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School of Diplomacy and International
Relations

Fall 2020

The Art and Science of Negotiation

Zheng Wang Dr.

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The Art and Science of Negotiation

DIPL 6104 WB - Fall 2020

Professor: Dr. Zheng Wang

Office Hours: By appointment

E-mail: zheng.wang@shu.edu

Phone: (973) 275-2003

COURSE DESCRIPTION

The ability to negotiate and manage conflicts effectively has become an essential skill in international diplomacy, as well as in our organizational and personal settings. Negotiation is the art and science of securing an agreement between two or more independent parties. This course is an introduction to the wide variety of approaches to the analysis and practice of negotiation and is intended to provide a solid foundation for further inquiry and application. Students will learn the history of thinking about negotiation, frameworks for analyzing negotiation, and the roles of various factors (influences and contexts, tactics and strategies) on the negotiation process and outcome. This course will include a blend of lectures, class discussions, individual and group exercises, and negotiation role plays in class.

COURSE OBJECTIVES

- Help students to think critically and analytically about international society and human conflict;
- Negotiations are microcosms of international relations. By placing negotiations in the context of global politics and global cultures, this course aims to help students to explore the role of negotiation in the current international system in preventing, managing, or resolving conflicts;
- Introduce theories, models, and other conceptual frameworks that are key in the field; Connect theory to practice through discussion, research and case study review of real events.

COURSE REQUIREMENTS

1. Active participation in the class activities (assignments and blogs): 60%

- Discussion Forums blog posts: 4@5 points each = 20 points
- Essay writings: 5@8 points each = 40 points

2. Final Exam: 40%

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

CLASS POLICIES & PROCEDURES

- You are responsible for completing individual and group assignments on time.
- 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.

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%

REQUIRED TEXTS:

Getting to Yes

Publisher: Penguin Books; Upd Rev edition (2011)

Negotiation (Harvard Business Essentials Series)

Publisher: Harvard Business School Press (2003)

Supplementary Readings:

Wilkenfeld, Mark A., Jonathan Starkey and Brigid Boyer, 2005. *Negotiating a Complex World: An Introduction to International Negotiation*, 2nd ed., New York: Rowman & Littlefield.

Cohen, Raymond. 1997. *Negotiating Across Cultures: International Communication in An Interdependent World*. Washington, D.C.: United States Institute of Peace.

Ury, William. *Getting Past No: Negotiating with Difficult People*. Bantam, 1992.

Breslin, J.W., & Rubin, J.Z. (Eds.). 1991. *Negotiation Theory and Practice*. Cambridge: PON Books.

On-line Recourses:

Guy Burgess and Heidi Burgess ed. *Beyond Intractability*. Conflict Research Consortium, University of Colorado, Boulder, Colorado, USA.

<<http://www.beyondintractability.org/>>

Program on Negotiation, Harvard Law School

<http://www.pon.org>

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](#)

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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: Please see next pages for the detailed information (readings, assignments, etc.) about each module. This information and the readings for each module are also available at the course Blackboard (Module 1 – Module 10).

Module	Time Period	Theme	Assignment
Module 1	Aug 31 – Sep 06	Introduction to international negotiation	Discussion Board Post - 1 (5 points)
Module 2	Sep 14 – Sep 20	Cast Study: Camp David Negotiation	Essay Writing -1 (8 points)
Module 3	Sep 21 – Sep 27	Negotiation, Diplomacy and Conflict Resolution	Discussion Board Post - 2 (5 points)
Module 4	Sep 28 – Oct 04	Principled Negotiation	Essay Writing -2 (8 points)
Module 5	Oct 05 – Oct 11	Game Theory and Rational Choice	Essay Writing -3 (8 points)
Module 6	Oct 12 – Oct 18	Negotiation Processes	Essay Writing -4 (8 points)
Module 7	Oct 19 – Oct 25	Effective Communication	Discussion Board Post -3 (5 points)
Module 8	Oct 26 – Nov 01	Cross-cultural negotiation	Essay writing -5 (8 points)
Module 9	Nov 02 – Nov 08	Case Study: U.S. Negotiating Behavior	Discussion Board Post -4 (5 points)
Module 10	Nov 09 – Nov 15	Review and Integration	

Module 1 - Introduction to international negotiation

Introduction

As first module of this course, this module introduce (1) the history of thinking about negotiation; (2) the development of the studies on negotiation; (3) the different types and settings of negotiation; (4) the main frameworks for analyzing negotiation; (3) and the roles of various factors (influences and contexts, tactics and strategies) on the negotiation process.

This module will also Welcome, administrative matters, syllabus.

