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Spring 2015

DIPL 6115 Cross Cultural Negotiation and Conflict Management

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CROSS CULTURAL NEGOTIATION AND CONFLICT MANAGEMENTT

DIPL 6115

Semester:	Spring 2015
Class Time:	Monday 5:00 - 7:10
Location:	Mooney Hall 328
Instructors:	Dr. Zheng Wang
Office Hours:	Monday 12:30 – 1:45
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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 world 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.

Critical Reading Assignment (15%)

While all students will be expected to complete the reading assignments prior to each class, you will also be provided an opportunity to lead a class discussion on a weekly reading assignment. You can choose and sign up for a particular week/topic. It is expected that you come prepared to give a brief presentation and/or to answer questions on the readings for that week.

Guidelines for the Critical Reading Assignment:

- Review the key concepts and arguments of the readings;
- How does the content expand your view of the course subject?
- What, if any, follow-on questions do the readings raise for you?
- Submit a 2-page outline and review.

Midterm Research Project: The Six-Party Talks on North Korea's Nuclear Program (20%)

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 research 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 4-5 members.

- (1) You will write a group paper focused on national interest analysis and negotiation strategy of the country that you represent. The detailed information/instruction about this research project will be available at course Blackboard.
- (2) You will present your paper in class.

Group Negotiation Simulation Project: The Six-Party Talks (10%)

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. Each member is required to submit a reflection/evaluation report to assess the negotiation processes and what you have learned from this simulation.

Final Exam: (40%) 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)

For all written assignments it is expected that you will cite your class texts, supplemental readings, and other sources. Papers should be double-spaced, spell-checked, and legible. It should be in 12 point characters in the 'Times' font. Please choose Chicago, MLA or APA citation styles. They should 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.

PLAGIARISM

Plagiarism is the unauthorized and/or unacknowledged use of another person's intellectual efforts and creations howsoever recorded, including whether formally published or in manuscript or in typescript or other printed or electronically presented form. Plagiarism includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s). Since any piece of work submitted by a student must be that student's own work, all forms of cheating including plagiarism are forbidden.

Grading scale

A \geq 94% A- \geq 90% B+ \geq 87% B \geq 83% B- \geq 80% C+ \geq 77%
C \geq 73% C- \geq 70% D+ \geq 67% D \geq 63% D- \geq 60% F \leq 59%

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.

REQUIRED TEXTS:

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).

Zheng Wang, *Never Forget National Humiliation: Historical Memory in Chinese Politics and Foreign Relations*. New York: Columbia University Press, 2014.

OTHER REQUIRED READINGS

* Available at our course blackboard.

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

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	Introduction and Overview
Class meeting:	1-12
Topics/themes:	Welcome, administrative matters, syllabus.
	In class, begin to sign up for the group project.

January 19 (Monday): MLK Day – No Class

CLASS 2	“Cultural Fluency” in the Era of Globalization
Class meeting:	1-26
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)

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

CLASS 4	Culture, Diplomacy and International Conflict
Class meeting:	2-9
Topics/themes:	Understanding the ways culture affects negotiation, diplomacy and international conflict management
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)
	Augsburger, Chapter 2 & 5

CLASS 5	Case Study: U.S. Negotiating Behavior I
Class meeting:	2-16
Topics/themes:	Cultural self-awareness: U.S. negotiating behavior and national negotiation style
Required reading:	Joseph Nye Jr, Redefining the national interest, <i>Foreign Affairs</i> ; Jul/Aug 1999; 78, 4. (Blackboard)
	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)

CLASS 6	Case Study: U.S. Negotiating Behavior II
Class meeting:	2-23
Topics/themes:	Cultural self-awareness: U.S. negotiating behavior and national negotiation style
Required reading:	Solomon and Quinney, Part III, IV & V

CLASS 7	Mid-term project presentation
Class meeting:	3-2
Topics/themes:	Six-Party Talks: understanding national negotiation style and national interest

March 9 (Mon): Spring Break – No Class

CLASS 8	National Deep Culture: Perception and Mindsets
Class meeting:	3-16
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, <i>Never Forget National Humiliation</i> , Chapter 2

CLASS 9	Historical Memory and Reconciliation
Class meeting:	3-23
Topics/themes:	Understanding the function of historical memory in group identity formation, perception and conflict behavior.
Required reading:	Zheng Wang, <i>Never Forget National Humiliation</i> , chapter 1.
	Augsburger, Chapter 9

CLASS 10	Identity and Identity-based Conflict
Class meeting:	3-30
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)
	Tatsushi Arai and Zheng Wang, The Diaoyu/Senkaku Dispute as an Identity-Based Conflict (Blackboard)

April 6 (Monday) Easter Monday: Classes Canceled

CLASS 11	Group Meeting: Six-Party Talks
Class meeting:	4-13
Topics/themes:	Group meeting to prepare for next week's simulation
Required reading:	Augsburger, Chapter 7 & 8

CLASS 12	Negotiation Simulation: Six-Party Talks
Class meeting:	4-20
Topics/themes:	Practicing cross cultural negotiation and conflict management
Location	TBN

CLASS 13	Review and Integration
Class meeting:	4-27
Required reading:	Solomon and Quinney, Part V
	Wang, Chapter 9

CLASS 14	Final exam
Class meeting:	5-4
	Details will be discussed in class