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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Fall 2022

## **The Art and Science of Negotiation**

Belachew Fikre Ph.D.

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Seton Hall University

DIPL 4183AA: The Art and Science of Negotiation

Semester: Fall 2022

Class Hours: Fridays 10.00 – 12.30

Location: Stanford Hall 206

Belachew Fikre (PhD)

Adjunct Faculty

Contact: belachew.fikre@shu.edu

#### OFFICE HOURS

While the below dates are office hours allotted for consultations, appointments can be arranged for a virtual meeting as needed and based on availability.

Date	Hours
9/14/2022	10.00-12.00
10/5/2022	10.00-12.00
10/19/2022	10.00-12.00
11/30/2022	10.00-12.00

#### COURSE DESCRIPTION

Negotiations underpin our daily lives at home, in school, in workplaces, and on a more abstract level, while dealing with our internal selves. Without realizing it, we spend a good amount of our time negotiating constantly, both inside and outside home. As wars rage, we invariably hear negotiations taking place to resolve the conflicts and “silence the guns” through amicable resolution of the differences between parties with or without the involvement of negotiators. Several international practices have informed the development of scientific approaches on handling and guiding the processes of negotiation. This course endeavors to familiarize students to the selected principles of negotiation guided by practical scenarios that help negotiating parties to achieve beneficial outcomes.

The importance of skills in carrying out effective negotiation is on the rise in our ever-changing world. The science that developed over the years to guide the process of negotiation has become a subject of study for practitioners in diplomacy, law, and other social science study fields. In this course principled negotiation techniques are examined based on some landmark cases around the world. We will focus on post cold war political bargains that two important East African countries had carried out towards forging peace after protracted and costly conflicts.

#### COURSE OBJECTIVES

- Familiarize students with some of the elements of principled negotiation.
- Help students in developing the required skills to diagnose conflict situations, to prepare and undertake purposeful negotiations.

- Walk through some of the real-world negotiation processes that helped countries successfully transition to peace, thereby learn different negotiation techniques, and evaluate their strengths and limitations.

## COURSE REQUIREMENTS

**Attendance and Participation (20%):** Both regular attendance and active participation during class discussions are vital for the successful delivery of the course. Several case studies and group works are involved in the course beginning from the first day of class that necessitate active participation (asking questions, leading group work, introducing new ideas etc) class attendance without tardiness for the effective running of classes.

**Written assignment (10%):** With a view to assessing full understanding of the fundamentals of negotiation, students will submit a well-researched midterm paper that will form part of the overall course grade. While the topic, word limits, and exact submission date will be discussed in class, each paper is expected to demonstrate originality, critical thinking, and a proper grasp of the course objective.

**Negotiation Simulation Exercises: (40%)** There will be a total of five simulation exercises that students are expected to perform as part of the learning process. Each exercise involves thorough preparations, both individually as well as in groups, in-class presentations, and collective reflections. The evaluation will therefore encompass the entire spectrum of the exercise through closer observation of both individual and group strengths in undertaking persuasive negotiation.

**Final Exam: (30%)** The course concludes with a final exam essay that students are expected to write individually. The essay topics together with detailed instructions will be shared 48 hours before the submission date.

All written submissions including the final exam essay are expected to demonstrate originality and aptly employ class reading materials. In terms of formatting, do please consider 1.5 spacing, and 12-point characters with ‘Times New Roman’ font. Students must indicate and consistently apply the citation style being adopted in their written works. Do note that any of the three styles (Chicago, MLA, or APA) are accepted insofar as clearly indicated and consistently applied. Students must also abide by the requirements of originality of their work and must not submit any copious writings or otherwise plagiarized materials from any source. Plagiarism or academic dishonesty of any kind will result in a failing grade in this course.

## CLASS ETIQUETTES

- Punctuality and regular attendance are required. It is vital to notify the instructor in advance of any justifiable absence and/or tardiness.
- Students are expected to fully comply with the University’s policies on plagiarism, academic integrity, and other standards of acceptable behavior.
- Except in circumstances expressly permitted, no laptop, cellphones, or other electronic devices may be turned on during class in a manner that disrupts the conduct of the class.

