THEORIES & PRACTICES OF INTERNATIONAL NEGOTIATION (16:790:500-90)

SUMMER TERM 2015 (SECTION B)

Instructor
Instructor: Dr. Samuel (Muli) Peleg
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Phone number: 732-407-4249
Office hours: M, T 12-2 by phone or Skype

Course Delivery
This course is fully online. To access the course, please visit sakai.rutgers.edu. For more information about course access or support, contact the Sakai Help Desk via email at sakai@rutgers.edu or call 848-445-8721.

Course Description
This is an MA course which highlights the theoretical and the practical aspects of negotiations. As a major process of trying to reach an agreement and settle a conflict, negotiation is a dynamic and interactive undertaking that needs to be studied and comprehended to yield beneficial outcomes. The complexity of the negotiation phenomenon encourages a multidimensional approach, bringing together insights from psychology, sociology, communication, game theory, strategic studies and politics. The students will be enriched by theoretical perceptions from all these fields.

Consequently, the purpose of this course is twofold: 1) a better understanding of the principles and necessities of negotiation, and subsequently 2) proficiency in conducting negotiation. Theories and models will help in the first task while exercises and simulations will help in the second.

Prerequisites
There are no prerequisites for this course.
Important Dates
The course begins on 5/26/2015 and ends on 7/2/2015, and the last day to drop the course without a “W” grade is 5/22/2015. For more information, visit the Summer Term Registration website.

This online course has 3 in-person campus meeting dates: Monday 6/22/15, Tuesday 6/23/2015 and Wednesday 6/23/2015. Students enrolled in this course are expected to meet on the Rutgers New Brunswick campus in the afternoon on those days. Details will be available on Sakai.

Course Learning Objectives
By the end of this course, students should successfully be able to:

- Gain familiarity of the subject and its theoretical context.
- Get historical perspective of negotiation in various conflict situations and diverse cultural backgrounds and circumstances.
- Develop an awareness about negotiation as a widely relevant and applicable interdisciplinary skill.
- Identify the potential barriers and difficulties shifting from conflict to conflict resolution.
- Develop practical skills and strategies for overcoming psychological, organizational and strategic barriers to negotiation.
- Perform planning and preparation for negotiation.
- Analyze the potential barriers and difficulties in the transition from conflict to conflict resolution and the ways to overcome them.
- Understand the importance of timing in initiating or joining negotiations.
- Gain knowledge of how negotiators behave around the negotiating table.
- Experience a variety of strategies and tactics used in negotiation processes.
- Understand the role and importance of anchors.
- Learn how to steer negotiation toward the best outcomes possible.
- Compare outcomes of different types of negotiations.
- Realize how to sustain negotiation results to prevent conflict from reappearing.
- Gain negotiation skills through a range of in-class simulations and by reflecting on reading material and class discussions.
- Learn how to be better listeners and communicators through negotiations videotaped role playing.
- Use a wide variety of strategies and tactics in real time and in approximated situations to a real conflict resolution initiative.
Course Materials

Required Text

List of relevant articles (electronic, on Sakai)

Recommended Text

Required Videos and/or Website Materials

Negotiation Simulation Video Series, UNMA Rutgers University (available on Sakai)

Negotiation - Oxford University Press
http://global.oup.com/uk/orc/law/skills/finch4e/student/03avideo/negotiation/

Ask the Right Questions - Canning Video (No. 3)
http://video.canning.com/sample/negotiation-videos

Global Negotiations: The New Rules

Persuasion
http://www.youtube.com/watch?v=cFdCzN7RYbw

Dirty Tricks and Mistrust
https://www.youtube.com/watch?v=hojfxVJLwhs

Optional Materials


**Technology Requirements**

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Sakai

Technology skills necessary for this specific course
- Recording and sharing a screencast

**Required Equipment**
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

**Required Software used in This Course**
- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- [Screencast-O-Matic](http://www.screencast-o-matic.com)
- Google Hangouts and/or Skype (for office hours or team meetings)

**Assessment**

**Assignment Summary**
Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.
Assignments in this Course

Journal Assignment
This is an application of the theoretical material to a real situation the student picks from the daily news. It can be international, business, political, cultural or personal conflict. It has to be 5-6 pages, single-spaced, Times New Roman, 12 pt. font. More details will be available on Sakai.

Article Analysis
Students will select one article of the assign readings for a particular lesson and analyze it. This is a one page assignment (single-spaced, Times New Roman 12 pt. font), in which the main points of the piece chosen are described and their significance examined. There are 5 such analyses in lessons 1,2,3,5 & 6. The last one is to be submitted as a screen-cast. Then, each student will post a comment on each of their colleagues’ screen-cast presentations. More details will be available on Sakai.

