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Spring 2018

## DIPL 6115 Cross Cultural Negotiation and Conflict Management

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## **CROSS CULTURAL NEGOTIATION AND CONFLICT MANAGEMENTT**

### **DIPL 6115**

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|----------------------|-----------------------------|
| <b>Semester:</b>     | Spring 2018                 |
| <b>Class Time:</b>   | Thursday 5:00 - 7:10        |
| <b>Location:</b>     | Stafford Hall 209           |
| <b>Instructors:</b>  | Dr. Zheng Wang              |
| <b>Office Hours:</b> | Thursday 11:00 am – 1:30 pm |
| <b>E-mail:</b>       | zheng.wang@shu.edu          |
| <b>Phone:</b>        | (973) 275-2003              |

### **COURSE DESCRIPTION**

There is no time in history when the need for cross-cultural competence has been more critical. The ability to negotiate and manage conflicts across cultures is no longer an optional skill set in the worlds of international business and diplomacy. This course, built on cases, interactive exercises and theoretical frameworks, explores the theory and practice of cross-cultural communication and problem-solving. It is designed to help our students to meet the challenges of living in a world in which, the opportunity for cross-cultural interactions is greater than ever and will only increase in the future. This course will use multiple methods in cross-cultural training, such as area simulation model and cultural self-awareness model, to develop students' cultural intelligence and international cultural competence.

### **LEARNING OBJECTIVES**

Through introducing theories, models, and other conceptual frameworks that are key in the field, this course aims to help students to understand better how culture and identity, and other ideational factors, affect negotiation, diplomacy and international conflict management. This course also aims to foster students' competencies in the following aspects:

- **Communication:** Learn about barriers to intercultural communication. Understand how differences in intercultural communication manifest themselves in different settings;
- **Cultural intelligence:** Raising students' capabilities to interact effectively with people from different cultural backgrounds. Increase sensitivity to your own cultural background and its impact on how you communicate, and increase sensitivity to communicating with people from different cultures
- **Critical thinking:** Help students to think critically and analytically about international society and human conflict. Understanding the role of culture, including symbolic forms, such as image, metaphor, and narrative, in creating and negotiating meaningful social life.

## COURSE REQUIREMENTS

### **Attendance and Participation: 15%**

Attendance is extremely important because the course will be interactive in nature. Participation in the class discussions is critical to student learning and to exhibit that the required material is being read. Students should read and reflect on the readings ahead of time in order for class sessions to have the most value. Students can also participate by asking questions, circulating emails, organizing study groups, exchanging writing or introducing new ideas and resources. Excessive absences may result in a failing grade.

### **Discussion Board Posts: 40%**

Discussion board questions will be posted throughout the semester for assigned weeks. You are required to answer the question(s) with your own well developed response. In several weeks, you are also required to give comments or ask substantive questions of at least two (2) of your classmates. Details will be discussed further in class.

### **Group Negotiation Simulation Project: The Six-Party Talks: 10%**

The ability to: think critically; identify and solve problems; read and comprehend what one reads; communicate effectively; and possess an awareness/appreciation for the diversity in our society is critical to students of diplomacy. The purpose of this project is to promote the development of these competencies.

Since August 2003, members of the Six-Party Talks have convened in Beijing for several rounds of negotiations aimed at curbing North Korea's nuclear program. The six participating states are: the People's Republic of China; the Republic of Korea (South Korea); the Democratic People's Republic of Korea (North Korea); the United States of America; the Russian Federation; and Japan. Students of this class will form "delegations"—one for each of the countries that participate in the Six-Party Talks. Each delegation will have 2-3 members.

Objectives:

- Evaluate variables in the diplomatic situation that could affect the outcome of the talks;
- Use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, and choose and implement a solution. In

this group project, you will practice critical thinking, team building and group problem solving.

The detailed information/instruction about this negotiation will be provided later.

**Final Exam: (35%)** The final exam will be a take home essay exam. There will be no tricks in this exam. If students come to class, *think for themselves*, and do the required reading, they will do well on this exam. Details will be discussed further in class.

