

**NEGOTIATION, MEDIATION, CONFLICT RESOLUTION, AND
(insert your own name here)**

**TUFTS UNIVERSITY
DEPARTMENT OF URBAN AND ENVIRONMENTAL POLICY AND PLANNING**

FALL 2013 SYLLABUS

INSTRUCTOR:

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TEACHING ASSISTANT:

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CLASS ASSIGNMENTS

The assigned readings for this course are described in shorthand below.

“Diamond”, refers to Diamond, *Getting More*,

“Fisher” refers to Fisher and Ury, *Getting to Yes*.

“Babcock” refers to Babcock and Leshever, *Women Don't Ask*.

“Grant” refers to Grant, *Give and Take*

“Reader” refers to the Negotiation Reader.

“Tricks of the Trade” refers to Burdick, “Tricks of the Trade” in the Reader.

“Game” refers to “A Manual for Playing the Game” in the Reader.

“Workbook” refers to the course Workbook which describes the assignments in more detail.

Written assignments in bold font are to be turned in or e-mailed to me by the day they are due in class. Otherwise, they will be turned in later as indicated in this syllabus. My e-mail address for this course is rburdick@gbls.org, and not rburdick@tufts.edu.

1. September 5, Introduction to the Course

- a. Conduct Buyer/Seller negotiation in class.
- b. Play trading games.
- c. No written or reading assignment

2. September 12, “Tricks of the Trade” Summarized

- a. Conduct “Evening the Score” negotiation competition in class.
- b. Read “Tricks of the Trade”; Diamond, chs. 1 , 7; Grant, chs. 1 and 5
- c. Overview of “Tricks of the Trade.”
- d. Complete pre-course Decksometer Reading.
- e. Complete pre-course Negotiator Self-Assessment.
- f. Complete the initial “Just Asking” Index in the Workbook in Appendix D.
- g. Complete self-critique of the Buyer/Seller negotiation.
- h. Complete a written plan for “Evening the Score” as described in Appendix B of the Workbook.

3. September 19, Knowing Your Own Powers in a Negotiation

- a. Conduct “Not in My Back Yard” negotiation competition in class.
- b. Read Diamond, ch. 3; Babcock, chs. 7, 8; Grant, ch. 3; and Game.
- c. **Email to me at rburdick@gbls.org your three-page Power Psychoanalysis.**
- d. Complete the written plan for this negotiation as described in the Workbook for this class.
- e. Complete a self-critique of “Evening the Score” as described in Appendix B of the Workbook.
- f. Complete the questionnaire in the Workbook for this class.

4. September 26, Building Trust Empathizing with the Opposition

- a. No negotiation.
- b. Read Babcock, pages 1-111; Diamond, chs. 2, 4; Fisher, chs. 2, 7, 8; and Grant, ch. 7
- c. Complete the relationship quiz in the Workbook.

- d. Complete the self-critique of the previous negotiation.
 - e. Complete the gender questionnaire in the Workbook.
 - f. **E-mail to me at rburdick@gbls.org all of your Workbook completed so far.**
 - g. Start making your List in Appendix C of your Workbook,
- 5. October 3, The Alternative Goals and Strategies of an Agent/Negotiator: Any Deal, the Best Deal, or the Enhanced Best Deal?**
- a. Conduct “Saving the Y” negotiation competition in class.
 - b. Read Babcock, chs. 6, 7; Diamond chs. 6, 11; Grant, ch. 3; Game.
 - c. Complete the written plan for this negotiation in the workbook.
- 6. October 10, Clue Searching**
- a. Conduct two half-hour job interviews, one-on-one, in class.
 - b. Read Diamond, chs. 5, 8, 9; Fisher, ch. 1, 3; Babcock, ch. 5
 - c. Watch and discuss a negotiation video.
 - d. Prepare the written plan for each job interview.
 - e. Complete the self-critique of the previous negotiation.
 - f. Update your “Just Asking” Index.
- 7. October 17, Bargaining with Packages and the “Best First Offer”**
- a. Conduct “Arms Control in Cobia”, Part I in class.
 - b. Read Babcock, ch. 7; Grant, ch. 6
 - c. Complete the self-critique for the previous negotiation.
 - d. **E-mail me all of the workbook completed so far.**
 - e. Conduct a mid-course review in class with Matt.
 - f. Complete a written plan for this negotiation.
 - g. Update your List.
- 8. October 24, Negotiating with Racial and Ethnic Differences**
- a. Conduct “Arms Control in Cobia”, Part II in class.
 - b. Read “An Ethnic Theory of Plane Crashes” handout from *Outliers* by Malcolm Gladwell; “Fair Driving”; and “Hofstede’s Dimensions.”
- 9. October 31, Offering Hope on Common Ground with Standards of Fairness**
- a. Conduct “Foreign Direct Investment in Mandoa”, Part I in class.
 - b. Read Fisher, ch. 5; Grant, ch. 4 and 8
 - c. Complete the self-critique for the previous negotiation.
 - d. Complete the written plan for this negotiation.
- 10. November 7, Explaining Your Powers**
- a. Conduct “Foreign Direct Investment in Mandoa”, Part II in class.
 - b. Read “The Psychology of Bargaining” in the Reader.