Simulation
This is a practical implementation of the theoretical principles of negotiations. The students will meet face-to-face in three sessions of role-playing simulation of a real conflict situation. The meetings will take place in person over three consecutive days, Mon-Wed June 22-24 at Rutgers Douglass Campus, New Brunswick. The performance will be assessed according to three criteria: a) reliance on theoretical material b) collaboration with others and c) creativity.
and adjustment to changing circumstances. Students unable to attend the live meetings should contact the professor immediately to make alternative arrangements.

**Final Research Project**

The final assignment will tackle the impact of good negotiation and the contribution of successful negotiators. The students will be offered three international negotiation incidents to investigate. Ultimately, they should suggest an intervention they would have initiated had they been the mediators of that case. The work is to be done in stages. First, a proposal and expected bibliography are submitted on 6/20. I will provide feedback on 6/21. The final product is due 6/29. Optional consultations on the project are offered between 21-28/6. The paper should be 13-15 pages, double-spaced, Times New Roman, 12.

**Learning Activities**

The learning activities consist of three elements: discussion forums, quizzes and video/film clip analysis. In the discussion forum you will have to respond creatively on an opening statement I will post, and then post two comments to your colleagues’ entries (whomever you choose). The quizzes are either short answers or multiple choice exams about the readings for a specific lesson or lessons, and the video/film clip analyses involve identifying watching a film or video clip and then identifying three or more relevant terms of negotiation.

**Grade Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B+</td>
<td>85 – 89</td>
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<tr>
<td>B</td>
<td>80 – 84</td>
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<tr>
<td>C+</td>
<td>75 – 79</td>
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<tr>
<td>C</td>
<td>70 – 74</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<td>F</td>
<td>Below 60</td>
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**Student Participation Expectations**

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

- **Time Commitment:** **DAILY EFFORT IS NECESSARY**
  This is an intensive course, meaning that students must complete the work of an entire semester in 5.5 weeks. As such, 12 lessons will be covered in 5.5 weeks. To be successful in this course, you should plan to dedicate approximately 8-10 hours per lesson.
• **Logging in:** **AT LEAST TWICE PER LESSON**
  Be sure you are logging in to the course on Sakai at the start of each lesson. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss a lesson, discuss it with me as soon as possible.

• **Live On-Campus Meetings: 3 CONSECUTIVE DAYS (JUNE 22-24)**
  Students are required to meet for 3 consecutive days on Rutgers campus to complete one of the major assignments for this course (Simulation). Students unable to attend the live simulation must notify me at the start of the course to develop an alternative plan. This assignment constitutes a significant component of the course content.

• **Participating in discussion forums: 4+ TIMES PER WEEK**
  As participation, each week you can expect to post at least four times as part of our substantive class discussion on the lesson topics.

**Discussion and Communication Guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

• **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.

• **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.

• **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

• **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

**Support and Policies**

**Late Work and Extensions**

I will only consider deadline extensions for written work if you are able to provide adequate explanation prior to the deadline of a personal, legal, family or medical emergency or jury duty. If you do have an adequate explanation, I will give you an extension of **up to 3 days**, after which the work will be treated as late. If you are unable to complete your work by the deadline, you
can still submit it to me, but **you will have 5% of the grade deducted for every day it is late.** I will not accept any work after the end of the course.

**Faculty Feedback and Response Time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

**Grading and Feedback**

For large assignments, you can generally expect feedback within **7 days**.

**E-mail**

I will reply to e-mails within **24 hours on school days**.

**Discussion Board**

I will check and reply to messages in the discussion boards every **24 hours on school days**.

**Academic Integrity**

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers’ academic integrity policy](#).

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers’ Academic Integrity website](#)
- [Code of Student Conduct](#)
- [Eight Cardinal Rules of Academic Integrity](#)
**Academic Support Services**

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the [Learning Center website](#).
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the [Writing Center website](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

**Rutgers Health Services**

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the [Rutgers Health Services website](#).

**Accommodations for Accessibility**

**Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the [Office for Disability Services](#) to register for services and/or to coordinate any accommodations you might need in your courses at Rutgers.

