

Spring 2017

# Cross Cultural Negotiation and Conflict Management

Borislava Manojlovic PhD  
*Seton Hall University*

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

---

## Recommended Citation

Manojlovic, Borislava PhD, "Cross Cultural Negotiation and Conflict Management" (2017). *Diplomacy Syllabi*. 263.  
<https://scholarship.shu.edu/diplomacy-syllabi/263>

**DIPL 4115AA: CROSS CULTURAL NEGOTIATIONS AND CONFLICT  
MANAGEMENT  
SPRING 2017  
Thursday 2 - 4.30 pm  
Stafford Hall 207**

Instructor: Borislava Manojlovic, PhD  
School of Diplomacy and International Relations  
Seton Hall University  
Contact: [borislava.manojlovic@shu.edu](mailto:borislava.manojlovic@shu.edu); borislavam@gmail.com  
Skype: borislava.manojlovic

Office hours: By appointment and arranged with the instructor via email.

### **I. Course description**

The ability to negotiate and manage conflicts across cultures is no longer an optional skill set in the world of international affairs and diplomacy. It is a must. The goal of the course is to introduce the main concepts and approaches for dealing with conflicts that may occur through intercultural interaction. This course, built on cases, interactive exercises and theoretical frameworks, explores the theory and practice of cross-cultural communication and conflict management. 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 different exercises, to develop students' cultural intelligence and international cultural competence.

### **II. Learning outcomes**

By the end of the course, students will be able to:

1. Assess how cultural factors and constructs affect negotiation, diplomacy and international conflict management.
2. Apply a range of theories, concepts and approaches to explain a particular aspect of conflict or conflict resolution.
3. Evaluate the potential for conflict resolution practices found within participants' own religious and cultural traditions.
4. Enhance cross-cultural communication and cultural sensitivity skills.

### **III. Academic Integrity**

All students are required to abide by Seton Hall's rules concerning academic integrity, which are discussed in detail in the college catalog. Students are expected to submit their own work, and to give credit when and where credit is due. Any form of cheating --

fraud, copying, submitting another's work, submitting internet papers, plagiarism, etc. -- will result in an "F" for the course.

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>>

#### **IV. Disabilities**

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).

#### **V. 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.

## **VI. Assessment of Students**

Students participating in the course will be graded based on the following:

**1. Attendance and Participation:** Attendance is extremely important because the course will be interactive in nature. Participation in the class discussions, exercises and simulations 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. **(10 points)**

**2. Quizzes.** Two quizzes will be administered to test students' understanding and knowledge of the readings and other covered materials **(40 points)**

**3. Group presentation:** Students in this class will be divided into groups of 4 to 5 people. Each group will conduct a research project to explore cultural conflict of their choosing and apply detailed conflict management intervention based on the practices and approaches we learned in the class. The presentation will consist of: 1. background to the conflict, issues and parties; 2. Current situation and current interventions in place; 3. Your detailed plan of intervention and recommendations for policymakers; 4. Application of theories, concepts and approaches covered in the class on your intervention. Each member of the group will submit a paper on her/his contribution to the group research and presentation on the day of presentation, i.e. prior to the presentation. S/he should describe how the team worked together, what were the challenges and insights and how they were overcome. The paper should be 3-5 pages long, double-spaced. The paper should include references to the readings and outside sources with bibliography in the end. **(25 points)**

### **4. Final in-class exam:**

The final exam unites all theoretical and practical approaches of the course. You will be asked to choose one out of three questions and reflect critically on it using materials covered in the class. You will submit the exam to the instructor via Blackboard. The final exam should be 3-5 pages in length, double-spaced, Times New Roman font, 1'-margin. The paper should include references to the readings and outside sources with bibliography in the end. More details will be discussed in class. **(25 points)**

### **5. Grading Scale**

A 96-100, A- 91-95, B+ 86-90, B 83-85, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D 67-69, F 66 and below

## **VII. Course Requirements**

**Required readings should be purchased or rented:**

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge; New York: Cambridge University Press.

LeBaron, Michelle. (2003). *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco, CA: Jossey-Bass.

**The other readings will be accessible through Blackboard or online.**

**VIII. Course Schedule**

**Session 1 (12 Jan): Introduction**

Introductions/Class topics' discussion  
Sign up for group presentations

**Session 2 (19 Jan): Culture and conflict**

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict* (Chapter 1)

Salem, P. (1993), "A Critique of Western Conflict Resolution from a Non-Western Perspective", *Negotiation Journal*, 9 (4): 361-9.

