

GEORGIA INSTITUTE OF TECHNOLOGY  
Sam Nunn School of International Affairs

**Essentials of Negotiation - 30566 - INTA 3104**  
**Spring 2016**

**Eliza Markley**

Class Meetings: MWF 2.05 - 2.55 pm, Instructional Center 213

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**Core Area**

Students will demonstrate the ability to apply different techniques of negotiation based on their desired outcome. They will be able to recognize cross-cultural differences in negotiation and recommend negotiation strategies in international settings.

**Course Description**

This course covers theoretical and practical aspects of international negotiation. Students will study historical negotiation processes, cross-cultural issues of negotiation, the differences in worldview, and the ethical dimensions of negotiation. Active simulations where dialogue and deliberation can be practiced will be the hands-on part of the class work.

**Learning Outcomes**

Students will:

- Be able to describe the different negotiation techniques and their role in reaching agreements.
- Will understand cultural differences and their impact in international negotiations.
- Students will be able to use their knowledge of international negotiation in a practical problem-solving way to address issues of immediate international concern.
- Will think critically about the United States' role in various negotiating instances.
- Will be able to work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals.

**Required Textbooks**

1. Lewicki, Barry, & Saunders, *Essentials of Negotiation* (6<sup>th</sup> ed.).
  2. Cohen, *Negotiating Across Cultures* (revised ed.), 1997
- Additional required readings will be posted on T-square.

### **Course Requirements**

#### 1. Class Participation – 10% of course grade

Students will be expected to attend all classes, complete all assigned readings, and participate in classroom discussions on the subjects addressed in the readings and lectures. Most importantly, students need to take part in all in-class simulations organized throughout the course. Lectures during the course may not cover the readings and will often present new ideas and information. You are responsible for the information contained in the reading, whether it is covered or not in lectures, as well as for the information in the lectures.

Note: Participation grade is based on active and constructive contribution to class discussions, as well as on attendance. In this sense, for every three unexcused absences you will lose one participation point.

#### 2. Quizzes – 10% of course grade.

There will be occasional, unannounced quizzes on the readings and/or material provided during the lecture. **There will be no make up quizzes.** If you miss a quiz and have an approved excuse or you took the quiz but no grade has been posted, you must make that known to the **instructor within a week of the date of the quiz.** If you fail to do so, you will not be given credit for an excused absence. If you have an excused absence, your overall quiz grade will be the average of the quizzes you took.

#### 3. Negotiation advisory memo - 30% of course grade

In a paper of 2,000-2,400 words (*indicate word count*), develop an advisory memo from the position of a trusted adviser to a negotiator. Please select an international negotiation that has received sufficient coverage to allow you to examine the parties' strategies, tactics, and other behaviors. The memo will consist of two distinct sections:

a. Overview/context (no more than 400 words): identify the parties and their relationship, their respective goals, the issues and broader context of the negotiation, other relevant information.

b. Analysis and recommendations (1,600-2,000 words): employ four or five course concepts to analyze the negotiation and to ground your recommendations. Be sure to present the concepts and their application in language accessible to non-academic readers. For each recommendation (or discussion of past actions), assess the likely (or realized) effectiveness.

#### 4. Negotiation research paper - 50% of course grade

In a paper of 3,000-3,600 words (*indicate word count*), deliver one of the following—students must confer with the faculty member to ensure focus and fit are appropriate:

- a. Comprehensive analysis of a specific negotiation
- b. Historical/comparative analysis of a specific negotiation strategy or tactic
- c. A topic of your interest

### **Grading and Assessment**

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

- A: Outstanding and original work; well-argued, well-organized, without significant error or omission.
- B: Very fine work, reasonably argued, clearly organized, with only slight error or omission; clearly well above the average.
- C: Solid work of a quite satisfactory nature; clear evidence of engagement and comprehension, but with some organizational, factual, or interpretive errors/omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of length, fact, organization, or interpretation; incomplete work.
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded.
- Participation 10%
  - Quizzes 10%
  - Advisory memo 30%
  - Research Paper 50%

### **Late Paper Policy**

Late papers will receive 5 points deduction for each calendar day (this includes weekends) they are late.

### **Other Class Policies**

- Laptop computers can be used in class ONLY when the instructor allows. **Abusing computer privileges will result in loss of participation points.** Moreover, students may be prohibited from using their computer for the rest of the semester (no email, Facebook, twitter, etc)
- Cell phone should be turned off or put on silent. Disruptions from such devices will adversely affect your participation grade.

- For assignments that will be submitted through T-square, students need to ensure that assignments can be opened and are readable. To ensure this, students should attach all written assignments in either .doc or .pdf formats.
- The instructor will make any effort to return your graded assignments in a timely manner (usually within two weeks).
- The instructor will respond to all emails (sent M-F) within 48 hours. If you do not receive a response in 48 hours, I probably did not receive your message and you should resend it.

**Additional Information and Services**

1. The Office of Disability Services – [adaptsinfo@gatech.edu](mailto:adaptsinfo@gatech.edu) (404-894-0285)

2. Academic Honor Code

The Georgia Tech Academic Honor Code states: “Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.” Such acts include, for instance, plagiarism.

