
Georgetown University School of Foreign Service

Global Health Security

SEST 6556

Summer 2025

0830-1200

Daily

May 27-June 5

Car Barn 201

Professor: Rebecca Katz, PhD MPH

Email: rk952@georgetown.edu

Office Hours: immediately after class or by appointment

I. Course Summary and Learning Objectives

Global health security and pandemic preparedness and response are rapidly becoming part of our collective vocabulary and integrated into foreign policy. This course introduces students to the concept of Global Health Diplomacy and Global Health Security, starting with historical case studies of how diplomacy has been used to advance health agendas, and conversely, how health issues have been used to improve diplomatic relations between countries. We introduce students to formal health diplomacy, multi-stakeholder health diplomacy and informal health diplomacy, and provide comparative studies of how different countries have devised health diplomacy strategies to advance health security as well as reach foreign policy objectives. We will use current health emergencies and ongoing negotiations to strengthen the global health security architecture to explore core concepts and emerging challenges.

Most importantly, this course will demonstrate the importance of combining diplomacy and security studies with technical skills in science, technology and medicine in order to achieve outcomes that advance both population health and foreign relations. Now, more than ever, these skills are critical to saving lives, advancing foreign policy, and creating a stronger architecture for pandemic preparedness and global health security.

This course will challenge students to read and interpret health related agreements, negotiate a position, and assess the policy context while trying to advance health security.

Learning Objectives

At the end of this course, students who attend all classes, complete all the required readings, and participate in class fully should proficiently:

1. Define the different types and objectives of health diplomacy;
2. Define global health security and actions countries take to prevent, detect and respond to biological threats, including priority actions for rebuilding the global health security architecture;
3. Provide concrete examples of how health diplomacy has been used in the past by the U.S. and by other nations, and how it was used during the COVID-19 pandemic and other health emergencies;
4. Better understand what a health diplomat is, and the types of skills and knowledge necessary to be effective (and the combination of technical and diplomatic skills);
5. Learn to read international agreements and best practices for negotiating texts;
6. Describe the challenges and opportunities for collaborative work in health security across organizations and nations, and how that impacts diplomacy; and
7. Understand how science, technology, and medicine can inform diplomacy to advance global health security

II. Course Materials and Resources

Recommended Books and Resources:

- Katz and Moore. Outbreak Atlas. Vanderbilt University Press 2024.
- Packard RM. A History of Global Health. Johns Hopkins Press 2016 (Much is available online, and I have included links where possible. But if you plan to study or work in global health, this is a must have book)
- Katz R and Banaski J. Essentials of Public Health Preparedness and Emergency Preparedness. Jones and Bartlett. 2018 {Note- much of what is in this textbook is becoming quickly outdated, but it still has important foundational information. Not required, but here in case you are interested. We will discuss what has changed}
- Kickbush, Nikogosian, Kazatchkine, Kokeny. A guide to global health diplomacy. 2021. <https://www.graduateinstitute.ch/sites/internet/files/2021-02/GHC-Guide.pdf>
- Cueto, Brown and Fee. The World Health Organization. Cambridge 2019 (Looks like much of this is available online)
- Katz and Huang. Negotiating Global Health Security 2023. <https://www.cfr.org/report/negotiating-global-health-security>
- US government global health security strategy 2024 <https://www.whitehouse.gov/wp-content/uploads/2024/04/Global-Health-Security-Strategy-2024-1.pdf>

The daily reading assignments will be posted several weeks before the start of class on Canvas

If you have any difficulty accessing the readings, please let me know.

III. Course Requirements

This course will be offered as an intensive, over the course of 8 class days (Tuesday-Friday, and then Monday through Thursday 830am-12)

Course Requirements are as follows:

15% Attendance and Participation: If you are taking this course for credit, you are **required** to read course material, attend class, and participate in class discussion. Class sessions will be highly participatory and your participation is critical for our seminar to be an engaging learning environment. You must submit all assignments on time. Late assignments will be marked down a grade for every day beyond the deadline (unless there are extenuating circumstances, which must be discussed in advance).

