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Spring 2009

## DIPL 4183 NA The Art and Science of Negotiation

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**The Whitehead School of Diplomacy and International Relations**  
**SETON HALL UNIVERSITY**  
**Spring 2009**  
**COURSE SYLLABUS**

**I. Course number and title: DIPL 4183 NA Art and Science of Negotiation**

**II. Instructor, course location, days and time:**

Jacques KOKO, Ph.D.

Location: Corrigan Hall 80

Time: 5:45 PM - 8:15 PM

Days: Tuesdays

Office: McQuaid Hall

Office Hours: Tuesdays from 2:50 PM - 3:50 PM

Phone: TBA

Email: [kokojacq@shu.edu](mailto:kokojacq@shu.edu)

**III. Course Description**

This course examines negotiation as a multidimensional communication strategy for diverse social settings, from domestic to business situations and from interpersonal to international relations. The course highlights the role of negotiation in personal and organizational settings as well as in international politics and diplomacy. It features negotiation as an art of getting along and a science of peacemaking, by exploring different theories and practices of negotiation. It exposes students to the meaning of negotiation, its methods or tactics, its processes, and some conditions for its success. The practical side of the course includes case studies of negotiation and simulations which allow students to learn about negotiation by doing it.

**IV. Goals of the course and learning outcomes**

This course intends to:

- Create awareness about the important role of negotiation in world affairs, especially in preventing, transforming or resolving conflict in the international system;
- Introduce undergraduate students to basic knowledge and understanding of negotiation;
- Stimulate students' interests in how to negotiate effectively on a micro (interpersonal) level as well as on a macro (international) level;

A successful completion of this course means students can:

- Relate to basic theoretical perspectives and practical steps of negotiation;
- Describe the steps and tactics in the process of negotiation and identify conditions for effective negotiation.
- Develop skills and demonstrate the ability to conduct successful negotiations.

**V. Class Format**

The teaching format for this course includes lectures, simulations, role-plays, and group discussions. We will also watch videos on negotiation. A 5 to 10 minute integrated student review of material covered in the previous class session will be presented at the beginning of each new class session.

## VI. Required texts (each student must have the required books for this course)

- 1.) Fisher, R., Ury, W., and Patton, B. 1991. *Getting to Yes: Negotiating Agreement without Giving In*. New York: Penguin Books.
- 2.) Spangle, M., and Isenhardt, M. W. 2003. *Negotiation: Communication for Diverse Settings*. Thousand Oaks, CA: Sage.
- 3.) Koko, J. L. 2008. *National Conference as a Strategy for Conflict Transformation and Peacemaking: The Legacy of the Republic of Benin Model*. London: Adonis and Abbey Publishers.

Note: In addition, the instructor will indicate journal articles for students to read for some sessions. Each student is encouraged to print the necessary copies and be ready for class discussion.

## VII. Recommended text

Lewicki, J. Roy, et al. 2003. *Negotiation: Readings, Exercises, and Cases*. New York: McGraw-Hill

Mitchell, J. G. 1999. *Making Peace: Northern Ireland Peace Accord*. Berkeley: University of California Press

## VIII. Course Requirements and policies

**Active participation:** Student participation counts 10% toward your final grade. So each student is required to come to class prepared to actively engage in class discussions. Effective participation requires the completion of reading and writing assignments before class sessions. Students are expected to show dynamism and deep understanding of the different aspects of the reading materials. For every class session, students should bring their own textbooks to make the learning process easy. Students should demonstrate discipline in class, with attitudes of respect, civility, courtesy and compassion for others. Everybody has the right to speak. When somebody is speaking, the rest of the class listens. In the logic of politeness every question is welcome: there is no bad question for this course. All mobile phones must be turned off inside the classroom.

**In-class written Assignments:** During the semester, students will go through tests or in-class written assignments including a **midterm exam**, and a **final exam**. The midterm exam will cover all aspects of the first seven weeks of class. The final exam will cover the main aspects of the course from the first week to the last week of class.

**Essays:** Each student will write an essay on a negotiation case. The essay should creatively highlight the 'who' (actors), the 'what' (object), and the 'how' (the process and the tactics) of the negotiation. The essay must integrate aspects of reading materials covered by this course during the semester. The length of each essay should be 3 pages minimum, and 5 pages maximum. Each essay is due in class on the deadline as in the syllabus (March 17, 2009).

**Simulations:** Students will have the opportunity to role-play negotiation cases. These simulations are designed to help students develop their negotiation skills, giving them the opportunity to learn by doing.

