

# GD204-30 Health and Sustainable Development

**26/27**

**Department**

Global Sustainable Development

**Level**

Undergraduate Level 2

**Module leader**

Camilla Audia

**Credit value**

30

**Module duration**

20 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module offers an in-depth examination of global health and wellbeing within a non-medical Global Sustainable Development context, addressing Sustainable Development Goal 3 ("good health and well-being"). This two-term module involves a blend of conceptual foundations, case study analysis, and active learning through role-play, engaging with different media and group work.

The module explores governance, wellbeing, and transdisciplinary approaches as core themes, with a focus on health frameworks including co-production, representation through arts and media, and decolonisation. Teaching and case studies are interdisciplinary, drawing on social science research, human geography, planetary health, and global perspectives from both the Global North and Global South. The module examines governance of global healthcare, funding flows, physical and mental health, as well as individual, community and environmental wellbeing, Indigenous and traditional health systems, and representations of health in popular media. Both terms are stand-alone but complement each other.

[Module web page](#)

## Module aims

Term 1 introduces students to health and wellbeing within a non-medical Global Sustainable Development context, asking "What is health?" from diverse community perspectives. It provides a big-picture understanding of health governance, examining the history of global health, the role of the WHO and other actors, and critiquing flows of funding including drugs, disease campaigns, and corporations. The term explores physical and mental health (including BMI, obesity, therapeutic trends, mental health definitions, global burden, and stigma) and introduces wellbeing frameworks, covering conceptual approaches, measurement, and going from individual, to community, to environmental health and planetary determinants of wellbeing. These core concepts are illustrated with case studies ensuring globally inclusive perspectives. Students will grasp key issues using cross-disciplinary frameworks and understand their relationship to sustainable development goals and their global and local dimensions.

Term 2 focuses on critique, frameworks, and co-production in global health. Students learn how to analyse and critique health through cross-cutting lenses, exploring behavioural frameworks and decolonising health, transdisciplinary frameworks for health research and evaluation, and principles of co-production in practice. The term examines Indigenous knowledges and traditional health systems, and features learning from the Global South through reverse and frugal innovations. A distinctive focus on representations of health explores how movies, TV shows, and videogames shape public perception, illness narratives, and preparedness discourse. This term equips students with tools to understand and become active change-makers in global health.

Both terms include a variety of teaching methods, in and out of the classroom seminars, guest lectures to present ongoing research topics, and active learning opportunities including workshops and creative assessments that build toward potential creative dissertation work.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Outline syllabus for publication

Term 1 – What are global health and wellbeing?

Following an introduction to health in a non-medical Global Sustainable Development context, we will explore what health means to different communities and the global and local governance (or absence thereof) of health. We will examine historical trajectories that define current governance arrangements and critique flows of funding related to drugs, disease campaigns, and corporations.

From there, we will study physical and mental health topics including contemporary therapeutic trends, stigma, and service provision across the globe, going beyond the North/South divide.

The final block introduces wellbeing frameworks, going from individual health to community wellbeing and planetary determinants of health (environmental health), culminating in an introduction to co-production that leads into Term 2.

Term 2 – Critique, frameworks & co-production

The introductory block will outline cross-cutting critique and analytical frameworks for challenging current global health practice, including behavioural frameworks, decolonising health, and transdisciplinary approaches. We will then focus on co-production principles and practice through project workshops to challenge classic hierarchies in health knowledges.

The second block explores Indigenous knowledges, traditional health systems, and innovations from the Global South and in low-resource settings.

The final block examines representations of health in popular media (movies, TV shows, videogames), analysing what these representations reveal about public perception, different knowledge systems, and preparedness for health crises.

Throughout the module, students will explore case studies from across the globe, covering low-, middle-, and high-income and resource contexts. Seminars will emphasise active learning, critical analysis, co-production principles, engagement with diverse media, and the use of interdisciplinary and transdisciplinary frameworks to inform our understanding of global and local health and wellbeing.

## **Learning outcomes**

By the end of the module, students should be able to:

- Appreciate economic, social, environmental, and governance dimensions of global health and wellbeing issues from Global North and Global South perspectives
- Understand and evaluate un-/intended outcomes of health interventions, policies, and governance structures including funding flows and influences
- Develop balanced and theoretically grounded arguments on the potential and limitations of technical solutions, behavioural frameworks, and non-medical approaches to health problems
- Critically analyse the ways in which development processes, contextual change, power dynamics, and decolonisation affect people's health and wellbeing
- Apply interdisciplinary and transdisciplinary frameworks to global health
- Evaluate representations of health in media (film, television, videogames) and their influence on public perception and health discourses
- Acquire theoretical and practical tools to become an active change-maker in the field of global health, including through creative and arts-based approaches

## **Indicative reading list**

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

## **Research element**

Research skills are embedded into the teaching strategy of the module. By the end of the module students will be enabled to apply interdisciplinary and transdisciplinary research methods to global health and wellbeing issues, including co-production principles, visual mapping techniques, and

creative arts-based research approaches.