## SIMULATION EXERCISES LEADS

A total of five negotiation exercises will be performed in class based on a thorough preparatory work by students. Therefore, **five volunteers** are needed to serve as facilitators who will contribute towards the effective handling of the exercises. One of the five volunteers will also serve as the class Secretary.

## ACADEMIC INTEGRITY

Plagiarism, academic dishonesty, and other forms of disregard to acceptable standards of behavior in an academic environment will lead to lower or failing marks for the course. Students are accordingly directed to carefully revisit the University's standards for academic conduct: [Student Code of Conduct, SHU](#). The Code of Conduct defines plagiarism as encompassing "the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or providing of term papers or other academic materials."<sup>1</sup> Therefore, students are expected to strictly comply with the rule and refrain from engaging in acts of copying others' works without attribution of the source(s).

## DISABILITY SERVICES STATEMENT

It is the policy and practice of Seton Hall University to promote an inclusive learning environment. If you have a documented disability, you are eligible for reasonable accommodations in compliance with the University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the New Jersey Law Against Discrimination. Please note, students are not permitted to negotiate accommodation directly with the instructor. For being granted the full benefits of accommodations, the student is expected to self-identify with the Office of Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the Semester. For more information contact DSS at (973) 313-6003 or via email at [dss@shu.edu](mailto:dss@shu.edu).

## GRADING SCALE

<b>A</b>	>94	<b>C</b>	>73
<b>A-</b>	>90	<b>C-</b>	>70
<b>B+</b>	>87	<b>D+</b>	>67
<b>B</b>	>83	<b>D</b>	>63
<b>B-</b>	>80	<b>D-</b>	>60
<b>C+</b>	>77	<b>F</b>	<59

## REFERENCES: REQUIRED<sup>2</sup>

Fisher, Ury & Patton. 2012. *Getting to Yes: Negotiating Agreement without Giving In*. New York: Penguin Books.

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

## SUPPLEMENTARY READINGS

Henze, Paul. 2000. *Layers of Time: A History of Ethiopia*. London: Hurst & Co. Publishers

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

Isenhardt, M. Warren & Sprangle, Michael. 2000. *Collaborative Approaches to Resolving Conflict*. Thousand Oaks: Sage Publications Inc.

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<sup>1</sup> See Article 1(16) of the Student Code of Conduct, *Seton Hall University*, effective as of 08/20/2022 [Code of Conduct, 2022](#)

<sup>2</sup> The reading lists are indicative and further materials will be added as the class progresses.

## DETAILED CLASS SCHEDULE

Class 1	<b>Introduction</b>
Date	Sept. 2
Required Reading	Getting to Yes, Chapter 1

Class 2	<b>Case Study: Ethiopia's transition to peace I</b>
Date	Sept. 9
Topics	<ul style="list-style-type: none"> <li>- The 1991 London Conference</li> <li>- Case Study method in international relations</li> </ul>
Required reading	<ul style="list-style-type: none"> <li>- Henze, Paul. 2000. <i>Layers of Time: A History of Ethiopia</i>. Chap. 10</li> <li>- Spangle and Isenhart, Chapter 2</li> </ul>
Video	Land Divided (1947-56)   The 50 Years War: Israel and the Arabs (1-6)

Class 3	<b>Case Study: Ethiopia's transition to peace II</b>
Date	Sept. 16
Topics	<ul style="list-style-type: none"> <li>- Negotiation Analysis</li> </ul>
Required reading	<ul style="list-style-type: none"> <li>- Henze, Paul. 1991. Ethiopia in 1991-Peace through struggle. RAND: Santa Monica <a href="#">Ethiopia in 1991</a></li> <li>- Michaeau, Aaron. 1996. 'The 1991 Transitional Charter of Ethiopia: A New Application of the Self-Determination Principle' 28 <i>Case W.Res.J.Int'l L.</i> 367 The 1991 Transitional Charter of Ethiopia</li> </ul>
	<b>Negotiation Simulation Exercise (1)</b>