***The use of Email Accounts in this course:*** Students must use their SHU email accounts for online communications related to this course, and in some cases for submission of essays in agreement with the teacher. The use of any other email account is not allowed for this class. Students are expected to check their SHU email accounts several times a week.

***Format for Essays:*** For their essays, students must use Word-Process in Times New Roman, 12-pt. font and double-spaced. A cover page with a certificate of authorship statement must be signed, dated and attached to the top of each submission. They should follow APA or Chicago styles for citations and references.

***Meeting with the instructor beyond the classroom:*** The instructor's office hours are designed to meet students' learning needs. You may stop by my office anytime during my office hours mentioned above. Feel free to schedule an appointment if you want to have a discussion about your grade or any other class related issues. Be aware that your questions are always welcome.

***Plagiarism and other academic misconducts:*** Educational policies consider plagiarism as a major academic offense that should be vigorously punished if caught. Plagiarism indicates the appropriation, in whole or in part, of the words or ideas of someone else without a proper quotation or a correct documentation. This includes any part of a book, encyclopedia, magazine, review, journal, or newspaper articles, CD-ROM, or website used with misleading or no documentation at all. Other academic misconducts include cheating using unauthorized notes or materials, or copying other students' work during in-class tests. Those misconducts may result in failing grades, suspension, and even dismissal in some cases.

In general, plagiarism is punished in accordance with the school policies. The student who commits plagiarism may fail the assignment and/ or the entire course. In consultation with school administrators, the teacher may recommend further action following the SHU Integrity Policy or the Whitehead School of Diplomacy Standards of Academic Conduct. According to the school policies, "all forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University are prohibited. Intentional disruption or obstructing teaching...is prohibited" (SHU Academic Integrity). Each student should read the school standards for academic conduct for more information. This is accessible at: [http://diplomacy.shu.edu/academics/grad/academic\\_integrity.html](http://diplomacy.shu.edu/academics/grad/academic_integrity.html) .

### **IX. Grading standards and criteria:**

Each student's final grade for this course will rely on the following grade percentages:

- Active class participation: 10%
- Mid-term Exam: 25%
- Final Exam: 25%
- Simulations: 15%
- Essay: 25%
- Total: 100%

**Grading Scale**

Letter Grade	Percentage
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	62-67
F	below 62

Essays, mid-term and final exams are graded based on the following criteria:

**A:** The “A” paper demonstrates clear, creative, and independent thinking. It develops a thesis with great logic, coherent arguments and transitions, and meaningful examples as illustrations. The organization of the paper is relevant to the topic, uses the appropriate methodology, and builds upon various sources including required readings for the course. Sources are correctly cited. Sentences are short and well structured. The paper shows no grammatical or technical mistake.

**B:** The “B” paper demonstrates high quality writing. The thesis is well developed and clearly supported with adequate examples. Sources are completely and correctly mentioned. The controlling idea of each paragraph is distinct with good supporting ideas. However the organization of the paper lacks good transitions and the paper shows some grammatical and technical errors, including errors of punctuation.

**C:** The “C” paper presents a thesis with a variety of arguments, some of which are interesting. Nevertheless, the thesis is not clearly and purposefully developed, and the organization of the paper lacks coherence in some sections. The wording is too general. The material used is relevant but not well incorporated. Citations are incorrect and incomplete. The paper reveals multiple grammatical and technical errors in writing, spelling, sentence construction, and punctuation.

**D:** The “D” paper lacks an accurate thesis. The thesis is not accordingly developed, and the paper suffers disorganization. The paper misses adequate supporting ideas, and meets minimum requirements of college writing. Instead of technical words, the paper uses vague and incoherent ordinary words. The materials cited are not relevant, and the citation techniques used are improper. In addition, the paper is full of all kinds of errors.

**F:** The “F” paper does not respond to the assignment. It shows no objective, no organization. The material used is irrelevant, and barely integrated. The paper is full of grave mistakes. Some errors manifest non-sense, a lack of logic, or a failure of basic grammatical understanding. Ordinary words are regularly misspelled. Overall the paper is below college standards.

***Withdrawal:***

Students may withdraw from this course during the first week of class, and in accordance with the school policies.

### ***Faculty-Course Evaluation***

By the end of the course, students will complete evaluations forms for the course. It is extremely important to the faculty and the administration to get students' feedbacks. This intends to improve the quality of teaching and students' services. Students should not be afraid of completing their evaluations: the process is very anonymous.