## **Interdisciplinary**

This is an optional core module on the Global Sustainable Development course which adopts an interdisciplinary and transdisciplinary approach spanning the arts, humanities, social and natural sciences fields in order to engage with the major global challenges facing contemporary society, explore these 'big problems' from a variety of perspectives and consider a range of possible solutions. Specifically, for this module, teaching and case studies are interdisciplinary, drawing on social science research, human geography, sports, more than human research, planetary health, Indigenous knowledges, arts and media studies, and non-medical health frameworks including governance, behavioural sciences, and co-production approaches.

## **International**

This is an optional core module on the Global Sustainable Development course which offers a unique trans-disciplinary and international learning experience that allows students to achieve breadth and depth of knowledge.

## **Subject specific skills**

Ability to:

- Critically assess and analyse global health and wellbeing issues that need to be addressed, including real-life examples
- Use and apply established frameworks and methodologies for analysing health governance, funding flows, and wellbeing determinants across scales
- Generate and evaluate different models of health and wellbeing (beyond medical models) to assess their likely impact
- Engage with real-life problems relevant to sustainable development, health, and wellbeing
- Use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped
- Identify the importance of empowering individuals and organisations to work together through co-production to create new knowledge
- Employ transdisciplinary and creative approaches to challenging assumptions and negotiating alternatives to unsustainable current practices
- Analyse representations of health in arts and media and their implications for global health discourse

## **Transferable skills**

Intellectual skills: Students will possess the knowledge and vocabulary to discuss theories and methods for approaching global health and wellbeing issues from different governance, social, environmental, cultural, and historical perspectives; they will be able to critically interrogate statements about global health as part of sustainable development; understand how global health and wellbeing differ in policy and practice, what they may look like locally, and interpret potential implications.

**Practical skills:** Students will develop written and visual communication skills, including how to write a research paper or proposal and create visual mapping exercises; teamwork skills in co-production workshops and group activities during the seminars; content analysis skills in critically reading, listening to, watching, and interpreting various materials including film, television, and videogames.

**Employability Skills:** Students will refine project management skills in developing ideas on how to assimilate different readings and assignments into original, informed discussion on the topic; research skills in using databases, wider readings, and visuals to inform research for case studies, mapping exercises, and paper writing; oral, written, and visual communications; skills in designing arts-based and creative research projects.

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## Study

### Study time

Type	Required
Lectures	18 sessions of 1 hour (6%)
Seminars	16 sessions of 1 hour 30 minutes (8%)
Private study	258 hours (86%)
Total	300 hours

### Private study description

Reading and research in preparation for active engagement in lectures and seminars.

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A5

Assessment component	Weighting	Study time	Eligible for self-certification
Systems Mapping	60%		Yes (extension)

**Weighting****Study time****Eligible for self-certification**

Students choose a component of the healthcare ecosystem - drug, corporation, product etc. - and produce a visual map with a minimum 500-word narrative explaining connections and interdisciplinary/global implications across different scales. This assessment focuses on governance and wellbeing aspects explored in Term 1 in their scalar context and develops visual communication skills.

Reassessment component is the same

**Assessment component**

Research Paper

40%

Yes (extension)

Students select a research question and reflect on data collection, analysis and discussion to answer the question. They produce a research paper that can be a 4,000 words written piece or may be interpreted as a creative submission, allowing for arts-based and innovative approaches. They will be able to use primary or secondary data. This assessment builds toward the dissertation work in the final year (can also be creative) and demonstrates mastery of module themes.

Reassessment component is the same

**Feedback on assessment**

All feedback will be provided via tabula; individual face-to-face feedback sessions will be offered to each student if they so wish.

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**Availability****Courses**

This module is Core for:

- Year 2 of UIPA-L8N1 Undergraduate Global Sustainable Development and Business
- Year 2 of UIPA-R4L8 Undergraduate Hispanic Studies and Global Sustainable Development

This module is Core optional for:

- Year 2 of UIPA-L1L8 Undergraduate Economic Studies and Global Sustainable Development
- Year 2 of UIPA-XL38 Undergraduate Education Studies and Global Sustainable

## Development

- Year 2 of UIPA-L8A1 Undergraduate Global Sustainable Development
- Year 2 of UIPA-L8N1 Undergraduate Global Sustainable Development and Business
- Year 2 of UIPA-R4L8 Undergraduate Hispanic Studies and Global Sustainable Development
- Year 2 of UIPA-V1L8 Undergraduate History and Global Sustainable Development
- UIPA-C1L8 Undergraduate Life Sciences and Global Sustainable Development
  - Year 2 of C1L8 Life Sciences and Global Sustainable Development
  - Year 2 of C1LA Life Sciences and Global Sustainable Development: Biological Sciences
  - Year 2 of C1LB Life Sciences and Global Sustainable Development: Ecology
- Year 2 of UIPA-V5L8 Undergraduate Philosophy and Global Sustainable Development
- Year 2 of UIPA-L2L8 Undergraduate Politics, International Studies and Global Sustainable Development
- Year 2 of UIPA-C8L8 Undergraduate Psychology and Global Sustainable Development
- Year 2 of UIPA-L3L8 Undergraduate Sociology and Global Sustainable Development
- Year 2 of UIPA-W4L8 Undergraduate Theatre and Performance Studies and Global Sustainable Development

This module is Optional for:

- Year 2 of UIPA-L8A1 Undergraduate Global Sustainable Development

This module is Core option list B for:

- Year 2 of UDIA-H1L8 Undergraduate Design and Global Sustainable Development