

Spring 2018

Cross Cultural Negotiation and Conflict Management

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SCHOOL OF DIPLOMACY AND
INTERNATIONAL RELATIONS

SETON HALL UNIVERSITY

Cross Cultural Negotiation and Conflict Management

DIPL 4115 AA (CRN: 11768)

Wednesdays 11:00 AM - 1:30 PM

Jan 17 - May 2, 2018

Classroom:

Dr. Daniel Herman

daniel.herman@shu.edu

Office and Hours: McQuaid Hall Room

1:30 - 2:30 and By Appointment

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.

Course Learning Objectives

This course 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.

The course makes extensive use of the [Cross Cultural Negotiations Project](#) hosted by The United States Institute of Peace. Their mission statement notes their role as “an independent national institute, founded by Congress and dedicated to the proposition that a world without violent conflict is possible, practical, and essential for U.S. and global security”.

Course Format

The course will consist of four parts.

Part 1: Lecture and class discussion

The chapters to be discussed are listed in the Detailed Semester Schedule shown below.

This schedule is subject to changes which will be discussed in class as needed.

Part 2: Team negotiation exercises

In order to accomplish the Course Learning Objectives shown above, the class will be divided into teams of four. Each team will concentrate on the following objectives:

1. Select a conflict from the USIP Conflict Database and Blog shown below
2. As a group, identify
 - a. the issues at stake;
 - b. the personalities of the negotiators;
 - c. the structural factors (such as the institutional process for decision making, negotiating, and policy implementation);
 - d. the geopolitical context (including the relationship of the parties to a negotiation) and
 - e. the cultures involved.
3. Design a mock negotiation exercise to be presented in class in two rounds: (1) two students as protagonist and two as antagonists (2) with roles reversed
4. Time permitting, each team will repeat this procedure three times throughout the semester.

Part 3: Cross-Cultural Negotiation Case Study Research Papers

Students will write a research paper for each case study developed in Part 2.

Each paper should include four Parts:

- Part 1: the five items in Part 2 Section 2 above
- Part 2: a discussion of the “Analytical Categories used in the Cross-Cultural Negotiations Project” found in the Appendix of Solomon and Quinney’s American Negotiating Behaviour. This discussion should be the student’s reflection on the quality of the in-class mock negotiations and comments from the class

- Part 3: a list of Sources for Further Research gleaned from each student's search for scholarly papers relevant to the case study.
- Part 4: Source Consulted to develop the case study presented in class.

Guidelines for these Case Study Research Papers

Each of the above four parts must be clearly labelled

Papers should be double-spaced, spell-checked documents in either .docx or .pdf format

Font: 12 point characters in the 'Times' font.

Citation Formats: utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography.

Needless to say, the papers must be your own work and must not be copied or otherwise plagiarized from another source whether it be an internet site or another student. In the case of plagiarism students will receive 0% for the whole research work component of the grade. They may also, depending on the severity of the case and its legal implications, be referred to the university administration.

Part 4: Final Examination

An final examination will be held in class at the end of the semester.

The examination will give each student a chance to present a synthesis of their learning about Cross Cultural Negotiation and Conflict Management

Final Grade Weighting

Attendance	10
Class Participation	20
Team Presentations	30
Case Study Research Papers	30
Final Exam	10
Total	100

Grading scale

A >=94% A->=90% B+>=87% B >=83% B->=80% C+>=77%
 C >=73% C->=70% D+>=67% D >=63% D->=60% F <=59%

USIP's Cross-Cultural Negotiation Database

The course will make extensive use of the United States Institute of Peace's ongoing Cross-Cultural Negotiation (CCN) project, a major endeavor to assess and compare the negotiating behaviors of different countries and governments.

Middle East and North Africa

Iran	Iraq / Kurdistan	Israel and the Palestinian Territories	Lebanon	Libya
Saudi Arabia	Syria	Tunisia	Yemen	

East Asia / South Asia

Afghanistan	Bangladesh	Burma	Cambodia / Vietnam	China
Nepal and Maoist insurgency	North Korea	India / Pakistan	Kashmir	Sri Lanka

Sub-Saharan Africa

Burkina Faso	Central African Republic	Lake Chad Basin	Congo (DRC)	Ghana
Kenya	Liberia	Nigeria	Rwanda	Senegal
Somalia / Horn of Africa	South Sudan	Sudan	Zimbabwe	

Latin America: Colombia

Western Europe / Eastern Europe

Terrorist attacks in Western Europe	Georgia	Kosovo	Poland	Ukraine
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Detailed Semester Schedule

