Purpose
The purpose of this course is to teach students how to resolve conflicts through negotiation and dialogue. It has the following objectives:

-- To learn strategies for resolving conflicts
-- To develop negotiating and conflict resolution skills
-- To reflect on and improve one’s own behavior in conflict situations
-- To enhance interpersonal communication skills

Description
One of the most challenging tasks of leaders is to resolve conflicts between people who don’t like each other, don’t want to work with each other, and/or have competing interests. It’s easier to start a fight than it is to stop one. The word “negotiation” comes from the Latin, neg (not) and otium (leisure). Resolving conflicts takes commitment, skill, and hard work. This is a lab course that teaches students how to negotiate, solve problems between competing groups and interests, and create consensus. About half of each class consists of simulation exercises that allow students to develop their conflict resolution and negotiation skills. In the latter part of the course we will analyze cases concerning conflicts in the world today. While this course focuses on strategy and skills of negotiation, it also emphasizes the importance of ethics as a means of discovering sustainable solutions to conflicts.

Requirements
1. Oral presentation on an international conflict. (Done in pairs) 15%
2. Exam 30%
3. 2 reflection papers on course readings and simulations 20% each
4. Participation 15% (this includes performance in simulation exercises, discussion of case studies, and homework): The class cannot be made-up, since most of it consists of simulation exercises. You will be penalized for unexcused absences. Your work in this class will be judged by how well you perform in the simulations and class discussions. Come prepared for the simulation and play your role to the best of your ability. You will be judged on how well you contribute to class learning.

Texts

Course Outline

Jan. 17 Introduction: The Nature of Conflict and Negotiation
Exercise: Personal Bargaining Inventory (from page 698 of Readings)

Jan. 24 Planning Strategies for Negotiation and Conflict Resolution
Fisher: Chapters 1-2 pp. 3-39
Readings: “Preparations for Negotiations,” pp. 42-49
Simulation 1 “Pemberton’s Dilemma,” pp. 518.

Jan. 31 Strategies and Tactics of Distributive Bargaining
Fisher: Chapter 3 pp. 40-55
Readings: “How to Get them to Show You the Money:” pp. 2-9
“Secrets of Power Negotiating,” pp. 94-104
“Defusing the Exploding Offer,” pp. 105-112
Simulation 2 “The Used Car” 522-523
Homework: “Collecting Nos” assignment, pp. 595-96

Feb. 7 People and Problems
Readings: “Negotiating with Problem People,” pp. 418-421
“Are You Smart Enough to Keep Your Job?” pp. 330-335
“Open Mouth – Close Career,” pp. 422-426
Simulation 3 “Salary Negotiations,” pp. 534

Feb. 14 Community and Conflict
Readings: Negotiating Long Term Mutually Interdependent Relationships Among Relative Equals,” pp. 264-280
“Getting Things Done Through Coalitions,” pp. 308-315
Video Case: “The Milagro Beanfield War”

Feb. 21 Strategies and Tactics of Integrative Negotiation
Fisher: Chapter 4-5 pp. 56-94
Simulation 4 “Elmwood Hospital Dispute,” pp. 548-550
Homework: Fill out the “The Sins Inventory,” pp. 696-698

Feb. 28 Interest Based Negotiation
Readings: “Interest-Based Negotiation,” pp. 114-121
“Some Wise and Mistaken Assumptions About Conflict and Negotiation” pp. 131-140
“Negotiating Rationally: The Power and Impact of the Negotiator’s Frame,” pp. 142-151
“How to frame a Message,” pp. 152-159


Homework: Fill out “The Trust Scale,” pp. 710-714

**Paper on Simulations 1-5 due by Friday, March 17 at 5:00**

**Mar. 7 Spring Break**

**Mar. 14 Power and Society**


“Breakthrough Bargaining,” pp. 208-216

Simulation 6: “The Power Game,” pp. 551 (Bring $2 to class with you.)

**Mar. 14 Power and Society**


“Breakthrough Bargaining,” pp. 208-216

Simulation 6: “The Power Game,” pp. 551 (Bring $2 to class with you.)

**Mar. 21 Negotiation as Conflict Resolution**

Readings: “Psychological Tips” pp. 160-168

“Secrets of Power Negotiating,” pp. 97-107

“Deception and Mutual Gains Bargaining: Are They Mutually Exclusive?” pp. 245-254

Simulation 7: “The Disarmament Exercise,” pp. 472-479 (bring $2 with you to class).

**Mar. 28 Negotiation in An International Context I**


“American Strengths and Weaknesses,” pp. 374-377

Simulation 8 “Alpha-Beta,” pp. 540-542

Homework: “The Influence Tactics Inventory,” pp. 707-709

**Apr. 4 Negotiation in An International Context II**

Readings: “Negotiating with the Romans – Part I,” pp. 378

Others to be announced

Simulation 9: “500 English Sentences,” p. 597


**Apr. 11**

Exam

**Apr. 18 International Multi-Party Negotiation**

Simulation 10: United States Institute of Peace Simulation: The Case of Palmyra

Global Conflict Presentations

**Paper on Simulations 6-10 due by Friday, April 21 at 5:00**

**Apr. 25**

Global Conflict Presentations
Assignments

Simulation Papers
Students will write two 6-10 page (double-spaced) accounts of the simulations. (This means about a page or so on each simulation.) NOTE: It is best to take some notes on each simulation right while it is fresh in your mind. The first paper will cover simulations 1-5 and the second on simulations 6-10. You must address all of the simulations; however, you may write more on some simulations than on others. You may also include comments and reflections concerning your ratings on the questionnaires. The papers should cover the following issues:

1. What did you learn from the simulation, about yourself, others, the group, and the nature of conflicts? Were there any particularly enlightening moments?
2. What did you and/or your team do right and wrong in the simulation? How might you or your group have performed better?
3. Did the simulation arouse any feelings on your part or the part of the group?

The papers will be judged on the quality of your observations and the depth and clarity of your reflections. Where appropriate, you should also include reference to readings; however, the major thrust of the paper is on your observations and experiences during the simulation.

Global Conflict Analysis Presentation
You will be paired up with another classmate and will draw for a UN conflict case. I will email each pair their case. Students will then read the case and do research on the current status of the conflict a 20-minute presentation that does the following:

a. Analyzes the origins of the conflict and the challenges that these origins pose or posed to resolving it.
b. Identifies the leaders and analyzes each of their roles in the conflict process.
c. Discusses mistakes made in the negotiation of the issues in this conflict.
d. Discusses the role of third parties in the conflict.
e. Describes the current status of the conflict and discuss why the conflict does not seem to be resolved.
f. Shows a map or maps that clearly identify the areas in the conflict.
g. Makes strategic use of visual aids and handouts to present information.
h. Stays within the 20 minute time limit.