and covering somewhat different material) can be accessed here: http://web.uvic.ca/~auld/e318.html.

  Note that not all old exams — which are provided as practice problems — include answer keys. If there is no answer key posted, no answer key for that exam exists. I will provide answers to specific questions you have attempted on these exams, but I am unable to provide exhaustive lists of answers by email or in office hours.

- Additional readings will be posted on Coursespaces.

Tentative Schedule.

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<th>Chapter</th>
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Additional readings may be assigned during the course, topics may be added or deleted as the course progresses, and we may spend more or less time on a topic than indicated above.
NOTE ON TECHNICAL CONTENT.

The only economics prerequisite for this course is introductory microeconomics (103 or equivalent). However, you are expected to be thoroughly conversant with the core concepts taught in that course, including but not limited to: supply and demand, production functions, indifference curves, and elasticities. If you are not thoroughly comfortable with microeconomics at this level it would be a good idea to obtain a microeconomics textbook you can use as a reference, as this course does not include a review of the relevant microeconomic theory. You are also expected to be comfortable with high school level mathematics including basic calculus.

We will often consider how and what we can learn from empirical evidence. No formal statistical training will be assumed, but you may nonetheless get more out of the course if you have taken some courses in probability theory and econometrics.

EXAMS AND ASSIGNMENTS.

There will be two midterm examinations. The exams will be held outside of regular class hours.

Tentatively, these exams will be held Friday, October 12 and Thursday, November 8. The midterm exams are not cumulative, but core concepts covered early in the course may be required to answer questions on the second midterm.

There will be a cumulative final examination scheduled by the Registrar.

The final exam is worth 60% of the course final grade. A passing grade on the final exam must be obtained in order to pass the course.

The midterms are worth 40% of the final grade. The higher of your two midterm scores is worth 30%, and the other 10%. If you have reason recognized by Department policy to miss one midterm, you may at your discretion write a makeup, or by default I will place all 40% on the midterm you do write. If you miss a midterm but do not a valid reason, then the midterm you do write is worth 30% of your final grade and you receive zero for the midterm you do not write.

There are no assignments for this course. Ample practice materials are available in the form of many previous exams and extensive questions at the end of each chapter of the course textbook.
ATTENDANCE.

Attendance will not be taken. However, students are responsible for all material covered in lectures whether or not they attend any given lecture. Lecture slides posted online do not contain all of the material discussed in class and are not an adequate substitute for attending lectures.

CONTACTING THE INSTRUCTOR.

Questions regarding class material should usually be posed during class or in person during office hours. It is not usually feasible to provide lengthy explanations of class material over email. Should you send email for whatever reason, please put “Econ 318:” in the subject line.

TRAVEL PLANS.

Students are advised not to make work or travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period. There will be no special accommodation if travel plans conflict with the examination.

ELECTRONIC DEVICES.

Only basic calculators (with no alpha-numeric capabilities) are permitted during exams. Please note you may not use your cell phone or similar device as a calculator during exams.

During lectures, I ask you to respect both me your fellow students and avoid using laptops or other devices to access material which may be distracting, and I may ask you to change seats or to turn off the device if you are distracting others. Further, I strongly suggest that you choose not to use a laptop or other device during lectures, as evidence from randomized controlled experiments suggests that you will learn more and earn a higher grade in the course if you take notes in longhand rather than using a laptop, see for example:

Policy on Inclusivity and Diversity.

The University of Victoria is committed to providing an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs.

Other policies.

Standard University of Victoria course policies apply:

http://web.uvic.ca/econ/undergraduate/course_policies.php
http://library.uvic.ca/site/lib/instruction/cite/plagiarism.html