**Volunteer positions: Class Secretary (1 positions)**

### **CLASS POLICIES & PROCEDURES**

- You are responsible for completing individual and group assignments on time.
- If an emergency prevents you from attending class, you should let the instructor know ahead of time when possible and contact a group member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there.
- Incomplete grades will not be granted except in cases of personal or immediate family illness or emergency.
- Students are expected to understand their responsibilities regarding academic integrity and the university's policies regarding academic standards of acceptable behavior.

**LAPTOP, CELL PHONES AND OTHER ELECTRONIC DEVICES:** Please turn off all laptops, cell phones and other electronic devices that could be distracting during class. Please let me know if you have special needs for using laptop in class.

### **Plagiarism and academic dishonesty:**

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

### **Policy on Incompletes:**

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a

Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

### **TEXTBOOKS:**

Augsburger, David W.. *Conflict Mediation Across Cultures: Pathways and Patterns*. Louisville, Ky.: Westminster/John Knox Press, 1995.

Solomon, Richard H. and Nigel Quinney (ed.). *American Negotiating Behavior: Wheeler Dealers, Legal Eagles, Bullies, and Preachers*. Washington, D.C.: United States Institute of Peace, 2010.

Wang, Zheng. *Memory Politics, Identity and Conflict*. New York: Palgrave Macmillan, 2017.

### **OTHER REQUIRED READINGS**

\* Available at our course blackboard.

\* Simulations and some case studies may be ordered separately and distributed in class.

### **Recommended readings: Publications on National Negotiation Style**

Solomon, Richard H. *Chinese Negotiating Behavior: Pursuing Interests Through “Old Friends.”* Washington, D.C.: United States Institute of Peace Press (1999).

Jerrold L. Schecter, *Russian Negotiating Behavior: Continuity and Transition* (1998).

Charles Cogan, *French Negotiating Behavior: Dealing with La Grande Nation* (2003).

W. R. Smyser, *How Germans Negotiate: Logical Goals, Practical Solutions* (2002).

Michael Blaker, Paul Giarra, and Ezra Vogel, *Case Studies in Japanese Negotiating Behavior* (2002).

Scott Snyder, *Negotiating on the Edge: North Korean Negotiating Behavior* (1999).

## CLASS SCHEDULE AND ASSIGNMENTS

**Note:** Reading and assignments listed for a class should be prepared and completed *before* that date.

|                |                                  |
|----------------|----------------------------------|
| CLASS 1        | <b>Introduction and Overview</b> |
| Class meeting: | 1-18                             |
| Topics/themes: | Syllabus, readings               |

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| CLASS 2           | <b>“Cultural Fluency” in the Era of Globalization</b>   |
| Class meeting:    | 1-25  |
| Topics/themes:    | “Cultural intelligence” and “cultural fluency:” How to increase “CQ”?   |
| Required reading: | Negotiating Globally, Chapter 1 (Blackboard)  |
|                   | Augsburger, Chapter 1   |
|                   | P. Christopher Earley and Elaine Mosakowski, “Cultural Intelligence,” <i>Harvard Business Review</i> , October 2004. (Blackboard) |

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|----------------|---|
| CLASS 3        | <b>Cross-cultural Communication: High Context vs. Low Context Culture</b>       |
| Class meeting: | 2-1   |
| Topics/themes: | The theories and practices of cross-cultural communication and problem-solving. |
|                | Augsburger, Chapter 3   |
|                | The Cultural Context, Chapter 2 (Blackboard)                                    |

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| CLASS 4        | <b>Culture, Diplomacy, and International Conflict</b>   |
| Class meeting: | 2-8   |
| Topics/themes: | Understanding the ways culture affects negotiation, diplomacy and international conflict management |

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| Required reading: | Jeswald W. Salacuse, "Ten Ways Culture Affects Negotiation Style," pp. 221-240, <i>Negotiation Journal</i> , July 1998. (Blackboard) |
|                   | Huntington, Samuel P. 1993. The Clash of Civilizations. <i>Foreign Affairs</i> , February, 22-49. (Blackboard)                       |
|                   | Huntington, Samuel P. 1996. The West: Unique, Not Universal. <i>Foreign Affairs</i> , November/December. (Blackboard)                |
|                   | Augsburger, Chapter 2 & 5  |

