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Spring 2021

## DIPL 4183 AA The Art and Science of Negotiation

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*Seton Hall University*

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## School of Diplomacy Syllabus

Spring 2021

DIPL 4183AA

# The Art and Science of Negotiation

David Wood  
Professor of Practice, Peace and Conflict

### Contact

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### Class schedule

The class schedule is as follows. Attendance in all classes is mandatory. The venue is to be confirmed.

Class	Date	Start	Finish
1	Mar 5	10:00 am	15:00 pm
2	Mar 6	10:00 am	15:00 pm
3	Mar 12	10:00 am	15:00 pm
4	Mar 13	10:00 am	15:00 pm
5	Mar 19	10:00 am	15:00 pm
6	Mar 20	10:00 am	15:00 pm
7	Apr 09	10:00 am	15:00 pm
8	Apr 10	10:00 am	15:00 pm

### Office hours:

Open office hours will be held on campus on the following dates. Additional skype appointments can be booked in advance.

Hours	Date	Start	Finish
1	Mar 9	11:00 am	13:00 pm
2	Mar 16	11:00 am	13:00 pm
3	Mar 23	11:00 am	13:00 pm
4	Apr 12	11:00 am	13:00 pm

## Course description

International negotiations take place in the shadow of conflicts, crises, and wars. Selected theories of international cooperation, as well as insights from other disciplines have contributed to our understanding of the dynamics of international negotiation. The course provides opportunities for simple and complex negotiation exercises as well as development of the conceptual knowledge needed for analyzing real world cases.

Negotiation is a core competence, a necessary skill for building peaceful relations and societies. It is relevant to everyone and is applicable at all levels of our global society: personal, local, national, and international. It is a key component of studies in diplomacy and international relations. This course aims to deepen students' understanding of the theory, conceptual approaches, and practice of negotiation, and thereby to enhance the competencies and skills required to successfully negotiate social and international conflicts. The course elaborates students' understanding of both the science – a theoretical and technical approach – and the art – a creative and human endeavor – of negotiation. The method of instruction and learning is highly participatory and experiential. The class participants will play an active role in simulations, case studies, and other forms of hands-on exercises. External speakers will also be brought in to assist learning. While the course will draw on research and experiences from a range of contexts, it will focus on contemporary negotiations in the Middle East and North Africa (MENA), and students are expected to become versed in these negotiation contexts by the end of the course.

**The science of negotiation.** The course comprises an examination of the different concepts, methods and approaches used in negotiation in order to enhance students' understanding of their analytical and practical applications. It delves into the complexities of negotiating violent conflict, both between states and between groups within social conflicts. In addition, attention is paid to the role of women in peace negotiations.

**The art of negotiation.** The course will explore the creative and human qualities required in negotiation and will look to develop these skills in the participants. This entails understanding and practicing: active listening, non-violent communication, nurturing empathy, compassion and uncertainty, managing the emotional content of negotiation, and the role of creativity and leadership in breaking deadlocks. In addition, attention is paid to the role of identity, culture, religion, and worldviews in cross-cultural negotiation processes.

**Contemporary negotiations in MENA.** The course will apply learning on the science and art of negotiation through in-depth analysis of ongoing negotiations in Syria and Yemen, both at the international and societal levels. This will entail analysis of current negotiation strategies and approaches used, as well as role playing and strategic planning.

## Learning objectives

By the end of the course, students will be able to:

1. Articulate the main theories on intergroup social and international negotiation.
2. Demonstrate critical negotiation skills (*inter alia* including active listening, cross-cultural communication, empathy).
3. Understand and apply conflict analysis frameworks for intergroup social and international conflicts as the basis for negotiation.
4. Diagnose negotiation situations in the Middle East and North Africa, focused on Syria and Yemen, and analyse negotiation processes and outcomes.

## **Syllabus development**

This is a draft syllabus. Given the interactive nature of the class, a final syllabus will be distributed in mid-February, once the class composition and C-19 learning restrictions are established.

## **Required texts and reading timetable**

The following core texts should be purchased (from Amazon, SHU Bookstore, addall.com, or any other site) or rented, and read in full before the designated class.

- Class 1: Roger Fisher and William Ury. 2012. *Getting to Yes – Negotiating Agreement Without Giving In*. Third edition, Random House, Business (paperback or e-book). An electronic version of the book will be made available on Blackboard on 15<sup>th</sup> February.
- Class 3: B. Starkey, M. Boyer, J. Wilkenfeld. 2015. *International Negotiation in a Complex World*. Fourth edition, Rowman & Littlefield, NY (paper back or e-book).
- Class 7: Lederach, John Paul. 2005. *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press. An electronic version of the book will be available on Blackboard on 15<sup>th</sup> February.