Class 4	<b>Negotiation, Diplomacy and Conflict Resolution</b>
Date	Sept. 23
Topics	<p>Foreign policy, diplomacy, and negotiation</p> <ul style="list-style-type: none"> <li>• What is diplomacy? Why do we negotiate? Why do countries negotiate?</li> <li>• What is national interest? Why understanding national interests is vital for negotiation and foreign policy decision-making?</li> <li>• What role do negotiations play in the current international system in preventing, managing, or resolving conflicts?</li> </ul>
Required readings	<ul style="list-style-type: none"> <li>- "Three approaches to resolving disputes: Interests, rights and power". In Ury., WL, Brett, JM and Goldberg, SB (1988): "Getting Disputes Resolved.</li> <li>- P. Terrence Hopman, "Two Paradigms of Negotiation: Bargaining and Problem Solving" (1995)</li> </ul>
Video	William Ury: The walk from "no" to "yes" TED: The Walk from "No" to "Yes"

Class 5	<b>Principled Negotiation</b>
Date	Sept. 30

Topics	Getting to Yes -- Interest-based negotiation <ul style="list-style-type: none"> <li>• What is the best way for people to deal with their differences?</li> <li>• What are the major differences between positional bargaining and principled negotiation?</li> </ul>
Required Reading	Fisher, Ury & Patton, Part I, II & III

<b>Class 6</b>	<b>Game Theory, Rational Choice Theory</b>
Date	Oct. 7
Topics	Conceptual frameworks of negotiation, game theory and negotiation
Required reading	<ul style="list-style-type: none"> <li>- Spangle and Isenhart, Chapter 3</li> <li>- Wilkenfeld, Starkey and Boyer, Chapter 5, The Moves</li> <li>- M. Shane Smith. "Game Theory." Beyond Intractability. August 2003.</li> </ul>
	<b>Negotiation Simulation Exercise (2)</b>

<b>Class 7</b>	<b>Mid-Term Paper – Presentation</b>
Date	Oct. 14
Topics	Mid-term paper presentations

<b>Class 8</b>	<b>Negotiation Processes</b>
Date	Oct. 21
Topics	Pre-negotiation and negotiation processes <ul style="list-style-type: none"> <li>• How to prepare for a negotiation?</li> <li>• How to conduct a successful negotiation?</li> </ul>
Required reading	<ul style="list-style-type: none"> <li>- Spangle and Isenhart, Chapter 4 &amp; 7</li> <li>- Pruitt, Dean G. "Strategy in Negotiation." Chapter 6 in Kremenyuk (2002).</li> </ul>
	<b>Negotiation Simulation Exercise (3)</b>

<b>Class 9</b>	<b>Effective Communication</b>
Date	Oct 28
Topics	Effective communication in negotiation <ul style="list-style-type: none"> <li>• Listening skills: the seven rules of the Art of Listening</li> <li>• The art, science, and practice of negotiation persuasion</li> </ul>
Required reading	<ul style="list-style-type: none"> <li>- Spangle and Isenhart, Chapter 5 &amp; 6</li> <li>- Seven Rules of the Art of Listening, By Marianella Scavi <a href="https://sites.google.com/site/marianellasclavi/Home">https://sites.google.com/site/marianellasclavi/Home</a></li> </ul>

<b>Class 10</b>	<b>Negotiation Simulation Exercise (4)</b>
Date	Nov. 11
Topics	Effective Communication in Sensitive Negotiation
Required reading	Negotiation packet

<b>Class 11</b>	<b>Cross-Cultural Negotiation</b>
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Date	Nov. 18
Topics	The theories and practices of cross-cultural communication and problem-solving
Required reading	<ul style="list-style-type: none"> <li>- Jeswald W. Salacuse, "Ten Ways Culture Affects Negotiation Style," pp. 221- 240, <i>Negotiation Journal</i>, July 1998.</li> <li>- Spangle and Isenhart, Chapter 11</li> <li>- "U.S. Negotiating Behavior," Special Report, United States Institute of Peace, 2002.</li> </ul>

Class 12	<b>Negotiation Simulation Exercise (5)</b>
Date	Nov. 25
Topic	Cross-cultural negotiation
Required reading	Negotiation packet

Class 13	<b>Reading Week and Group Meeting</b>
Date	Dec. 2

Class 14	<b>Take-home exam</b>