

GEORGIA INSTITUTE OF TECHNOLOGY
Sam Nunn School of International Affairs

**Essentials of Negotiation – INTA 8803-EM
Fall 2020**

Dr. Eliza Markley

Class Meetings: M, W 3.30 – 4.45 pm, Love (MRDC II) 185 and online

Office Hours: Thursday 11.30 am – 12.30 pm, BlueJeans

E-mail: eliza.markley@inta.gatech.edu

Course Description

This course covers theoretical and practical aspects of international negotiation. Students will study historical negotiation processes, cross-cultural issues of negotiation, differences in worldview, and 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.
- Be able to analyze cultural differences and their impact in international negotiations.
- Be able to use their knowledge of international negotiation in a practical problem-solving way to address issues of immediate international concern.
- Think critically about the United States' role in various negotiating instances.
- 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* (6th ed.).
2. Cohen, *Negotiating Across Cultures* (revised ed.), 1997
3. Solomon & Quinney, eds., *American Negotiating Behavior*, 2010

Additional readings will be posted in Canvas.

Recommended Readings:

1. Hare, *Making Diplomacy Work*, Sage, 2016
2. Mnookin, *Bargaining with the Devil*, Simon & Schuster Paperbacks, 2010.
3. Jeong, *International Negotiation*, Cambridge University Press, 2016.
4. Zartman, "International Mediation in Post-Cold War Era," *Turbulent Peace*, pp. 427-444 (Canvas)
5. Mnookin, "Giant Software Wars: IBM vs. Fujitsu" (Canvas)

Recommended online subscription (free): Program on Negotiation at Harvard University

Course Requirements

1. Class Participation – 10% of course grade
Students will be expected to attend all classes (either in-person or online) to the best of their ability, complete all assigned readings, and participate in classroom/online discussions on the subjects addressed in the readings and lectures. Most importantly, students need to complete all simulations (either in-class or online) organized throughout the course. Participation grade is based on active and constructive contribution to class discussions and group work (5%), as well as on attendance. (5%)
2. Article/book presentations – 10% of course grade.
This is an individual assignment. Select a negotiation book, article, or topic of your interest (I can make recommendations, if needed) and prepare a short 15-minute presentation to the class. You may select the day when to deliver the presentation. Inform your instructor regarding your preferred presentation date before September 9th. Grade will be based on the thoroughness of content, as well as the quality of your presentation.
3. Reflection papers – 10% of the course grade
Several (in-class or online) simulations will be followed by a 3-4 page reflection-essay assignment. This will require students to discuss the negotiation process and their particular negotiating role through the lenses of theoretical concepts covered by the textbook.
4. Negotiation advisory memo - 35% of course grade
In a paper of 3,000-3,500 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 600 words): identify the parties and their relationship, their respective goals, the issues and broader context of the negotiation, and other relevant information.
 - b. Analysis and recommendations (2,400-2,900 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.

5. Negotiation research paper - 35% of course grade

In a paper of 4,500-5,000 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

- Participation 10%
- Presentations 10%
- Reflection Papers 10%
- Advisory Memo 35%
- Research Paper 35%

Late Paper Policy

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

Other Class Policies

- When in-class, 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)
- When in-class, cell phone should be put on silent. Disruptions from such devices will adversely affect your participation grade.
- For assignments that will be submitted through Canvas, 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 (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

NOTE: This outline is subject to change. Please follow closely Canvas announcement for changes.

Date	Topics and Readings	Assignments	Deadline
8.17	Course introduction BlueJeans		
Part I Negotiation Fundamentals			
8.19	Questionnaire 1: Personal Bargaining Inventory BlueJeans	Complete Questionnaire and the Discussion Board (DB) post	8.19 @ 3.30 pm
		Final Team statements (DB)	8.24 @ 3.30 pm
8.24	The nature of negotiation ➤ Lewicki, Barry, & Sanders, Ch. 1 BlueJeans		
8.26	“Pasta Wars” Simulation Groups Monday and Wednesday in class Group Online - online	“Pasta Wars” reflection paper (Canvas)	8.31 @3.30 pm
8.31, 9.2	Discussion “Pasta Wars” Simulation Strategy and tactics of distributive bargaining ➤ Lewicki, Barry, & Sanders, Ch. 2 ➤ Hopmann, “Bargaining and Problem Solving: Two Perspectives on International Negotiation,” <i>Turbulent Peace</i> , 2001, Ch. 27, pp. 445-468 BlueJeans	Watch “The Bridge of Spies” movie and write a reflection paper	9.7 @ 3.30 pm