Further supplementary resources are provided for each class in the course outline below. Supplementary reading will be available on blackboard. This reading should be conducted in advance of the relevant class.

## Grade assignment, due dates, and grading criteria

### Grading schedule

Date	Class	Roleplay	Exercise	Papers / Present.	Total %
05 March	<b>Class 1: Fundamental concepts of peace and conflict</b> - Roleplay 1: Price negotiation	10			<b>10</b>
06 March	<b>Class 2: Basics of the art and science of negotiation</b> - Exercise 1: Conflict styles - Exercise 2: Facts and feelings		10		<b>10</b>
12 March	<b>Class 3: Intermediate level science of negotiation</b> - Paper: Foundational concepts – 4 pp.			10	<b>10</b>
13 March	<b>Class 4: Intermediate level art of negotiation</b> - Exercise 3: Dialogue circles - Roleplay 3: Yemen negotiation	10	5		<b>15</b>
19 March	<b>Class 5: Advanced level science of negotiation</b> - Group presentation concept notes			5	<b>5</b>
20 March	<b>Class 6: Advanced level art of negotiation</b> - Exercise 4: Physical prompts - Roleplay 3: Syria negotiation	10	5		<b>15</b>
09 April	<b>Class 7: Leadership and creativity</b> - Outline of final take home exam			5	<b>5</b>
10 April	<b>Class 8: Group presentations</b> - Group analysis of negotiation			15	<b>15</b>
16 April	<b>Final take home exam</b> - Paper: Syrian or Yemen negotiations – 8 pp			15	<b>15</b>
<b>Total type</b>		<b>30</b>	<b>20</b>	<b>50</b>	<b>100</b>

### Attendance and class participation

All students are expected to do the assigned reading in advance and to actively take part in class discussions, presentations, and other activities. The quality of class sessions is greatly enhanced when students are prepared to engage with the course material in a constructive and critical manner. Dedicated and informed participation will be noted and credited in your grade. In particular, students will be marked according to the: (1) the level of independent understanding demonstrated of the conflict contexts in Syria and Yemen; and (2) interactions with guest speakers. Absence from class will result in grade reductions and will be cumulative.

### Performance in roleplays and exercises

The course includes three classroom roleplays and four shorter exercises. Descriptions of the subjects and tasks will be introduced in class and, in the case of the roleplays, in a detailed handout. It is expected that students will be well versed in the readings related to the relevant class subjects as preparation for the roleplays and exercises. The quality of student participation in roleplays and exercises will inform grading.

### Foundational paper

After the first set of classes, students will be required to write a 4-pp paper on the basis of issues of conflict, peace, and the art and science of negotiations. Questions for this paper will be distributed in the second class.

### Final group presentation

Students will divide into groups for a presentation on negotiation in the Middle East and North Africa, focused on Syria and Yemen. The presentation will comprise a 30 mins PowerPoint supported by a briefing for handout to other students. Each group will be required to provide in advance a concept note on their presentation to the instructor for comment. Grading will be based on the quality of the concept note, briefing document, PowerPoint, and presentation; in accordance with the relevant Assessment Rubric on Blackboard. Further details will be discussed in class.

### Final Exam

The final exam will be a take-home 8-page essay exam. Students will receive a description of the topics they can choose from and the requirements for the essay, as well as detailed instructions for editing and formatting. Students are required to provide an outline of their final essay exam in advance for comment. Grading will be based on the initial essay outline and the final paper, in accordance with the relevant Assessment Rubric on Blackboard. Further details will be discussed in class.

### Important additional evaluation criteria

- There is no make-up assignment for a missed session. This is because the course is a laboratory for experiential learning, and once an experience of interactive learning is missed, it is not possible to make it up.
- Papers submitted late without pre-approval from the instructor will not be accepted. Late submission will be reflected in grading.
- All papers once submitted for grading are final. To perform well in written assignments, the students are encouraged to consult their instructor and seek advice early.

### Grading scale

A 94-100  
A- 90-93  
B+ 87-89  
B 84- 86  
B- 80-83  
C+ 77-79  
C 74-76  
C- 70-73  
D+ 67-69  
D 63-66  
D- 60-62  
F < 60

## Stage 1: The foundation

Overview: Classes 1 and 2 will provide an overview of the foundation theories related to conflict and peace, and the art and science of negotiation.

Core text: Roger Fisher and William Ury. 2012. *Getting to Yes – Negotiating Agreement Without Giving In*. Third edition, Random House, Business.

Groupwork preparation: None required.