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| <b>CLASS 5</b>    | <b>Case Study: U.S. Negotiating Behavior I</b>   |
| Class meeting:    | 2-15   |
| Topics/themes:    | Cultural self-awareness: U.S. negotiating behavior and national negotiation style  |
| Required reading: | Solomon and Quinney, Part I & II   |
|                   | Koh, Tommy T. B.. American Strengths and Weaknesses. <i>International Negotiation</i> , 1996, Vol. 1 Issue 2, p313-317. (Blackboard) |

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| <b>CLASS 6</b>    | <b>Case Study: U.S. Negotiating Behavior II</b>                                   |
| Class meeting:    | 2-22  |
| Topics/themes:    | Cultural self-awareness: U.S. negotiating behavior and national negotiation style |
| Required reading: | Solomon and Quinney, Part III, IV & V   |

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| <b>CLASS 7</b> | <b>Guest speaker presentation</b> |
| Class meeting: | 3-1                               |
| Topics/themes: | TBN                               |

March 8: Spring Break – No Class

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| <b>CLASS 8</b> | <b>National Deep Culture: Perception and Mindsets</b> |
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| Class meeting:    | 3-15   |
| Topics/themes:    | Understanding the concept of deep culture and the relations between perception, mindsets and behavior. |
| Required reading: | Joseph Shaules, <i>The Beginners Guide to Deep Culture</i> (Blackboard)                                |
|                   | Zheng Wang, Chapter 1 & 3.   |

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| <b>CLASS 9</b>    | <b>Historical Memory and Reconciliation</b>  |
| Class meeting:    | 3-22   |
| Topics/themes:    | Understanding the function of historical memory in group identity formation, perception and conflict behavior. |
| Required reading: | Zheng Wang, Chapter 2, 4 & 5   |
|                   | Augsburger, Chapter 9  |

March 29: Holy Thursday, University closed.

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| <b>CLASS 10</b>     | <b>Culture, Identity, and Identity-based Conflict</b>  |
| Class meeting:      | 4-5  |
| Topics/themes:      | Understanding ideational factors and identity-based conflict in international relations.   |
| Required reading:   | Rothman, Jay and Marie L. Olson, "From Interest to Identities: Towards a New Emphasis in Interactive Conflict Resolution." <i>Journal of Peace Research</i> , 2001. (Blackboard) |
|                     | Zheng Wang, Perception Gaps, Identity Clashes (Blackboard)   |
| Recommended Reading | Tatsushi Arai and Zheng Wang, The Diaoyu/Senkaku Dispute as an Identity-Based Conflict (Blackboard)  |

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| <b>CLASS 11</b> | <b>Group Meeting: Six-Party Talks</b>               |
| Class meeting:  | 4-12  |
| Topics/themes:  | Group meeting to prepare for next week's simulation |



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|-------------------|---|
| Required reading: | Augsburger, Chapter 7 & 8   |
|                   | Joseph Nye Jr, Redefining the national interest, <i>Foreign Affairs</i> ; Jul/Aug 1999; 78, 4. (Blackboard) |

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| <b>CLASS 12</b> | <b>Negotiation Simulation: Six-Party Talks</b>                |
| Class meeting:  | 4-19  |
| Topics/themes:  | Practicing cross cultural negotiation and conflict management |
| Location        | TBN   |

|                   |                               |
|-------------------|-------------------------------|
| <b>CLASS 13</b>   | <b>Review and Integration</b> |
| Class meeting:    | 4-26                          |
| Required reading: | Solomon and Quinney, Part V   |
|                   | Wang, Chapter 9               |

|                 |                                    |
|-----------------|------------------------------------|
| <b>CLASS 14</b> | <b>Final exam</b>                  |
| Class meeting:  | 5-3                                |
|                 | Details will be discussed in class |