Learning Objectives

Student will be able to learn:

- the history of thinking about negotiation;
- the development of the studies on negotiation and conflict management;
- the different types and settings of negotiation;
- the main frameworks for analyzing negotiation;
- the roles of various factors (influences and contexts, tactics and strategies) on the negotiation process;
- To be familiar with the syllabus and course requirements

Instructional Resources

Required:

Chapter 1: *Negotiation*. Harvard, MA: Harvard Business School Press, 2003.

Preface & Introduction: *Getting to Yes*. New York: Penguin Books, 2011.

Assignments

Discussion Forums blog posts: (5 points):

Introduce yourself to the class members in a short blog post of about 200 words. Be sure to cover the following questions. Please also make brief comments to at least one of your colleagues' posts.

- Tell us about you: name, hobbies, cultural background, special experiences, from where...
- What drew you to the School of Diplomacy?
- Why are you interested in this course?
- What are your interests in this subject of the course? What do you want to get out of this course?

Module 2 – Cast Study: Camp David Negotiation

Introduction

The Camp David Accords were signed by Egyptian President Anwar El Sadat and Israeli Prime Minister Menachem Begin on 17 September 1978, following twelve days of secret negotiations at Camp David, with the United States President Jimmy Carter served as a mediator. As a negotiation with far-reaching influence and complicated consequences, this is a rich case study to learn several important aspects of international negotiation. It is also a good opportunity for the students to learn negotiation analysis and case study method in international relations.

Learning Objectives

Student will be able to learn:

- The situation of conflict before the Camp David negotiation in 1978;
- The process of the twelve days of negotiation;
- The issues of the negotiation;
- The strategies and objectives of each party;
- The outcomes and consequences of the Camp David Accords;
- How to conduct negotiation analysis;
- Case study method in international relations.

Instructional Resources

Required:

Video watching: The 50 Years War: Israel and the Arabs (Part II: Camp David Negotiation)
<https://www.youtube.com/watch?v=MtLorIXCcz4> (first 50 minutes)

“Sadat Goes to Jerusalem,” in Vamik Volkan, *Bloodlines: from ethnic pride to ethnic terrorism*, New York: Farrar, Straus and Giroux, 1997.

Shibley Telhami, “Evaluating Bargaining Performance: The Case of Camp David,” *Political Science Quarterly*, 107(04), 1992.

Supplemental:

Camp David Accords: Jimmy Carter Reflects 25 Years Later
<http://www.cartercenter.org/news/documents/doc1482.html>

Assignments

Essay Writing: (8 points)

Please write an essay on the following questions:

- (1) What did Sadat want from the negotiation? What did Begin want? What did Carter want? Did they realize their original objectives for this negotiation?
- (2) What are the consequences and historical impacts of the Camp David negotiation in 1978?

Module 3 - Negotiation, Diplomacy and Conflict Resolution

Introduction

This module discusses the relationship between negotiation and diplomacy as well as conflict resolution. Negotiations are microcosms of international relations. This module aims to help students to explore the role of negotiation in the current international system in preventing, managing, or resolving conflicts;

Learning Objectives

Student will be able to learn the following questions:

- What is diplomacy? Why do we negotiate? Why do countries negotiate?
- What is national interest? Why understanding national interests is vital for negotiation and foreign policy decision-making?
- What role do negotiations play in the current international system in preventing, managing, or resolving conflicts?

Instructional Resources

Required:

“Three approaches to resolving disputes: Interests, rights and power”. In Ury., WL, Brett, JM and Goldberg, SB (1988):“Getting Disputes Resolved.

Joseph Nye Jr, Redefining the national interest, *Foreign Affairs*; Jul/Aug 1999; 78, 4.

Supplemental:

Christer Jönsson, “Diplomacy, Bargaining, and Negotiation” in Carlsnaes, Risse, and Simmons, eds., *Handbook of International Relations* (Sage, 2002).

Assignments

Discussion Board Posts and Replies (5 points)

There will be a number of questions on the discussion board derived from the readings for this module. Please make a POST answering one of the questions in an entry of 200-300 words. Please also make brief comments to one of your colleagues’ posts.

- (1) Why is negotiation both an art and a science?
- (2) Why understanding national interests is vital for negotiation and foreign policy decision-making?
- (3) Can you give an example of past negotiation which has played effective role in preventing, managing, or resolving conflicts between states?

Module 4 - Principled Negotiation

Introduction

This module uses the national bestseller *Getting to Yes* to discuss interest-based negotiation. Since its original publication over thirty years ago, *Getting to Yes* has helped millions of people learn a better way to negotiate. This module focuses on the main principles for conducting interest-based negotiation.