**Session 3 (26 Jan): Conflict resolution in collectivist and individualist cultural contexts**

Triandis, Harry C., Robert Bontempo, Marcelo J. Villareal, Masaaki Asai, and Nydia Lucca. (1988). "Individualism and Collectivism: Cross-cultural Perspectives on Self-ingroup Relationships." *Journal of Personality and Social Psychology* 54 (2): 323.  
<http://psycnet.apa.org/journals/psp/54/2/323/>.

Gorodnichenko, Yuriy, and Gerard Roland. (2012). "Understanding the Individualism-Collectivism Cleavage and Its Effects: Lessons from Cultural Psychology." *Institutions and Comparative Economic Development* 150: 213.

**Session 4 (Feb 2): Culture and conflict resolution practice  
(Case study – European intercultural contestation)**

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict* (Chapter 5 and 7; European cultural diversity and conflict)

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. (Chapters 7, 8)

**Session 5 (Feb 9): NO CLASS – SNOW STORM**

**Session 6 (Feb 16): Quiz**

**Session 7 (Feb 23): Culture and mediation (Simulation 1)**

Moore, Christopher (1996) “How Mediation Works” chapter 2 in *The Mediation Process: Practical Strategies for Resolving Conflict*, Jossey Bass, San Francisco.

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. (Chapters 9, 10)

Whitlock, Craig. 2009. “Another Rift Between Greece, Macedonia” *Washington Post*. July 28.

*Mediating Greek/Macedonian dispute*

**Session 8 (March 2): Culture, conflict resolution and power (Simulation 2)**

Roy, Beth. "Thinking about Power." *Conflict Transformation and Restorative Justice Manual* Mennonite Central Committee, Office of Justice and Peacebuilding (2009): 25-27.

Lederach, John P. "Perspectives for Assessing and Working with Power." *Conflict Transformation and Restorative Justice Manual* Mennonite Central Committee, Office of Justice and Peacebuilding (2009): 54-55.

*Negotiating peace among roommates*

**Spring break (March 9): NO CLASS**

**Session 9 (March 16): Quiz**

## **Session 10 (March 23): Gender, identity and conflict management**

Manojlovic, Borislava. 2015. "Culture, Gender and Mediation: Challenges and Lessons Learned". BRICS Policy Center Paper. 3 (1).

<http://bricspolicycenter.org/homolog/publicacoes/Interna/6826?tipo=GSUM>

Mazurana, Dyan, and Keith Proctor. 2013. *Gender, Conflict and Peace*. Occasional Paper. World Peace Foundation.

<http://fletcher.tufts.edu/~media/Fletcher/Microsites/World%20Peace%20Foundation/Gender%20Conflict%20and%20Peace.pdf>

Ting-Toomey, Stella, Kimberlie K. Yee-Jung, Robin B. Shapiro, Wintilo Garcia, Trina J. Wright, and John G. Oetzel. 2000. "Ethnic/cultural Identity Salience and Conflict Styles in Four US Ethnic Groups." *International Journal of Intercultural Relations* 24 (1): 47–81. <http://www.sciencedirect.com/science/article/pii/S0147176799000231>.

Volkan, Vamik D. 2001. "Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity." *Group Analysis* 34 (1): 79–97.

doi:10.1177/05333160122077730. <http://gaq.sagepub.com/content/34/1/79>.

*Identity exercise*

## **Session 11 (March 30): Responsibility and ethical issues in cross-cultural negotiations (Simulation 3)**

Vasquez, John A. 2005. Ethics, Foreign Policy, and Liberal Wars: The Role of Restraint in Moral Decision Making. *In International Studies Perspectives*. Volume 6, Issue 3, pp. 307-315.

Warfield, Wallace. 2002. Is This the Right Thing to Do? A Practical Framework for Ethical Decisions, Chapter 19, pp. 213-223. *In A Handbook of International Peacebuilding: Into the Eye of the Storm*. Lederach, John Paul, and Janice Moomaw Jenner, eds. San Francisco: Jossey-Bass Publishers

*Mediating gender-based conflict*

## **Session 12 (April 6): Final exam**

**Easter break (April 13): NO CLASS**

**Sessions 13-14 (April 20, 27): Group presentations**