Go to the [Student section of the Office of Disability Services](#) website for more information.
## Course Schedule and Deadlines

*Sign on to Sakai to see lectures, readings, videos and other course content.*

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Dates</th>
<th>MODULE 1: INTRODUCTION</th>
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<tbody>
<tr>
<td>1</td>
<td>5/26-5/27</td>
<td>Course Overview</td>
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<td><strong>Content</strong>: Module 1- Intro video; power-point 1.</td>
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<td><strong>Readings</strong>: LSB, chapter 1 (pp. 1-33); Patton- Negotiation; Druckman- Intuition or Counter-Intuition; Peleg, Conflict and Resolution (pp 1-17); Lewicki- The Nature of negotiation; Dupont &amp; Faure- The Process of Negotiation.</td>
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<td><strong>Videos</strong>: Generic Negotiation <a href="https://www.youtube.com/watch?v=wtI4AY9uPwE">https://www.youtube.com/watch?v=wtI4AY9uPwE</a> Intolerable Cruelty <a href="https://www.youtube.com/watch?v=w1EhS9BmQRw">https://www.youtube.com/watch?v=w1EhS9BmQRw</a> Seinfeld <a href="https://www.youtube.com/watch?v=7NK5Uo0tSBg">https://www.youtube.com/watch?v=7NK5Uo0tSBg</a></td>
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<td><strong>Activities</strong>: Discussion Forum 1- Round of introductions; Meaning of negotiation.</td>
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<td><strong>Assignments</strong>: Article Analysis 1 (due 5/27 at 11pm).</td>
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<td>2</td>
<td>5/28</td>
<td>Negotiation: Approaches and Perspectives</td>
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<td><strong>Content</strong>: power-point 2</td>
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<td><strong>Readings</strong>: LSB, chapter 16 (pp. 476-509); Rubin- Psychological Approach; Freymond- Historical Approach; Cross- Economic Perspective; Cede- Legal Perspective; Sjostedt- Trade and Environment; Dupont- International Business</td>
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<td><strong>Activities</strong>: quiz 1. Film clip 1- Nightcrawler (2014, Dan Gilroy): identify at least 3 elements of negotiation that were discussed in class and in the readings.</td>
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<td><strong>Assignments</strong>: Article Analysis 2 (due 5/29 at 11 pm).</td>
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<td>3</td>
<td>6/1</td>
<td>Transition from Conflict to Resolution</td>
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<td><strong>Content</strong>: Module 2- intro video; power-point 3.</td>
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<td><strong>Readings</strong>: Dayton &amp; Kriesberg- Introduction; Fisher &amp; Ertel, Chapters 1-2; Fisher &amp; Ury- Getting to Yes (skim through); Peleg, Conflict and Resolution (pp 18-35); Peleg- The Barriers Approach.</td>
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<td><strong>Videos</strong>: Getting to Yes <a href="https://www.youtube.com/watch?v=zTH2zEvDxRc">https://www.youtube.com/watch?v=zTH2zEvDxRc</a></td>
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<td><strong>Activities</strong>: Discussion Forum 2- Respond to Lecture and Readings; Film clip 2- The Score (2001, Frank Oz): identify at least 3 elements of negotiation that were discussed in class and in the readings.</td>
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<td><strong>Assignments</strong>: Article Analysis 3 (due 6/2 at 11pm).</td>
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<td>4</td>
<td>6/4</td>
<td>Pre-negotiation and Early Planning</td>
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<td><strong>Content</strong>: Power-point 4</td>
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<td><strong>Readings</strong>: LSB, chapter 4 (pp. 112-143); Wade- Preparing for Mediation and Negotiation; Peterson &amp; Shepherd- Preparing to Negotiate; Tsvetinov- Pre-negotiation; Tsvetinov &amp; Mikhailov- Reasoning under Uncertainty during Pre-negotiations; Ramsbotham, Woodhouse &amp; Miall, chapter 7 (171-197).</td>
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<td><strong>Videos</strong>: Video Simulation Clip 1 Video Simulation Clip 2</td>
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<td><strong>Activities</strong>: Discussion Forum 3- Respond to Lecture and Readings; quiz 2.</td>
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<tr>
<td>Lesson</td>
<td>Dates</td>
<td>MODULE 3: DURING</td>