## **X. Course schedule and topic outline**

### **Week 1 – Introductory interactions**

***Tuesday January 13, 2009:*** General introduction

Introduction to the course, introduction of class members, course overview, syllabus review, and formation of students' presentation groups (8 groups of 4 members each).

Motivations behind the study of negotiation (putting the course into context)

Each student should prepare a 5 lines introduction highlighting their background, interests and expectations for this course to share with the class. Each student is required to email his or her introduction to [kokojacq@shu.edu](mailto:kokojacq@shu.edu).

Reading assignment before this class: Read the entire syllabus

### **Week 2 – Negotiation as a Communication Strategy: Philosophical Foundations and Socio-Psychological Dimensions**

***Tuesday January 20, 2009***

Reading assignment before this class: Spangle and Isenhardt, Ch. 1; Koko, pp. 91-97

### **Week 3 – Theoretical Perspectives on Negotiation**

***Tuesday January 27, 2009***

Reading assignment before this class: Spangle and Isenhardt, Ch. 3

### **Week 4– Negotiation Types and Processes: Integrative Negotiation**

***Tuesday February 3, 2009 (Handout of Negotiation Checklist)***

Reading assignments before this class: Fisher & Ury, Ch. 3, 4, & 5; Spangle and Isenhardt, Ch. 4; Koko, pp. 97-99

### **Week 5- Variables in Negotiation**

***Tuesday February 10, 2009: Parties and Positions and Interests, Power imbalance, Relationships, Few words on hostage negotiation (case of British soldiers in Iran waters)***

Reading assignments before this class: Spangle and Isenhardt, Ch. 2; Fisher & Ury, Ch. 1, 2, 6, 7 & 8

### **Week 6 – Tools for Effective Negotiation**

***Tuesday February 17, 2009:***

***First half of class: Tools for Effective Negotiation***

***Second half of class: (Simulation on Planning for Negotiations by group 1 and group 2)***

Reading assignment before this class: Spangle and Isenhardt, Ch. 5

### **Week 7 – Barriers to Negotiation, and Mid-Term**

***Tuesday February 24, 2009:***

***Mid-Term (during the first period of class)***

***Barriers to Negotiation (during the second period of class)***

Reading before this class: Spangle and Isenhardt, Ch. 6

**Week 8 – The Business Model of Negotiation (Trade Agreement)**

*Tuesday March 3, 2009:*

*First half of class: The Business Model of Negotiation*

*Second half of class: Simulation on Coalition Bargaining by group 3 and group 4*

Reading assignment before this class: Spangle and Isenhart, Ch. 8

**Week 9 - Spring Break: Tuesday March 10, 2009: No Class****Week 10 - Organizational Negotiation**

*Tuesday March 17, 2009:*

Reading assignment before this class: Spangle and Isenhart, Ch. 9

**Essays due in class****Week 11– International Negotiation and Diplomacy: The Disarmament Exercise**

*Tuesday March 24, 2008*

First period of class: International Negotiation, UN peacemaking

Second period of class: Simulation by group 5 and group 6 (disarmament exercise)

Reading assignment: Spangle and Isenhart, Ch. 11;

Jackson, R. (2000). Successful Negotiation in International Violent Conflict. *Journal of Peace Research* 37 (3): 323-343.

**Week 12 – Negotiating in the Setting of a National Conference**

*Tuesday March 31, 2009:*

*First period of class: National conference and peacemaking*

*Second half of class: Simulation Exercise by groups 7 and 8 (role-playing national conference)*

Reading assignment before this class: Koko, Ch. 5, 6, and Conclusion

**Week 13– Case Study: Camp David Negotiation, and the Good Friday Agreement**

*Tuesday April 7, 2009:* Video on the “50 Years of War: Israel and the Arabs”

Reading assignment before this class:

Any article of your choice on the Middle East to share in class;

Mitchell, G., Ch. 15.

**Week 14– Cultural Dimensions of Negotiation**

*Tuesday April 14, 2009*

Reading assignment before this class:

Jeswald W. Salacuse, “Ten Ways Culture Affects Negotiation Style”, pp. 221-240, *Negotiation Journal*, July 1998

Koko, pp. 99-102

Wang, Z., and Avruch, K. (2005). Culture, Apology, and International Negotiation: The Case of the Sino-U.S. “Spy-Plane” Crisis. *International Negotiation* 10(2):337-353

**Week 15 - Conclusion and evaluation**

*Tuesday April 21, 2009:* Review, advice for the final exam and general questions

**Week 16– Final week: Tuesday April 28, 2008: Final Exam**