

# The Book of Why notes

Tomás J. Aragón

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For our Population Health Data Science (PHDS)<sup>1</sup> book club at the San Francisco Department of Public Health we are reading Judea Pearl's *The Book of Why* (TBoW) (<http://bayes.cs.ucla.edu/WHY/>) [1].

These are my notes for selected (hopefully all the) chapters. The notes are not comprehensive, and sometimes present an outline or expansion of concepts covered in the book. I've inserted some personal insights that I hope you find informative.

## 0 Mind over Data

### Some definitions

1. causal inference
2. strong artificial intelligence
3. big data, machine learning, deep learning

### Limitations of mathematics for causal inference

Consider that a barometer reading ( $B$ ) is a function of atmospheric pressure ( $P$ ) and a constant ( $k$ ).

$$B = kP$$

$$P = B/k$$

$$k = B/P$$

### Questions

1. What are limitations of mathematical equations for causality?
2. Why did it take so long for humans to develop a science of causality?
3. Do you agree with Pearl that “data are profoundly dumb”? Why or why not?

### Calculus of causation (p. 7)

Judea Pearl calls the mathematical framework that led to this transformation Structural Causal Models (SCM). The SCM deploys three parts

1. Graphical models,
2. Structural equations, and
3. Counterfactual and interventional logic

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<sup>1</sup>Population health is a systems approach to studying and improving the health of populations through collective action and learning. PHDS is the art and science of transforming data into information and actionable knowledge that informs, influences or optimizes decisions and actions that protect and improve health.

What is the difference between *seeing* and *doing*, and why does it matter?

What is a counterfactual?

The “Inference Engine” (Figure 1 on p. 12 of TBoW).

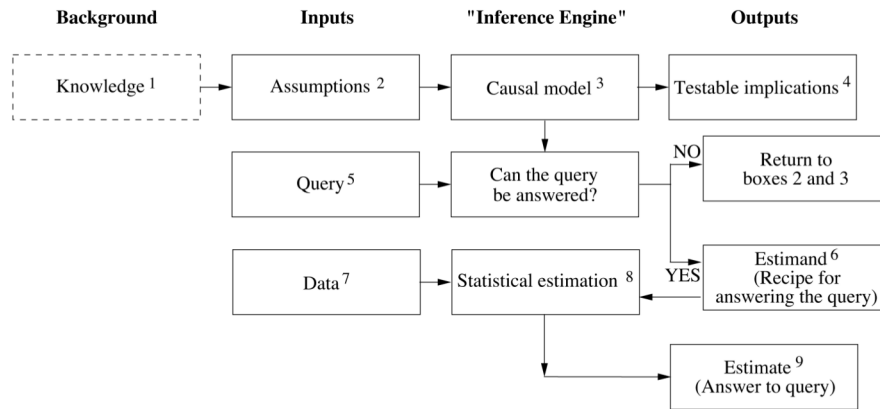


Figure 1. The Inference Engine

1. knowledge (mostly implicit)
2. assumptions (explicit)
3. causal models (i.e., SCM)
4. testable implications
5. queries; e.g.,  $P(L \mid do(D))$
6. estimand; e.g.,  $P(L \mid D, Z) \times P(Z)$
7. data
8. statistical estimation
9. estimate

Here is an alternative depiction of the inference engine [2].

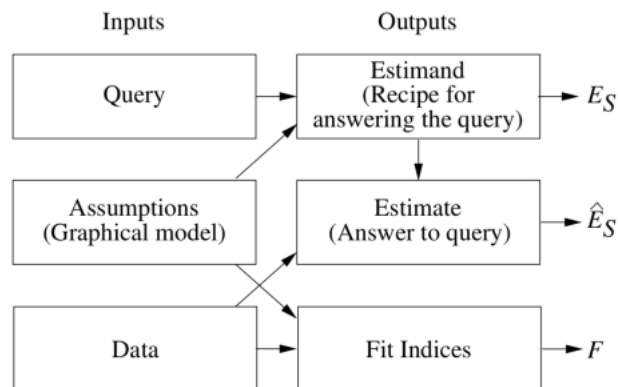


Figure 2. Alternative depiction of Inference Engine

Chapters ahead

1. The Ladder of Causation is observation (seeing), intervention (doing), and counterfactual (imagining)
2. “how the discipline of statistics inflicted causal blindness on itself”
3. “how I became a convert to causality through my work in AI and ... Bayesian networks.”
4. “the major contribution of statistics to causal inference: the randomized controlled trial (RCT)”
5. Causation in the absence of a RCT: case study of smoking and lung cancer
6. Paradoxes that stumped the brightest minds for many years
7. Rung 2—interventions
8. Rung 3—counterfactuals
9. Mediation: The Search for a Mechanism
10. Big Data and strong AI

### REFLECTION: Book club as an intervention

A book club is an intervention. Book club participation could be

- a. mandatory
- b. incentivized
- c. voluntary

I (PHD director) *chose* to make the book club *voluntary*.

Staff *chose* (self-select) to participate or not.

**Insight:** Every *decision* has a *causal assumption* (causal inference) and a *prediction* (probabilistic reasoning). If my long-term goal is to spread causal thinking, what short term causal models did I likely consider that led to making the book club voluntary? For staff, what causal models did they consider in self-selecting to participate in the book club? If months later I show good data that those who attended the book club improved their work performance compared to those who did not attend, what causal inferences can I make or not make? Explain your reasoning.

## 1 Ladder of Causation

Table 1 (adapted from [2]) corresponds to the Ladder of Causation on p. 28 of TBoW.

Table 1. The Causal Hierarchy. Questions at level  $i$  can only be answered if information from level  $i$  or higher is available.

