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DIPL 6104 The Art and Science of Negotiation

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SCHOOL OF DIPLOMACY AND
INTERNATIONAL RELATIONS
SETON HALL UNIVERSITY

The Art and Science of Negotiation

DIPL 6104

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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, group discussions and blogs) (70%)**
2. **Final Exam: (30%)**

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>

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:

<<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

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: 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 1 - Introduction to international negotiation (January 13—26)

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.

Module 2 – Case Study: Camp David Negotiation (January 27-Feb 2)

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.

Module 3 - Negotiation, Diplomacy and Conflict Resolution (Feb 3-9)

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.

Module 4 - Principled Negotiation (Feb 10-Feb 16)

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.

Module 5 – Game Theory and Rational Choice (Feb 17-23)

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.

Model 6 - Negotiation Processes (Feb 24-March 1)

This model focuses on the negotiation process and how to prepare for a 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.

Module 7 - Effective Communication (March 9-March 15)

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

Module 8 - Cross-cultural negotiation (March 16-March 22)

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.

Module 9 - Case Study: U.S. Negotiating Behavior (March 23-March 29)

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.

Module 10 – Review and Integration (March 30-April 5)

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.

Note: Please see next pages for the detailed information (readings, assignments, etc.) about each module.

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.

Supplemental:

Chapter 1: Spangle, Michael and Myra Warren Isenhart, 2003. *Negotiation: Communication for Diverse Settings*. Thousand Oaks, CA: Sage.

Assignments (Include due dates and specific criteria including format and submission instructions)

Introductory blog post: Introduce yourself to the class members in a short blog post of about 200 words. Be sure to cover the following questions:

- Tell us about your background: 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.

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

Supplemental:

“Thirteen Days After Twenty-Five Years,” A narrative of Camp David negotiation, Jimmy Carter Library & Museum.
https://www.jimmycarterlibrary.gov/research/camp_david_accords_after_twenty_five_years

Assignments

Please answer the following two questions in an entry of 200-300 words:

- (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.

P. Terrence Hopman, “Two Paradigms of Negotiation: Bargaining and Problem Solving” (1995)

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

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 a comment to one of your colleagues’ posts in an entry of 100 words.

- (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

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

Please answer the following questions in an entry of 200 words.

- 1) What is Prisoners' dilemma? Can you give a real world example of negotiation to explain it?
- 2) What is Nash equilibrium?

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.

Supplemental:

Chapter 4: Spangle, Michael and Myra Warren Isenhardt, 2003. *Negotiation: Communication for Diverse Settings*. Thousand Oaks, CA: Sage.

Assignments (Include due dates and specific criteria including format and submission instructions)

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 *(Include due dates and specific criteria including format and submission instructions)*

Please answer the following questions in an entry of 200-300 words.

- (1) What is the theory of CMM? Please use a real life example to introduce 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

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:

USIP, U.S. Negotiating Behavior. USIP Special Report 94 (2002)
<https://www.usip.org/sites/default/files/sr94.pdf>

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

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

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 Board Posts and Replies

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 words. Please also make a comment to one of your colleagues' posts in an entry of 100 words.

- (1) The readings of this module analyze the multiple influences—cultural, institutional, historical, and political—that shape the approaches of U.S. negotiating behavior. Do you agree with the authors on their analyses? Please write a post to comment one or two specific opinions from the readings.
- (2) The readings of this module discuss the American strengths and weaknesses in international negotiations. Do you agree with the authors on their analyses? Please write a post to comment one or two specific opinions from the readings.

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:

Negotiation Fundamentals (available at Course Blackboard – Module 10)

Assignments

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