Learning Objectives

Student will be able to learn:

- What is the best way for people to deal with their differences?
- What are the major differences between positional bargaining and principled negotiation?
- What are the main principles for interest-based negotiation?
- How to practice principled negotiation?

Instructional Resources

Required:

Part II, III, IV, V: *Getting to Yes*. New York: Penguin Books, 2011.

Video watching: William Ury: The walk from "no" to "yes" (TED talks)

http://www.ted.com/talks/william_ury.html

Supplemental:

Michael Wheeler; Nancy J Waters, The Origins of a Classic: *Getting to Yes* Turns Twenty-Five, *Negotiation Journal* 22(4), 2006.

Assignments

Essay Writing (8 points):

Book review article (The essay should be typed, double spaced and approximately 3-5 pages in length):

Getting to Yes, the best-known negotiation book, was first published in 1981 by Roger Fisher and William Ury. Assume that a new edition of this book will be published soon. The *New York Review of Books* has asked you, an expert on negotiation, to write a book review about this book. In this article, you should (1) introduce the main points of this book (e.g., the elements of principled negotiation) and its influence on negotiation practice; (2) discuss the strengths and limitations of this book; (3) advise the readers how to use this book to guide their negotiation practice.

Module 5 – Game Theory and Rational Choice

Introduction

This module focuses on game theory and rational choice theory. It uses the game theory models to discuss about the conceptual frameworks for negotiation analysis and decision making in negotiation, and for understanding the strategic dynamics of negotiation and bargaining. Game theory constitutes a way of understanding and predicting outcomes of situation through systematic understanding of the interests of the parties and the relationship between these interests. Students will read introductory material in the field to familiarize themselves with strategic thinking and with how to apply such strategic thinking to the analysis of real world problem.

Learning Objectives

Student will be able to understand:

- The basic assumptions of game theory;
- The basic assumptions of rational choice theory;
- The examples of game theory, such as Prisoners' dilemma and Nash equilibrium;
- The difficulties for cooperation in international relations and the importance of communication;
- To apply game theory and its examples to the analysis of real world problems.

Instructional Resources

Required:

Chapter 5, The Moves: Wilkenfeld, Mark A., Jonathan Starkey and Brigid Boyer, 2005. Negotiating a Complex World: An Introduction to International Negotiation, 2nd ed., New York: Rowman & Littlefield.

Kenneth Oye, ed, Cooperation Under Anarchy, part I, esp "The Game theory of International Politics." 1985, Princeton University Press.

Video watching: Prisoners' dilemma and Nash equilibrium

<https://www.khanacademy.org/economics-finance-domain/microeconomics/nash-equilibrium-tutorial/nash-eq-tutorial/v/prisoners-dilemma-and-nash-equilibrium>

Supplemental:

Game Theory, Stanford Encyclopedia of Philosophy;

<http://plato.stanford.edu/entries/game-theory/>

Assignments

Essay writing (8 points):

Please write an essay (3-5 pages) to answer the following questions:

- 1) What is game theory? Why is it an important theoretical tool to understand negotiation behavior?
- 2) What is Prisoners' dilemma? Can you give a real world example of negotiation to explain it?
- 3) What is Nash equilibrium? Can you give a real world example of negotiation to explain it?

Model 6 - Negotiation Processes

Introduction

This model focuses on the negotiation process and how to prepare for negotiation. It aims to help the students to be familiar with the techniques for conducting an effective negotiation. Negotiation begins with careful planning. The more you can know about the issues and contexts, the interests and constraints of both sides, and the negotiation style of your opponent, the greater your potential for success.

Learning Objectives

Student will be able to learn:

- How to prepare for a negotiation;
- The processes of a negotiation;
- Theories and practices of conducting an effective negotiation

Instructional Resources

Required:

Chapter 3, 4 & 5: *Negotiation*. Harvard, MA: Harvard Business School Press, 2003.

Assignments

Essay writing (8 points):

Write an essay on the following questions. The essay should be typed, double spaced and approximately 3-5 pages in length.

One of the purposes of the course is for you to learn how to effectively apply negotiation in the real world. It is an inductive process: you apply course theories to your real life, analyze what you did and should have done, synthesize it into lessons and apply it to the next negotiation. This individual journal invites you to recount one of your efforts to apply and practice the negotiation tools in the real world. For this journal, you should include one or a couple of your own, outside of class real world negotiations (e.g., a job interview, an important talk with your friends, roommates or professors to resolve a problem/dispute). What lessons did you learn from the negotiation? Was your preparation adequate? Were your strategy and assumptions right? What mistakes did you or your partner make? Have you applied any course theories or principles to your practice or understanding? Were they helpful?

