

505-539 Living Longer: Global Perspectives

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Classroom
Time Commitment:	Contact Hours: One 2-hour lecture per week. Total Time Commitment: Students should expect a total time commitment outside the stated contact hours of at least three hours for each hour of contact in this subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Prof Janet Susan Mccalman
Contact:	Centre for Health and Society School of Population Health
Subject Overview:	The course will study the history of health transitions from a global perspective, focussing on the factors historians have identified in bringing about the modern rise in life expectancy. The course is structured around the book by James C. Riley, <i>Rising Life Expectancy: a global history</i> (Cambridge University Press, 2001). After providing an overview of the health transition, it will examine in turn: the rise and impact of public health; the role of biomedicine; wealth, income and economic development; famine, malnutrition and diet; households and individuals; literacy and education. Studies will be made in turn of first, second, third and fourth world examples. Particular attention will be paid to controversies among historians and social scientists and the ideological conflicts that pervade debate over the health transition.
Objectives:	<ul style="list-style-type: none"> # To provide historical contextual knowledge of the factors in the rise in human life-expectancy and the health transition # To promote awareness of change over time # To equip students with theoretical perspectives on changing life expectancy # To improve students' understanding of processes of change, the role of human agency, governments and biomedical intervention in life expectancy.
Assessment:	Seminar Reading diary (400 level: 1500 words; 500 level 2000 words). Students will be expected to keep a diary of their reading of both the recommended historical and contemporary literature. Reviewed during semester, final version due at end of semester (30%). Research essay (400 level: 2500 words, 500 level: 3000 words) on one of the five case studies in the course, due at the end of semester (70%).

Prescribed Texts:	James C Riley, Rising Life Expectancy: a global history, (Cambridge University Press, 2001). A printed set of readings will also be available for purchase.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # To provide training in the use of multifactorial evidence in the analysis of public health issues # To provide training in the employment of consilient knowledge systems in social analysis # To gain knowledge of change over time and on human agency in change # To provide training in research skills and the use of evidence and theory.
Links to further information:	http://www.sph.unimelb.edu.au
Notes:	This subject is a Group 1 elective in the Master of Public Health.
Related Course(s):	Master of Public Health Master of Social Health (Aboriginal Health) Master of Social Health (Health Ethics) Master of Social Health (Health Policy) Master of Social Health (Interdisciplinary) Master of Social Health (Medical Anthropology)