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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2020

Cross Cultural Negotiation and Conflict Management

Zheng Wang

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CROSS CULTURAL NEGOTIATION AND CONFLICT MANAGEMENTT

DIPL 4115 AA

Semester:	Fall 2020
Class Time:	Monday 2:00 - 4:30
Location:	Stafford Hall 06
Instructors:	Dr. Zheng Wang
Office Hours:	By appointment
E-mail:	zheng.wang@shu.edu
Phone:	(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.

COURSE LEARNING OBJECTIVES:

- By the end of the semester, students should have acquired knowledge and understanding to:
1. Identify and discuss the key theories, models, and other conceptual frameworks in the field of cross cultural negotiation;
 2. Analyze and explain how culture and identity, and other ideational factors, affect negotiation, diplomacy and international conflict management;

3. Apply the concepts and theories to analyze and explain the current cases of international diplomacy practices.

This course also aims to foster students' competencies in communication, cultural intelligence, and critical thinking.

COURSE REQUIREMENTS:

1. 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.

2. Discussion Board Posts: 20%

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. You are also required to give comments or ask substantive questions of at least one of your classmates. Details will be discussed further in class.

- Discussion Forums blog posts: 4@5 points each = 20 points

3. Group Negotiation Simulation Project: The Six-Party Talks: 30%

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 5 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. This project also includes an individual essay on national interest analysis, a group memo on negotiation strategy and an individual post-negotiation evaluation assessment.

4. **Final Exam: 35%**

The final exam will be a take home essay exam. There will be no tricks in this exam. You will receive 3-4 questions and each question is closely related with the subjects that we have discussed during the semester, and you are required to choose one question to answer and send your essay via Blackboard assignment submission by a due time. Details will be provided before the exam time. If students do the required reading, complete the assignments, and think for themselves, they will do well on this exam.

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 citation style. 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. Plagiarism or academic dishonesty of any kind will result in a failing grade in this course.

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
F		< 59%	

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.

Thomas, David C. and Kerr Inkson. *Cultural Intelligence: Surviving and Thriving in the Global Village*. San Francisco, CA: Berrett-Koehler Publishers, 2017.

Wang, Zheng. *Memory Politics, Identity and Conflict: Historical Memory as a Variable*. New York: Palgrave Macmillan, 2018.

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).

Coronavirus Safety:

In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. **No mask, no class.** The pledge can be found here: <https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm>

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

COVID Ground Rules:

We're in a global pandemic. These are scary times. If you need extra help or more time on an assignment, JUST ASK. I will work with you. If I can't help you, I usually know someone who can. There are LOTS of campus resources (both virtual and in-person) available; use them. So, let's agree on some ground rules: I will try my best and you will try your best. I will cut you some slack, provided you communicate with me about your constraints. And I expect you to cut me some slack, too.

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

Statement on Students with 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:

Email: dss@shu.edu

Phone: 973-313-6003

Fax: 973-761-9185

Duffy Hall room 67

Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook. In addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet) and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic “0” for the assignment.)
5. **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

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:

[Students Academic Conduct](#)

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.

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.

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:	August 24
Topics/themes:	Syllabus, readings
Required reading:	Augsburger, <i>Conflict Mediation Across Cultures</i> , Introduction & Chapter 1

CLASS 2	Negotiation Simulation/ Six Party Talks
Class meeting:	August 31
Topics/themes:	Improve your negotiation skills from role-play simulations
Required reading:	Negotiation packet for “College Town Apartments”
	Negotiation packet for “Six Party Talks” (Blackboard)
	Thomas and Inkson, <i>Cultural Intelligence</i> , Chapter 1

CLASS 3	“Cultural Fluency” in the Era of Globalization
Class meeting:	September 14
Topics/themes:	“Cultural intelligence” and “cultural fluency:” How to increase “CQ”?
Required reading:	Thomas and Inkson, <i>Cultural Intelligence</i> , Chapter 2-6.
	P. Christopher Earley and Elaine Mosakowski, “Cultural Intelligence,” <i>Harvard Business Review</i> , October 2004. (Blackboard)

CLASS 4	Cross-cultural Communication: High Context vs. Low Context Culture
Class meeting:	September 21

Topics/themes:	The theories and practices of cross-cultural communication and problem-solving.
Required reading:	Augsburger, <i>Conflict Mediation Across Cultures</i> , Chapter 3
	Thomas and Inkson, <i>Cultural Intelligence</i> , Chapter 7-8.

CLASS 5	Culture, Diplomacy, and International Conflict
Class meeting:	September 28
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)
	Augsburger, <i>Conflict Mediation Across Cultures</i> , Chapter 2 & 5.

CLASS 6	Case Study: U.S. Negotiating Behavior I
Class meeting:	October 5
Topics/themes:	Cultural self-awareness: U.S. negotiating behavior and national negotiation style
Required reading:	Solomon and Quinney, Part I, II & III.
Recommended Reading:	Koh, Tommy T. B.. American Strengths and Weaknesses. <i>International Negotiation</i> , 1996, Vol. 1 Issue 2, p313-317. (Blackboard)

CLASS 7	Guest speaker presentation
Class meeting:	October 12
Speaker:	TBN
Topics/themes:	TBN
Readings:	Solomon and Quinney, Part IV & V

CLASS 8	National Deep Culture: Perception and Mindsets
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Class meeting:	October 19
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)
	Wang, <i>Memory Politics, Identity and Conflict</i> , Chapter 1.

CLASS 9	Historical Memory and Identity-based Conflict
Class meeting:	October 26
Topics/themes:	Understanding the function of historical memory in group identity formation, perception and conflict behavior.
Required reading:	Wang, <i>Memory Politics, Identity and Conflict</i> , Chapter 2 & 3
	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)

CLASS 10	Guest speaker presentation
Class meeting:	November 2
Speaker	TBA
Theme/Topic	TBA
Required reading:	Wang, <i>Memory Politics, Identity and Conflict</i> , Chapter 5
	Augsburger, <i>Conflict Mediation Across Cultures</i> , Chapter 9

CLASS 11	Group meetings: Six-Party Talks
Class meeting:	November 9
Topics/themes:	Group meetings and bilateral talks to prepare for next week's formal negotiation

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

CLASS 12	Negotiation Simulation: Six-Party Talks
Class meeting:	November 16
Topics/themes:	Practicing cross cultural negotiation and conflict management
Required reading:	Six-Party Talks reading package
Location	TBN

CLASS 13	Review and Integration
Class meeting:	November 23
Required reading:	TBN