Module 7 - Effective Communication

Introduction

This module discusses effective communication in negotiation, including the listening skills, the art and science of negotiation persuasion.

Learning Objectives

Student will be able to:

- Learn the theory of Coordinated Management of Meaning (CMM)
- Discuss the skills for effective hearing
- Identify the important qualities of a good communicator

Instructional Resources

Required:

Chapter 6 & 7: *Negotiation*. Harvard, MA: Harvard Business School Press, 2003.

Barnett Pearce: *The Coordinated Management of Meaning (CMM)*

<http://cmminstitute.net/sites/default/files/documents/The-Coordinated-Management-of-Meaning-2004.pdf>

Assignments

Discussion Board Posts (5 points)

There will be a number of questions on the discussion board derived from the readings for this module. Please make a POST answering the following questions in an entry of 200-300 words.

- (1) What is the theory of CMM? Write a post to introduce this theory and use real life examples to discuss this theory.
- (2) What are the important qualities of a good communicator? Are you a good communicator? How do you plan to improve your communication skills?

Module 8 - Cross-Cultural Negotiation

Introduction

This module discusses the theories and practices of cross-cultural communication and problem-solving. It aims to help the students to overcome cultural barriers when negotiating across cultures.

Learning Objectives

Student will be able to learn:

- The various cultural factors in negotiation;
- The different cultural styles, such as high-context culture and low-context culture, and how they influence the negotiation processes;
- The different national negotiation styles

Instructional Resources

Required:

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

P. Christopher Earley and Elaine Mosakowski, "Cultural Intelligence," *Harvard Business Review*, October 2004.

Supplemental:

Adair, Wendi Lyn, and Jeanne M. Brett. "Culture and negotiation processes." *The handbook of negotiation and culture* (2004): 158-176.

Assignments

Essay writing (8 points):

Write an essay on the following questions. The essay should be typed, double spaced and approximately 3-5 pages in length.

You can't learn about other people's cultures until you develop awareness of your own. Write a paper analyzing your own culture (you do have a culture!). For example, you can ask yourself the following questions and try to answer them analytically (using the theories and concepts you read from the readings of this module): What is your communication style (high-context vs low-context)? How does your identity (ethnic, religious, and/or cultural identity) influence your way of thinking and way of doing? How do your professional training and career experiences influence your behavior? How would you improve your cultural fluency and cultural intelligence?

Module 9 - Case Study: U.S. Negotiating Behavior

Introduction

This module explores the character of U.S. negotiating behavior focuses and national negotiation style. It assesses the multiple influences—cultural, institutional, historical, and political—that shape how American policymakers and diplomats approach negotiations with foreign counterparts and highlights behavioral patterns that transcend the actions of individual negotiators and administrations.

Learning Objectives

Student will be able to:

- Understand the main characters of U.S. negotiation style and behavior;
- Analyze the multiple influences—cultural, institutional, historical, and political—that shape the approaches of U.S. negotiating behavior;
- Discuss the American strengths and weaknesses in international negotiations.

Instructional Resources

Required:

Solomon and Quinney, Part I, II & III.

Koh, Tommy T. B.. American Strengths and Weaknesses. International Negotiation, 1996, Vol. 1 Issue 2, p313-317. (Blackboard)

Supplemental:

McDonald, John W.. An American's View of a U.S. Negotiating Style. International Negotiation, 1996, Vol. 1 Issue 2, p323-326.

Assignments

Discussion Forums blog post (5 points):

In the Chapter 2 of the book *American Negotiating Behavior: Wheeler Dealers, Legal Eagles, Bullies, and Preachers*, the authors consider the American negotiators are "four-faceted negotiators." What are the four facets? Do you agree with this observation? Any further comments?

Module 10 – Review and Integration

Introduction

Module 10 – Review and Integration

This Module review and integrate what we have discussed during the semester, including the theoretical frameworks of understanding international negotiation, the process and techniques of conducting negotiation, and the contexts and influences of negotiation practices.

Learning Objectives

Student will be able to learn:

- The dynamics of negotiations – how to pursue national interests in a multilateral setting;
- The sophistication of foreign policy and diplomacy -- how to carry out foreign policy in a sensitive negotiation;
- The art and science of communication – how to convincingly present group position and how to influence and persuade others.

Instructional Resources

Required:

Dean G. Pruitt: Strategy in Negotiation (available at Course Blackboard – Module 10)

Assignments

Review the readings during this semester, and preparing for the final take-home exam.