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**GHP 543 Frontline Negotiation Lab**

**Revised Course Syllabus**

January 8-12, 2024

9:45-3:45PM, FXB G-13

**Instructor Information**

**Faculty**

Claude Bruderlein, Adjunct Lecturer in Global Health, GHP

Email: [cbruderl@hsph.harvard.edu](mailto:cbruderl@hsph.harvard.edu)

Office Hours: (tbd)

**Credits**

2.5 credits

**Course Description**

The purpose of the *Frontline Negotiation Lab* is to build the capacity of graduate students to navigate complex political crises in uncertain times, to develop a strategic vision on how to respond to humanitarian, social and climate emergencies, and to plan a negotiation process in adversarial conditions. Emphasizing the direct engagement with practitioners, this course examines a series of contexts to further a critical reflection on the design of a negotiation process on the frontline, set the basis of a professional dialogue with field practitioners, and to shed light on negotiation practices in a complex environment.

Through an experiential learning approach, the course will present a systematic methodology to engage in complex negotiations in a proactive and practical manner. It will offer a set of tools and methods to plan complex negotiation as well as facilitate learning through student’s engagement with seasoned practitioners working in these environments. It will complement existing courses on public policy and leadership for those planning to work in high-intensity situations such as the current pandemic, social and political crises, climate shocks, natural disasters, armed conflicts and other critical situations.

**Learning Objectives**

Upon successful completion of this course, students should be able to:

* Analyze a complex political environment in times of crisis and design a plan to establish and facilitate a professional dialogue with all relevant stakeholders;
* Define the conceptual framework of a complex negotiation process and of the distinctive features of frontline negotiation;
* Draw tactical steps and negotiation measures, including scenarios and red lines associated to a negotiation strategy as well as elaborate a mobilization plan among key influencers; and,
* Draw from the experience of field practitioners’ key lessons in the planning and undertaking of complex negotiation processes.

**Course Readings**

Required reading:

*CCHN Field Manual on Frontline Humanitarian Negotiation*, Centre of Competence on Humanitarian Negotiation (CCHN)/ International Committee of the Red Cross, November 2019, available as open source at: <https://frontline-negotiations.org/home/resources/field-manual/>

Coleman, Peter T.. The Way Out: How to Overcome Toxic Polarization. Columbia University Press, 2021. 296 pages, ISBN: 9780231197403.

Adam Kahane, *Collaborating with the Enemy : How to Work with People You Don't Agree with or Like or Trust*, Berrett-Koehler Publishers (2017)

Fernandez, & Roberts, D. (2015). Strengthening Negotiation Skills, Part II. Journal of Public Health Management and Practice, 21(3), 304–307.

<https://doi.org/10.1097/PHH.0000000000000218>

Recommended readings:

D. Fairman et al., *Negotiating Public Health in a Globalized World*, SpringerBrief in Public Health, 2012

Chattu VK. [The rise of global health diplomacy: An interdisciplinary concept linking health and international relations](https://pubmed.ncbi.nlm.nih.gov/28721965/). Indian J Public Health 2017;61:134-6

Lane, J. [In a Protest Nation - Integrative Policy Negotiation Should be a Core Public Health Competency](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8051155/), Annals of global health, 2021-01-01, Vol.87 (1), p.38-38

Crump, L [Analyzing Complex Negotiations,](https://onlinelibrary-wiley-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1111/nejo.12086) Negotiation journal, 2015-04, Vol.31 (2), p.131-153

Magone, Neuman, M., Weissman, F., & Médecins sans frontières. (2011). *Humanitarian negotiations revealed : the MSF experience*. Columbia University Press ; Médecins sans frontières.

[The Role of Issues in Negotiation: Framing, Linking, and Ordering](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_gale_infotracacademiconefile_A660716422&context=PC&vid=HVD2&lang=en_US&search_scope=everything&adaptor=primo_central_multiple_fe&tab=everything&query=any%2Ccontains%2Cnegotiation%20integrative%20policy&offset=0)

Druckman, Daniel ; Wagner, Lynn, Negotiation journal, 2021, Vol.37 (2), p.249-278

[Role of Trust in Integrative Negotiations](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_2041570767&context=PC&vid=HVD2&lang=en_US&search_scope=everything&adaptor=primo_central_multiple_fe&tab=everything&query=any%2Ccontains%2Cnegotiation%20integrative%20policy&offset=0)

Palmira Lopez-Fresno ; Taina Savolainen ; Silvia Miranda, Electronic journal of knowledge management : EJKM, 2018-03-01, Vol.16 (1), p.13-22

[Integrative and distributive negotiations and negotiation behavior](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_1645838223&context=PC&vid=HVD2&lang=en_US&search_scope=everything&adaptor=primo_central_multiple_fe&tab=everything&query=any%2Ccontains%2Cnegotiation%20integrative%20policy&offset=0)

Stoshikj, Marina, Journal of service science research, 2014-06-30, Vol.6 (1), p.29-69