### Class 1: Foundation theories of conflict and peace

Topic	Learning	Class reading (all available on Blackboard)	Groupwork
Fundamental concepts of peace and conflict.	<p><u>Basic concepts:</u> conflict, violence, and peace.</p> <p><u>How to analyse conflict:</u> issues, actors and driving factors.</p> <p><u>Methods for responding to conflict:</u> management, resolution, and transformation.</p>	None.	Roleplay 1: Price negotiation

### Class 2: Basics of the art and science of negotiation

Topic	Learning	Class reading (all available on Blackboard)	Groupwork
The science of negotiation: the basics.	<p><u>Approaches to negotiation:</u> distributive and integrative bargaining; positional and principled negotiation</p> <p><u>Guiding principles:</u> power, rights, and interest based.</p> <p><u>Conflict styles:</u> contending, problem solving, yielding, avoiding.</p>	<ul style="list-style-type: none"> <li>- Video: <i>The walk from "no" to "yes"</i>. 2010. William Ury: TED talks.</li> <li>- Bargaining tactics to watch out for in a negotiation" <i>Harvard Law School Program of Negotiation Daily Blog</i>, July 1 2019.</li> </ul>	Exercise 1: Conflict styles
The art of negotiation: the basics.	<p><u>Philosophy:</u> The importance of empathy, compassion, and uncertainty.</p> <p><u>Listening:</u> Zones of listening, and active listening.</p>	<ul style="list-style-type: none"> <li>- Cave, Nick, "Why do you write?" <i>The Red Hand Files Blog</i>, #66, October 2019.</li> <li>- Waldon, Matt. 2017. <i>Neglected Tool: Empathy in Conflict Resolution</i>. Center for Empathy in International Affairs.</li> </ul>	Exercise 2: Facts and feelings

### **Stage 3: Intermediate level**

Overview: Classes 3-4 will explore negotiation in social conflicts, and provide insights into the complexities of identity and worldview conflict.

Core text: B. Starkey, M. Boyer, J. Wilkenfeld. 2015. *International Negotiation in a Complex World*. Fourth edition, Rowman & Littlefield, NY

Groupwork preparation: Students are required to research the Yemen conflict in advance of the class.

#### **Class 3: Intermediate level science of negotiation**

<b>Topic</b>	<b>Learning</b>	<b>Class reading (all available on Blackboard)</b>	<b>Groupwork</b>
The science of negotiation: intermediate	<ul style="list-style-type: none"> <li>- <u>Protracted social conflict</u>: causes, manifestations, and remedies.</li> <li>- <u>Levels of conflict</u>: interest-based, identity-based conflict, and worldviews</li> <li>- <u>Preparing for negotiations</u>: The board, players, stakes and moves.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Baumann, J., Finnbogason, D. and Svensson, I. 2018. <i>Rethinking Mediation: Resolving Religious Conflicts</i>, CSS Policy Perspectives.</li> </ul>	
Understanding Yemen	<ul style="list-style-type: none"> <li>- <u>Context</u>: What is the conflict about?</li> <li>- <u>Negotiations</u>: The board, players, stakes and moves.</li> <li>- <u>Assessment</u>: How effective is the mediation design?</li> </ul>	<ul style="list-style-type: none"> <li>- Asseburg, Muriel, Wolfram, Lacher and Transfeld, Transfeld. 2018. <i>Mission Impossible? UN Mediation in Libya, Syria and Yemen</i>. German Institute for International and Security Affairs</li> </ul>	

#### **Class 4: Intermediate level art of negotiation**

<b>Topic</b>	<b>Learning</b>	<b>Class reading (all available on Blackboard)</b>	<b>Groupwork</b>
The art of negotiation: intermediate	<ul style="list-style-type: none"> <li>- <u>Participation</u>: Etiquette, culture, and effectiveness.</li> <li>- <u>Verbal skills</u>: questioning and reframing.</li> </ul>	None	Exercise 3: Dialogue circles
Negotiating the Yemen conflict	<ul style="list-style-type: none"> <li>- <u>Planning and running negotiations</u>.</li> </ul>	<ul style="list-style-type: none"> <li>- Video: 10 Days Before the Wedding. 2018. Adenium Productions (organised showing).</li> <li>- Roles and guidance will be handed out in class 3</li> </ul>	Roleplay 2: Yemen negotiation



### **Stage 3: Advanced level**

Overview: Classes 5-6 will explore in more depth the art of diplomacy in negotiation and how It can be assisted by mediation.

Core text: None.

Groupwork preparation: Students are required to research the Syrian conflict in advance of the class.