9.7	“Used Car” Simulation Groups Monday and Any in class Groups Wednesday and online - online		
9.9	“Island Cruise” Simulation Groups Wednesday and Any in class Groups Monday and online - online	“Island Cruise” and Used Car Reflection Paper (Canvas)	9.14 @ 3.30 pm
9.14, 16	Discussion “Used Car” and “Island Cruise” simulations Strategy and tactics of integrative negotiation ➤ Lewicki, Barry, & Sanders, Ch. 3 BlueJeans		
9.21	Integrative and distributive negotiations in comparison - group work and presentations BlueJeans	Summarize and present your group article	9.21 @ 3.30 pm
9.23	SINS II Scale – group work Negotiation: Strategy and planning Ethics in negotiation ➤ Lewicki, Barry, & Sanders, Ch 4, 5 ➤ Laue, “Ethical Considerations in Choosing Intervention Roles.” BlueJeans	Complete SINS II Scale (no need for submission, have it completed before class)	9.23 @ 3.30 pm
Part II Negotiation Subprocesses			
9.28	Finding and using negotiation power ➤ Lewicki, Barry, & Sanders, Ch 8 BlueJeans		
9.30	“Toyonda” Simulation Groups Wednesday and Any in class Groups Monday and online - online	“Toyonda” reflection paper (Canvas)	10.7 @ 3.30 pm
10.5	Discussion “Toyonda” Perception, Cognition, and Emotion Communication ➤ Lewicki, Barry, & Sanders, Chs. 6, 7 ➤ Ury & Smoke, “Anatomy of a Crisis,” <i>Negotiation Journal</i> 1, 1985, pp. 93-100 Communication Scale BlueJeans		
10.7	Influence ➤ Lewicki, Barry, & Sanders, “Influence,” <i>Negotiation</i> , pp. 285-318 Job Negotiation – via email No class meeting	Job Negotiation reflection paper	10.12 @ 3.30 pm

Part III Negotiation Contexts			
10.12, 14	“Job” Negotiation discussion Relationships in negotiation <ul style="list-style-type: none"> ➤ Lewicki, Barry, & Sanders, Ch. 9 Trust Scale BlueJeans		
10.19	Multiple parties, groups, and teams in negotiation Coalitions <ul style="list-style-type: none"> ➤ Watkins & Rosegrant, “Assembling the Persian Gulf Coalition” Case Study: Persian Gulf Coalition BlueJeans		
10.21	“Coalition” Simulation Multiple parties, groups, and teams in negotiation Coalitions <ul style="list-style-type: none"> ➤ Lewicki, Barry, & Sanders, Ch. 10 ➤ Lewicki, Barry, & Sanders, “Coalitions” (Canvas) ➤ Singh, “Coalitions, Developing Countries, and International Trade: Research Findings and Prospects,” <i>International Negotiation</i> 11:499-514, 2006 Groups Wednesday and Any in class Groups Monday and online - online		
10.26	Agents, Constituencies, Audiences <ul style="list-style-type: none"> ➤ Lewicki, Barry, & Sanders, “Agents, Constituencies, and Audiences” (Canvas) 		
Part IV Cross-cultural negotiation			
10.28	“Mouse” Simulation International cross-cultural negotiation <ul style="list-style-type: none"> ➤ Lewicki, Barry, & Sanders, Ch. 11 ➤ Cohen, Ch. 1 Groups Monday, Wednesday and Any in class Group online - online	Advisory Memo (Canvas)	10.28 @ 3.30 pm
11.2	Negotiation: The cultural roots Intercultural dissonance: A theoretical framework <ul style="list-style-type: none"> ➤ Cohen, Chs. 2, 3 BlueJeans	Group presentations	
11.4	What is negotiable? Setting out the pieces: Prenegotiation Let the contest commence: Opening moves <ul style="list-style-type: none"> ➤ Cohen, Chs. 4, 5, 6 BlueJeans	Group presentations	
11.9	On tactics and players: Middle game I Sounds, Signals, Silence: Middle game II <ul style="list-style-type: none"> ➤ Cohen, Chs. 7, 8 	Group presentations	

	<ul style="list-style-type: none"> ➤ Rivers & Lytle, “Lying, Cheating Foreigners!! Negotiation Ethics across Cultures,” <i>International Negotiation</i> 12: 1-28, 2007 <p>Case Study: Oslo Accords BlueJeans</p>		
11.11	<p>Under pressure: End game I Face and form: End game II</p> <ul style="list-style-type: none"> ➤ Cohen, Chs. 9, 10 ➤ 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 <p>BlueJeans</p>	Group presentations	
11.16	<p>When is a deal a deal? In Search of harmony Best practices in negotiation</p> <ul style="list-style-type: none"> ➤ Cohen, Chs. 11, 12 ➤ Lewicki, Barry, & Sanders, Ch. 12 <p>BlueJeans</p>	Group presentations	
11. 18, 23	Research Project Presentations	Research Paper	12.2 @ 5 pm