Week	Readings to be discussed and CCN Exercises	Date
1	Course Introduction	1/17
2	ANB Preface and Introduction ANB Appendix (Analytical Categories used in the CNN Project) ANB Part II: A Portrait of the American Negotiator ANB Chapter 2: The four-faceted negotiator	1/24
3	ANB Chapter 3: At the bargaining table ANB Chapter 4: Bargaining away from the table ANB Chapter 5: Americans negotiating with Americans	1/31
4	NAC Chapter 1. Prelude: The Astoria Affair NAC Chapter 2. Negotiation: The Cultural Roots NAC Chapter 3. Intercultural Dissonance: A Theoretical Framework CCN Exercise 1: Teams 1 and 2	2/7
5	NAC Chapter 4. What Is Negotiable? NAC Chapter 5. Setting Out the Pieces: Prenegotiation NAC Chapter 6. Let the Contest Commence: Opening Moves CCN Exercise 2: Teams 3 and 4	2/14
6	NAC Chapter 7. On Tactics and Players: Middle Game I NAC Chapter 8. Sounds, Signals, Silence: Middle Game II NAC Chapter 9. Under Pressure: End Game I NAC Chapter 10. Face and Form: End Game II CCN Exercise 3: Teams 5 and 6	2/21
7	Avruch Culture & conflict resolution <ul style="list-style-type: none"> ● Culture ● Conflict Resolution CCN Exercise 4: Teams 7 and 8	2/28
	SPRING BREAK	3/7
8	Avruch Culture & conflict resolution <ul style="list-style-type: none"> ● Frames for Culture and Conflict Resolution ● Discourses of Culture in Conflict Resolution CCN Exercise 5: Teams 1 and 2	3/14

9	ANB Part III: Historical Perspectives ANB Chapter 6: American presidents and their negotiators, 1776-2009 CCN Exercise 6: Teams 3 and 4	3/21
10	ANB Part IV: Foreign Perspectives ANB Chapter 7: Different forums, different styles CCN Exercise 7: Teams 5 and 6	3/28
11	NAC Chapter 11. When Is a Deal a Deal? NAC Chapter 12. In Search of Harmony: Conclusions. CCN Exercise 8: Teams 7 and 8	4/4
12	How Israelis and Palestinians negotiate Russian negotiating behavior CCN Exercise 9: Teams 1 and 2	4/11
13	ANB Chapter 8: Negotiating trade : a bitter experience for Japanese negotiators Case studies in Japanese negotiating behavior French negotiating behavior CCN Exercise 10: Teams 3 and 4	4/18
14	ANB Chapter 9: Negotiating security : the pushy superpower ANB Chapter 10: Negotiating within Washington : thrown in at the deep end : a New Zealand diplomat looks back ANB Chapter 11: Negotiating as a rival : a Russian perspective How Germans negotiate CCN Exercise 11: Teams 5 and 6	4/25
15	ANB Chapter 12: Negotiating bilaterally : India's evolving experience with the United States ANB Chapter 13: Negotiating multilaterally : the advantages and disadvantages of the U.S. approach ANB Chapter 14: Negotiating with savoir faire : twelve rules for negotiating with the United States CCN Exercise 12: Teams 7 and 8	5/2
	Final Examination	5/16

Required Textbooks

The following textbooks are available on the website of the USIP (and other resellers):

Richard H. Solomon and Nigel Quinney, editors, American Negotiating Behavior: Wheeler-dealers, Legal Eagles, Bullies, and Preachers (Washington, D.C. : United States Institute of Peace, 2010) JZ6045.A44 (“ANB”)

Raymond Cohen, Negotiating Across Cultures: International Communication in an Interdependent World (Washington, D.C. : United States Institute of Peace Press, 1997) JZ1305.C64 (“NAC”)

Supplementary Textbooks

- Augsburger, David W.. 1995. Conflict Mediation Across Cultures: Pathways and Patterns. Louisville, Ky.: Westminster/John Knox Press. BF637.I48A84
- Kevin Avruch, Culture and Conflict Resolution (1998). HM136.A93
- Michael Blaker, Paul Giarra, and Ezra Vogel, Case Studies in Japanese Negotiating Behavior (2002) HD58.6.B56
- Charles Cogan, French Negotiating Behavior: Dealing with La Grande Nation (2003) JZ6045.C64
- Guy Olivier. Faure, Jeffrey Z. Rubin, Culture and negotiation : the resolution of water disputes (Newbury Park, Calif. : SAGE Publications, 1993)
- Jerrold L. Schechter, Russian Negotiating Behavior: Continuity and Transition (1998) JZ1616.S34
- W. R. Smyser, How Germans Negotiate: Logical Goals, Practical Solutions (2002) BF637.N4 S59
- Scott Snyder, Negotiating on the Edge: North Korean Negotiating Behavior (1999) JZ5675.S55
- Tamara Cofman Wittes (ed.), How Israelis and Palestinians Negotiate: a Cross-Cultural Analysis of the Oslo Peace Process (2005). DS119.7.H688

Relevant Journals

- International Negotiation: A Journal of Theory and Practice
- Negotiation Journal (Publisher: Program on Negotiation at Harvard Law School)
- Negotiation and Conflict Management Research (Publisher: The International Association for Conflict Management)

Course Requirements

Attendance and Excused Absences

- Regular attendance (10% of the final grade) and active participation in the class (20%)
- Attendance is extremely important because the course will be interactive in nature
- If an emergency prevents you from attending class, you should let the instructor know ahead of time when possible and contact a class 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.

Participation

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.

Disability Services Statement

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.

Academic Integrity & Dishonesty.

All forms of dishonesty whether by act of omission, including but not limited to, cheating, plagiarism, and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion. See University and school statements for

academic conduct here:

<http://www.shu.edu/offices/community-development/community-standards/community-standards.cfm> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

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.