[When Is Straightforwardness a Liability in Negotiations? The Role of Integrative Potential and Structural Power](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_cdi_gale_infotracmisc_A203540245&context=PC&vid=HVD2&lang=en_US&search_scope=everything&adaptor=primo_central_multiple_fe&tab=everything&query=any%2Ccontains%2Cnegotiation%20integrative%20policy&offset=25), DeRue, D. Scott ; Conlon, Donald E ; Moon, Henry ; Willaby, Harold W, Journal of applied psychology, 2009-07, Vol.94 (4), p.1032-1047

The 1960s Civil Rights Movement and Black Lives Matter: Social Protest from a Negotiation Perspective, Robert B. McKersie, First published: 27 July 2021

<https://doi.org/10.1111/nejo.12367>

Open to Debate: Reducing Polarization by Approaching Political Argument as Negotiation

Jonathan Iwry, First published: 21 July 2021. <https://doi.org/10.1111/nejo.12370>

**Course Methods and Structure**

The course entails two types of engagement:

**1. In-Class Study, Exercises and Discussions:** Reviewing the conceptual and methodological frameworks for conducting complex negotiation

Students will acquire a sound understanding of the various schools of thought regarding conflict management and the design of complex negotiation processes from transactional, relational to adversarial models, and see how to apply each model to a specific context and type of relationship. Key elements will be drawn from the most recent literature on negotiation theory as applied to a public policy/ public health environment in crisis situations.

In-class course activities will comprise **five sessions of four and half hours each,** **over 5 days in January 2024** focusing on specific themes and tools as well as engagements with field practitioners:

Session 1: Engaging with difficult counterparts: Common theory and practices of constructive dialogue and integrative negotiation in the public policy and public health domains. Modelling transformative initiative: Planning for impact.

Session 2: From transactional to relational and adversarial negotiation: review of current practices in fluctuating policy environments. Designing and adapting the role of the negotiator in these various relationships.

Session 3: Assessing facts and norms in a complex environment and building an “Island of Agreements”. Analyzing the position, rational and motives of the parties as well as determining the common shared space of the negotiation. Mapping stakeholders and leveraging influence.

Session 4: Designing of a value proposition in frontline negotiation as well as drawing scenarios and bottom lines.

Session 5: Confronting adversarial counterparts: Simulation exercises/ Debrief.

**2. Engagement with field practitioners:** Gathering qualitative information on current complex negotiation practices in the US and beyond

Putting in practice the concepts and tools acquired through the class sessions, students will conduct in-depth interviews with experienced practitioners involved in the search for common shared values and the co-design of solutions among opposed stakeholders.

The encounter will focus primarily on:

* Collecting information on current negotiation practices around contentious issues;
* Pursuing discussions with the practitioners on how to develop and maintain a curated dialogue beneficial to searching for compromises.

These interviews will take place online during class time. **Students will then be invited to write their final paper on one of these interviews** connecting the content of the course to the discussion in class and underlining the strengths and weaknesses of the approaches of the selected practitioner.

**Classroom Participation**

As this is an experiential learning course, students are expected to be active participants in all course exercises and discussions. This includes attending all the sessions, being prepared by reading and analyzing assignments ahead of the sessions and being ready to offer reflections and insights during group discussions.

**Grading, Progress and Assessment**

This course assumes substantial and informed student participation. General discussion of theory and practice is encouraged and expected of all students. At a minimum, being informed requires class attendance, completion of assigned readings and homework, and attention to news and world events. Class attendance and thoughtful participation are important and will be reflected in part in the final grade. Please notify the instructor of an absence before the class.

The final grade for this course will be based on:

1. Participation to the in-class discussions, exercises and simulations (60%)
2. Evaluation of the final paper due early May on their encounter (40%).

Students will be evaluated along the following criteria and means:

Grade Component 1: Participation to the in-class discussions, skill-based exercises and final simulations (60%)

Students are expected to acquire a good understanding of the sense-making frameworks and tools presented in the course. Students are also expected to participate actively in the exercises and simulations and reflect critically on their skills and attitude.

Grade Component 2: Evaluation of the final paper due by January 19, 2024.

The final paper will provide an opportunity to evaluate the overall effort of the student in terms of acquisition of the material and experience of the course as well as their application to a specific case of their choice. The final paper described above will be graded by the faculty instructor.

**Selection of the Participants**

The *Frontline Negotiation Lab* is designed for graduate students interested to work in high-intensity environments at the domestic or international level. It serves as a great opportunity for those wishing to acquire the necessary skills and resilience to operate in crisis settings.

Student selection takes place through a dedicated application. Prior knowledge of negotiation or the work on the frontlines is not a requirement. Student registration is subject to the approval of the Instructor. Please complete the online application by 1 December 2023. For more information on the application process, please contact Claude Bruderlein, Faculty Instructor at [cbruderl@hsph.harvard.edu](mailto:cbruderl@hsph.harvard.edu).