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| 5      | 6/8   | Nature and Structure of Negotiation: Distributive and Integrative Bargaining  
*Content:* Module 3- intro video; power-point 5.  
*Readings:* LSB, chapters 2-3 (pp. 34-111); Stone, Patton& Heen- Difficult Conversations; Zartman- The Structure of Negotiation; Dupont & Faure- The Negotiation Process; Sebenius- International Negotiation analysis  
*Videos:* Video Simulation Clip 3  
Negotiation and Multi Stakeholder Dialogue  
https://www.youtube.com/watch?v=1FeM6kp9Q80  
Separate the People from the Problem  
https://www.youtube.com/watch?v=x_ruWKpLUn4  
*Activities:* Discussion Forum 3- Respond to Lecture and Readings; Film clip 3- *The Wolf of Wall Street* (2013, Martin Scorsese): identify at least 3 elements of negotiation that were discussed in class and in the readings.  
*Assignment:* Article Analysis 4 (due 6/9 at 11pm). |
| 6      | 6/11  | Strategies and Tactics: Power and Influence  
*Readings:* LSB, chapter 5 (pp. 144-190), 8-10 (pp. 256-346); Lax & Sebenius- The Negotiator’s Dilemma; Pruitt- Strategy in Negotiation; Alexander & Howieson- the Negotiation Navigation Map.  
*Videos:* Video Simulation Clip 4  
Dirty Tactics https://www.youtube.com/watch?v=hojfxVJLwhs  
*Activities:* quiz 3  
*Assignment:* Post Screencast of article analysis 5 by 6/12at 11pm. Comments on Screencast by 6/13 at 11pm.  
Journal Assignment (due 6/14 at 11pm). |
| 7      | 6/15  | From Claiming to Creating Value: the Intangibilities of Negotiation  
*Content:* Power-point 6: Throwing an Anchor or Navigating Together  
*Readings:* LSB, chapters 6-7 (pp. 192-255); Meerts- Training of Negotiators; Lax & Sebenius- Claiming Value; Mastenbroek – Development of Negotiation Skills; Kray & Reb- The Effect of Stereotype and Power on Claiming and Creating value.  
*Videos:* Video Simulation Clip 5  
Video Simulation Clip 6  
*Activities:* Film clip 4- *Erin Brockovich* (2000, Steven Soderbergh): identify at least 3 elements of negotiation that were discussed in class and in the readings.  
*Assignment:* Research Project handouts (due- proposal and bibliography, 10%, 6/20 and return with my comments 6/21. Final product (20%) 6/29; consultations 21-28/6 |
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<thead>
<tr>
<th>Lesson</th>
<th>Dates</th>
<th>MODULE 4: AFTER</th>
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| 8      | 6/18  | Outcomes and Implications  
  *Content*: Module 4- intro video.  
  *Readings*: Underdal- The Outcomes of Negotiation; Purdy & Nye- The Impact of Communication Media on Negotiation Outcomes; Harineck, De Dreu & Van Vienan- The Impact of Conflict Issues On Integrative Outcomes in Negotiation; Foo & Elfenbein- The Tension between Claiming and Creating Value  
  *Videos*: Video Simulation Clip 7  
  Video Simulation Clip 8  
  *Activities*: Discussion Forum 4- Respond to Lecture and Readings; Film clip 5- *True Grit* (2010, Ethan Coen): identify at least 3 elements of negotiation that were discussed in class and in the readings.  
  *Assignment*: Research Essay (Proposal and bibliography) due 6/20 at 11pm |
| 9      | 6/22  | Practical Experimentation, Day 1 live meeting on Rutgers campus (afternoon, 3 hours)  
  *Content*: Putting Theory into Practice: Role-Playing  
  *Module*: Module 5- intro video; Role assigning (Friday, 6/19 at 11 pm)  
  *Readings*: LSB, chapter 11-13 (pp. 347-434)  
  *Videos*: Negotiation Game [https://www.youtube.com/watch?v=ufaFVBidxPM](https://www.youtube.com/watch?v=ufaFVBidxPM)  
  Professor Meetings re Research Essay 6/22-6/26 (make appointment) |
| 10     | 6/23  | Practical Experimentation, Day 2 live meeting on Rutgers campus (afternoon, 3 hours) |
| 11     | 6/24  | Practical Experimentation, Day 3 live meeting on Rutgers campus (afternoon, 3 hours)  
  *Additional activities*: Film clip 6- *Civil Action* (1998, Steven Zaillian): identify at least 3 elements of negotiation that were discussed in class and in the readings. |
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<thead>
<tr>
<th>Lesson</th>
<th>Dates</th>
<th>MODULE 5: SIMULATION</th>
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<td>MODULE 6: DEBRIEFING</td>
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| 12     | 6/29  | Lessons Learned  
  *Content*: Module 6- intro video; power-point 7.  
  *Readings*: LSB, chapter 20 (pp. 592-602), Ebner & Druckman- *Games, Claims, and New Frames: Rethinking the Use of Simulation in Negotiation Education*; Winham- Negotiation Simulation.  
  *Activities*: Discussion Forum 5- Respond to Lecture and Readings  
  *Assignment*: Research Essay (final version) due 6/29 at 11pm |