$i$	Level	Activity	Questions
1	Association $P(y   x)$	Seeing	What if I <i>see</i> ... ? How would seeing $X$ change my belief in $Y$ ? Are $X$ and $Y$ correlated (associated)? Does $X$ predict $Y$ ? What are the predictors of $Y$ ?

$i$	Level	Activity	Questions
2	Intervention $P(y \mid do(x), y)$	Doing Intervening	What if I <i>do</i> ...? How would doing $X$ change $Y$ ? How can I change $Y$ ?
3	Counterfactuals $P(y_x \mid x', y')$	Imagining Retrospection	What if I <i>had done</i> ...? Was it $X$ that caused $Y$ ? What if I had acted differently? What caused $Y$ ? What are the causes of $Y$ ?

**Insight:** Between *seeing* and *doing* is *choosing*. Choice can be based on *intuition* (“gut”, nonconscious) and/or *deliberation* (conscious, reflection, discussion). Choice always involves a *causal assumption* (causal inference) and *prediction* (probabilistic reasoning). Together, causal inference, probabilistic reasoning, and decision-making are the core competencies of **population health thinking** (PHT). PHT supports PHDS.

Figure 3 is the causal diagram for the firing squad example (TBoW, p. 39).

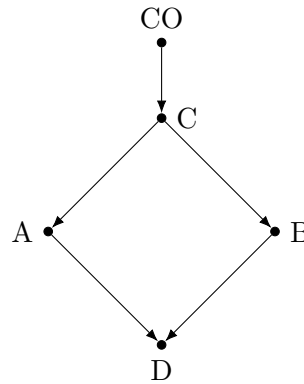


Figure 3. Causal diagram for the firing squad example in TBoW, p. 39 (Figure 1.4). A and B represent (the actions of) Soldiers A and B. CO = Court Order and C = Captain.

Although not presented in the book, these are the *structural equations*.

$$f_{CO} : CO = \{\text{true OR false}\} \quad (1)$$

$$f_C : C = \begin{cases} \text{true,} & \text{if } CO = \text{true.} \\ \text{false,} & \text{if } CO = \text{false.} \end{cases} \quad (2)$$

$$f_A : A = \begin{cases} \text{true,} & \text{if } C = \text{true.} \\ \text{false,} & \text{if } C = \text{false.} \end{cases} \quad (3)$$

$$f_B : B = \begin{cases} \text{true,} & \text{if } C = \text{true.} \\ \text{false,} & \text{if } C = \text{false.} \end{cases} \quad (4)$$

$$f_D : D = \begin{cases} \text{true,} & \text{if } A = \text{true OR } B = \text{true.} \\ \text{false,} & \text{if } A = \text{false AND } B = \text{false.} \end{cases} \quad (5)$$

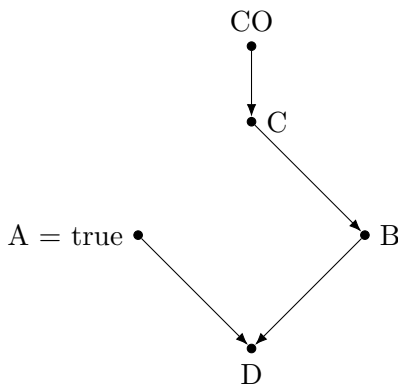


Figure 4. Interventional reasoning (from TBoW, p. 41). What *would happen if* Soldier A decides to fire? Soldier A decides to fire; arrow from C to A is deleted, and A is assigned the value true.

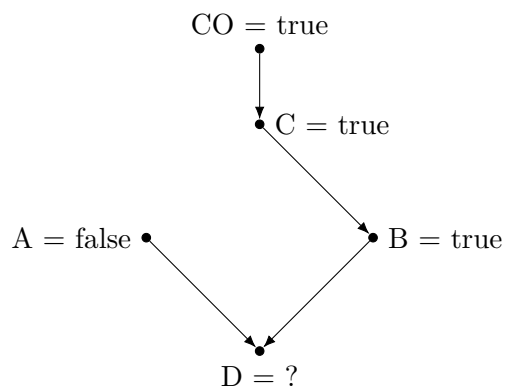


Figure 5. Counterfactual reasoning (from TBoW, p. 42). We observe that the prisoner is dead and ask: What *would have happened if* Soldier A had decided not to fire?

**EXAMPLE: Smallpox vaccination (p. 44)**

Assume that smallpox is an ongoing infectious disease threat. Suppose that out of 1 million children, 99 percent are vaccinated against smallpox. Among the vaccinated, 9900 have a reaction, and 99 die. Among the 10,000 children not vaccinated, 200 get smallpox, and 40 die. The newspaper headlines read “More children died from smallpox vaccination than smallpox.”

How do you explain the impact of the vaccination campaign?

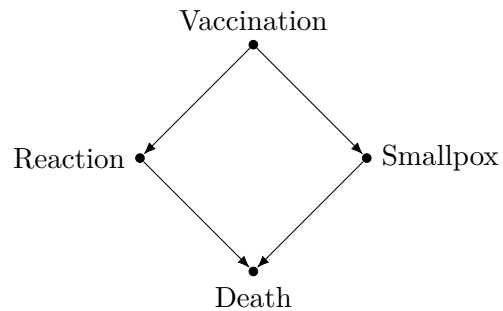


Figure 6. Causal diagram for the vaccination example (from TBoW, p. 45). Is vaccination beneficial or harmful?

## **References**

1. Pearl J. The Book of Why: The new science of cause and effect. Basic Books; 2018.
2. Pearl J. The seven tools of causal inference, with reflections on machine learning. Communications of the ACM [Internet]. 2019 Mar;62(3):54–60. Available from: <http://bit.ly/2OVXxFY>