**Faculty Instructor**

**Claude Bruderlein** has been engaged in international humanitarian and negotiation action since 1985. From 1990 - 1995, he was conducting humanitarian assistance and protection negotiation at the International Committee of the Red Cross (ICRC) in Iran, Israel and the Occupied Territories, Saudi Arabia, Kuwait and Yemen as well as in Geneva as a legal advisor to ICRC operations in Europe. In 1996, he joined the United Nations in New York as Special Advisor on Humanitarian Affairs. He worked particularly on humanitarian access in Afghanistan and North Korea as well as the humanitarian impact of sanctions at the Strategic Planning Unit of the Executive Office of the UN Secretary General. He also served as an independent expert on the impact of sanctions for the UN Security Council in Sudan, Sierra Leone, Burundi and Iraq. In 2000, Mr. Bruderlein became a Lecturer in Global Health at the Harvard School of Public Health (HSPH) and founded the Harvard Program on Humanitarian Policy and Conflict Research (HPCR). He maintains a faculty research and teaching appointment at the Harvard T. Chan School of Public Health (HSPH) and the Harvard Kennedy School of Government (HKS). He also serves as a senior researcher at the Harvard Humanitarian Initiative (HHI).

His email is: [cbruderl@hsph.harvard.edu](mailto:cbruderl@hsph.harvard.edu).

**Harvard Chan/ Kennedy School Policies and Expectations**

**Inclusivity Statement**

Diversity and inclusiveness are fundamental to public health and policy education and practice. Students are encouraged to have an open mind and respect differences of all kinds. The Faculty Instructor shares responsibility with you for creating a learning climate that is hospitable to all perspectives and cultures; please contact him/her if you have any concerns or suggestions.

**Bias Related Incident Reporting**

The Harvard Chan/ Kennedy School believe all members of the Harvard community should be able to study and work in an environment where they feel safe and respected. As a mechanism to promote an inclusive community, Harvard University has created an anonymous bias-related incident reporting system. If you have experienced bias, please submit a report [here](https://reportinghotline.harvard.edu/) so that the administration can track and address concerns as they arise and to better support members of the Harvard Chan/ Kennedy School community.

**Title IX**

The following policy applies to all Harvard University students, faculty, staff, appointees, or third parties: [Harvard University Sexual and Gender-Based Harassment Policy.](http://hwpi.harvard.edu/files/title-ix/files/harvard_sexual_harassment_policy.pdf)

Procedures [For Complaints Against a Faculty Member](http://hwpi.harvard.edu/title-ix/complaints-against-faculty-member-hsph)

Procedures[For Complaints Against Non-Faculty Academic Appointees](http://hwpi.harvard.edu/title-ix/complaints-against-non-faculty-academic-appointees-hsph)

**Academic Integrity**

Each student in this course is expected to abide by the Harvard University School of Public Health and the Harvard Kennedy School of Government’s standards of Academic Integrity. All work submitted to meet course requirements is expected to be a student’s own work. In the preparation of work submitted to meet course requirements, students should always take great care to distinguish their own ideas and knowledge from information derived from sources.

Students must assume that collaboration in the completion of assignments is prohibited unless explicitly specified. Students must acknowledge any collaboration and its extent in all submitted work. This requirement applies to collaboration on editing as well as collaboration on substance.

**Generative Artificial Intelligence Policy**

This course encourages students to explore the use of generative artificial intelligence (GAI) tools for all assignments and assessments. Any such use must be appropriately acknowledged and cited. It is each student’s responsibility to assess the validity and applicability of any GAI output that is submitted; if you choose to use the tools, you bear the final responsibility for the work product, including appropriate citations. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at Harvard University could implement different GAI policies, and it is the student’s responsibility to conform to expectations for each course.

**Accommodations for Students with Disabilities**

Harvard University provides academic accommodations to students with disabilities. Any requests for academic accommodations should ideally be made before the first week of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Local Disability Coordinator in the Office for Student Affairs to verify their eligibility for appropriate accommodations.

**Religious Holidays, Absence Due to**

According to Chapter 151c, Section 2B, of the General Laws of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or requirement which he or she may have missed because of such absence on any particular day, provided that such makeup examination or work shall not create an unreasonable burden upon the School.

**Grade of Absence from Examination**

A student who cannot attend a regularly scheduled examination must request permission for an alternate examination from the instructor in advance of the examination.

**Final Examination Policy**

No student should be required to take more than two examinations during any one day of finals week. Students who have more than two examinations scheduled during a particular day during the final examination period may take their class schedules to the director for student affairs for assistance in arranging for an alternate time for all exams in excess of two.

**Course Evaluations**

Constructive feedback from students is a valuable resource for improving teaching. The feedback should be specific, focused and respectful. It should also address aspects of the course and teaching that are positive as well as those which need improvement. Completion of the evaluation is a requirement for each course. Your grade will not be available until you submit the evaluation. In addition, registration for future terms will be blocked until you have completed evaluations for courses in prior terms.

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