60% (total) Negotiations/Simulations and Talking Points/Guidance: There will be three graded in-class negotiations/simulations. You may be required to submit a written document prior to class, and then deliver statements or negotiate in class based on your writing and research for one negotiation. Specific guidelines for written assignment and country/agency/organization assignments will be provided. You will be graded on your in-class presentation, engagement, and any written materials assigned in association with the negotiation. Each of these negotiations/simulations are equally weighted

25% Final Exam: The final exam will be in two parts. The first part will be an in-class assessment during the last day of the class. The second half of the final will be distributed on the last day of class, and will be due exactly one week later. Specific guidance will be discussed in class

I use the following grading cut-offs: >94%=A; 90-93.9%=A-; 87-89.9%=B+; 84-86.9=B; 80-83.9=B-; 70-80 Cs...

IV. Course Outline and Assignments

Day	Topic
Day 1	<ul style="list-style-type: none"> - Review of syllabus course assignments and discussions - Defining health diplomacy and global health security, who are health diplomats, core competencies, overview of threats - Global health security landscape - One Health
Day 2	<ul style="list-style-type: none"> - Negotiating global health security- who sets priorities - Comparative approaches to GHS - US interagency - Introduction to first negotiation - Write talking points
Day 3	<ul style="list-style-type: none"> - First Simulation: - How treaties are made - Improving the GHS architecture - Biotechnology/dual use and AI
Day 4	<ul style="list-style-type: none"> - IHR

	<ul style="list-style-type: none"> - Metrics - Deliberate threats- BWC, UNSGM Intro to 2nd negotiation
Day 5	<ul style="list-style-type: none"> - Simulation 2: - Financing GHS
Day 6	<ul style="list-style-type: none"> - Quarantine and outbreak response - Viral sovereignty: PIP, MTAs CBD, GSD Sharing - Preparations for 3rd simulation
Day 7	<ul style="list-style-type: none"> - Eradication campaigns to vaccine diplomacy - Future of GHS architecture and priorities - Third Simulation
Day 8	<ul style="list-style-type: none"> - In class assessment - Charge for final paper - Course evaluation
Final exam	Final paper due 6/12

Additional guests announced in May

V. Protocols and Resources

Public Health Protocols: If you are feeling ill, please do not come to class. If you have obligations to care for someone who is ill, please let the professor know. If you are unable to come to class for these reasons, **we will make accommodations**. There is **never a penalty** for missing class for legitimate public health or other medical related reasons.

Honor Code: We will strictly follow the Georgetown formal policies and standards of academic integrity. I will hold you to the highest academic standards, which you will be expected to follow throughout your tenure at Georgetown and professional life. I expect each student to complete original, independent work. Proper citation of all sources is essential. If you are ever unclear about what constitutes academic dishonesty, it is your responsibility to contact me or another University resource for clarification.

Health Resources

Georgetown is committed to maintaining your physical and mental health. The following resources are available to you:

- Health Center in Darnell Hall: <https://studenthealth.georgetown.edu/medical-care/> (Appointments can be made through 202.687.2200)
- Counseling and Psychiatric Services (CAPS): <https://studenthealth.georgetown.edu/mental-health> (During business hours: 202.687.6985; after hours emergency: 202.444.7243)

Additional Resources

Academic Resource Center (ARC): The ARC assists in many skills areas necessary for academic success through individual consultations or workshops, accommodations to students with

disabilities, and facilities and support services. Turn in accommodations at the beginning of the course; they are not retroactive. For more information: <http://academicsupport.georgetown.edu/>

Sexual Misconduct

Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress: <https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the [SCS Pregnancy Modification Request Form](https://forms.gle/ZBfASxui7u13A8TU6): <https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>