#### **Class 5: Advanced level science of negotiation**

<b>Topic</b>	<b>Learning</b>	<b>Class reading (all available on Blackboard)</b>	<b>Groupwork</b>
The science of negotiation: Advanced	<ul style="list-style-type: none"> <li>- <u>Diplomacy in conflict</u>: three tracks of diplomacy, mediation types and roles.</li> <li>- <u>Mediation</u>: Types and roles.</li> <li>- <u>Negotiation modelling</u>: Game and rational choice theory.</li> </ul>	<ul style="list-style-type: none"> <li>- Video: <i>Prisoners' dilemma and Nash equilibrium</i>. Khan Academy.</li> <li>- Wallensteen, Peter, and Eriksson, Mikel. 2009. <i>Negotiating Peace: Lessons from Three Comprehensive Peace Agreements</i>. Department of Peace and Conflict Research, Uppsala University.</li> </ul>	-
Understanding Syria	<ul style="list-style-type: none"> <li>- <u>Context</u>: What is the conflict about?</li> <li>- <u>Negotiations</u>: The board, players, stakes and moves.</li> <li>- <u>Assessment</u>: How effective is the mediation design?</li> </ul>	<ul style="list-style-type: none"> <li>- Mancini, Francesco and Vericat, Jose. 2016. <i>Lost in Transition: UN Mediation in Libya, Syria, and Yemen</i>. International peace Institute.</li> </ul>	

#### **Class 6: Advanced level art of negotiation**

<b>Topic</b>	<b>Learning</b>	<b>Class reading (all available on Blackboard)</b>	<b>Groupwork</b>
The art of negotiation: advanced	<ul style="list-style-type: none"> <li>- <u>Participation</u>: Etiquette, culture, and effectiveness.</li> <li>- <u>Physical skills</u>: manifesting physicality.</li> </ul>	None	Exercise 4: Physical prompts
Negotiating the Syrian conflict	<ul style="list-style-type: none"> <li>- <u>Planning and running negotiations</u>.</li> </ul>	<ul style="list-style-type: none"> <li>- Video: 10 Days Before the Wedding. 2018. Adenium Productions (organised showing).</li> <li>- Roles and guidance will be handed out in class 3</li> </ul>	Roleplay 3: Syria negotiation

## **Stage 4: Consolidation of learning**

Overview: Class 7-8 will explore the role of leadership in negotiations, and the changing role of women leaders.

Core text: Lederach, John Paul. 2005. *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press.

Groupwork preparation: Preparation of final group presentation.

### **Class 7: Leadership and creativity**

<b>Topic</b>	<b>Learning</b>	<b>Class reading (soft copy available on Blackboard)</b>	<b>Groupwork</b>
The moral imagination	<ul style="list-style-type: none"> <li>- <u>Creativity</u>: Imagining the future.</li> <li>- <u>Transformational leadership</u>: concepts and applications.</li> <li>- <u>Working with those in conflict</u>: Insider and outsider roles</li> </ul>	<i>None</i>	-
Women in negotiations	<ul style="list-style-type: none"> <li>- <u>Women's participation</u>: The role of women's participation in Peace processes and Peace Negotiations.</li> <li>- <u>1325</u>: Planning for UN Security Council Resolution 1325 (2000) on 'Women, Peace and Security'.</li> <li>- <u>Planning for gender</u>: Planning for the role of gender in international negotiations.</li> </ul>	<ul style="list-style-type: none"> <li>- J. Krause, W. Krause, and P. Bränfors. 2018. "Women's participation in Peace Negotiations and the Durability of Peace", <i>International Interactions</i>, Vol 44, NO.6, 985-1016.</li> <li>- Video: <i>Women Mediators and Civil Society Peacebuilders in Syria</i>. 2019. Rajaa Altalli, Syrian Civil Society Leader.</li> </ul>	-

### **Class 8: Group presentations**

<b>Topic</b>	<b>Learning</b>	<b>Class reading (soft copy available on Blackboard)</b>	<b>Groupwork</b>
Group presentations.	<ul style="list-style-type: none"> <li>- Group presentations on conflict negotiations in the Middle East and North Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Briefing and PowerPoints as developed by groups.</li> </ul>	Group analysis of negotiation

## **Blackboard**

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

## **Technical Help**

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](mailto:servicedesk@shu.edu).

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that 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 Tech Help Community.

## **Communication, Feedback and Email**

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, he will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

It is expected that you use your SHU email address; emails from non-SHU accounts will not be returned.

## **Disability Services Statement**

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](mailto:DSS@shu.edu).

## **Academic Integrity & 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:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and  
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

### **Citation Formats (some version of the paragraph below)**

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

### **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.

### **University Writing Resources**

The University Writing Center located on the 3rd floor of the library offers a number of resources to help you succeed. These include the following:

- One-on-one meetings with a tutor to discuss your writing. You can meet with a graduate student or a professor. Sign up for appointments at:  
<http://blogs.shu.edu/studenttoolkit/the-writing-lab/>
- An Online Writing Lab (OWL) in which you submit a paper and receive written feedback on it within 48 hours. For more information: <http://academic.shu.edu/owl/front.htm>