Plagiarism means using an author’s exact or paraphrased words without citation or acknowledging the source of information. Whether intentional or not, plagiarism is considered cheating and will not be tolerated. If you are unsure whether something should be cited, please ask.

**Course Outline and Reading Assignments**

Please complete readings *prior* to the date for which they’re listed

| <b>Date</b>                     | <b>Topics and Readings</b>   | <b>Assignments</b> |
|---------------------------------|--|--------------------|
| <b>Introduction</b>             |  |                    |
| Jan 11                          | Course introduction  |                    |
| <b>Negotiation Fundamentals</b> |  |                    |
| Jan 13, 15                      | <b>The nature of negotiation</b><br>Lewicki, Barry, & Sanders, Ch. 1   |                    |
| <b>Jan 18</b>                   | <b>School Holiday</b>  |                    |
| Jan 20, 22, 25                  | <b>Strategy and tactics of distributive and integrative bargaining</b><br>Lewicki, Barry, & Sanders, Chs. 2, 3<br>Hopmann, “Bargaining and Problem Solving: Two Perspectives on International Negotiation,” <i>Turbulent Peace</i> , 2001, Ch. 27, pp. 445-468 |                    |
| Jan 27                          | <b>Negotiation: Strategy and planning</b>  |                    |

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|-----------------------------------|--|------------------------------|
|                                   | Lewicki, Barry, & Sanders, Ch. 4   |                              |
| <b>Negotiation Subprocesses</b>   |  |                              |
| Jan 29                            | <b>Perception, Cognition, and Emotion</b><br><br>Lewicki, Barry, & Sanders, Ch. 6<br>Raiffa, "Negotiation Analysis," <i>Negotiation Analysis</i> , 2001, Ch. 5, pp. 81-96  |                              |
| Feb 1-5                           | <b>Communication</b><br><b>Finding and using negotiation power</b><br><br>Lewicki, Barry, & Sanders, Ch. 7, 8<br>Ury & Smoke, "Anatomy of a Crisis," <i>Negotiation Journal</i> 1, 1985, pp. 93-100  |                              |
| <b>Negotiation Contexts</b>       |  |                              |
| Feb 8                             | <b>Ethics in negotiation</b><br><br>Lewicki, Barry, & Sanders, Ch. 5   |                              |
| Feb 10, 12                        | <b>Relationships in negotiation</b><br><br>Lewicki, Barry, & Sanders, Ch. 9  |                              |
| Feb 15-18                         | <b>Multiple parties groups, and teams in negotiation</b><br><b>Best practices in negotiation</b><br><br>Lewicki, Barry, & Sanders, Chs. 10, 12<br>Singh, "Coalitions, Developing Countries, and International Trade: Research Findings and Prospects," <i>International Negotiation</i> 11:499-514, 2006 |                              |
| <b>Cross-cultural negotiation</b> |  |                              |
| Feb 22-26                         | <b>International cross-cultural negotiation</b><br><br>Lewicki, Barry, & Sanders, Ch. 11<br>Cohen, Ch. 1   |                              |
| Feb 29,<br>March 2                | <b>Negotiation: The cultural roots</b><br><b>Intercultural dissonance: A theoretical framework.</b><br><br>Cohen, Chs. 2, 3  |                              |
| <b>March 4</b>                    |  | <b>Advisory<br/>Memo due</b> |
| March 7-11                        | <b>What is negotiable?</b><br><b>Setting out the pieces: Prenegotiation</b><br><br>Cohen, Chs. 4, 5  |                              |
| Mar 14                            | <b>Let the contest commence: Opening moves</b><br><br>Cohen, Ch. 6   |                              |
| <b>Mar 16, 19</b>                 | <b>No class. Dr. Markley attends ISA Conference</b>  |                              |
| <b>Mar 21-25</b>                  | <b>Spring break</b>  |                              |
| Mar 28-<br>April 1                | <b>On tactics and players: Middle game I</b><br><b>Sounds, Signals, Silence: Middle game II</b>  |                              |

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|-----------------|--|---------------------------|
|                 | Cohen, Chs. 7, 8<br>Rivers & Lytle, "Lying, Cheating Foreigners!! Negotiation Ethics across Cultures," <i>International Negotiation</i> 12: 1-28, 2007   |                           |
| April 4-8       | <b>Under pressure: End game I</b><br><b>Face and form: End game II</b><br><br>Cohen, Chs. 9, 10<br>Colson, "The Ambassador between Light and Shade: the Emergence of Secrecy as the Norm for International Negotiation," <i>International Negotiation</i> , 13:179-195, 2008 |                           |
| April 11-15     | <b>When is a deal a deal?</b><br><b>In Search of harmony</b><br><br>Cohen, Chs. 11, 12   |                           |
| April 18-22     | Case studies/Research Presentations  |                           |
| <b>April 25</b> | Last day of school - Review  |                           |
| <b>April 27</b> |  | <b>Research Paper due</b> |