11. November 14, Catch Up

- a. Complete the self-critique of the previous negotiation.

12. Week of November 28, A Two-on-Two Negotiation

- a. Conduct two-on-two final, graded negotiation.
- b. **Turn in a jointly prepared negotiation strategy plan at the time of the negotiation.**

13. December 5, What Did You Learn?

- a. We will have a speaker.
- b. **Complete your post-course self-assessment and post-course Decksometer reading in the Workbook.**
- c. **Complete your self-critique of the final two-on-two negotiation.**
- d. **E-mail me the entire completed Workbook, including the final two-on-two self-critique and your post-course self -assessment.**
- e. **E-mail me your final paper.**
- f. **Update your List.**
- g. **Update your “Just Asking” Index**

1. REQUIRED READINGS

Getting to Yes, (Fisher), Fisher and Ury, Penguin

Getting More, (Diamond), Three Rivers Press

Give and Take, (Grant) Grant, Viking

Women Don't Ask, Babcock and Laschever, (Babcock) Bantam Books

"Negotiation Reader" to be distributed by email

2. MY GOALS FOR THE COURSE

This is a course in resolving disputes, apparent conflicts and shared problems using the skills of negotiation and mediation. By the end of the course I want you to be able to: 1. Design problem-solving strategies and negotiate a variety of situations effectively; 2. Develop a conceptual understanding of several different negotiation approaches; and 3. Learn from your own negotiation experience. These goals require using a combination of critiqued negotiation simulations, theoretical readings, directed class discussions, illustrations, and relevant written assignments.

3. WRITTEN ASSIGNMENTS

There is usually a written assignment for each class that will be described in the Workbook, a separate document that will be available electronically.

4. CLASSES IN GENERAL

I shall begin classes promptly at 6:00 and try to end no later than 9:00. I try to make the class discussions as student-driven as possible within the general framework of the topics described in this syllabus. A common tension for this part of the course is deciding how much time to devote to the readings and how much to devote to critiquing the simulations. I will not be able to satisfy any of you with the balance I pick, but I want your help making that decision. This means that I will ask questions that I think are important, but I will count on you to let me know what aspect of the topic is most important or problematic for you.

5. SIMULATION PLANNING AND PARTICIPATION

Being well prepared for each simulation is very important to everyone's learning in this course. One unprepared negotiator will affect everyone else's experience. You will quickly discover how being well prepared will help you in your negotiations. You are asked to prepare a piece of a written plan for each negotiation along the lines described in this syllabus. **You also need to let me or Matt know as soon as possible ahead of time if you can't make a simulation, because your absence will affect other students. If we have enough notice, we can sometimes make adjustments.**

It is likely that during some of the negotiations you will do in this course, you will not be familiar with the context or specific terms referred to in the materials. In those situations you should do outside research in order to familiarize yourself with these terms just the way you would in a real negotiation. If you need help figuring out what to research, just email or call Brenda or me to ask.

6. SIMULATION SELF-CRITIQUES

After each simulation, you should complete a "self-critique" of your performance during that negotiation. The basic format is in this syllabus. You are encouraged to make them detailed—the

more detailed the better. Developing your habits and skills of critical and constructive self-critique are among the most important goals I have for this course.

7. FEEDBACK

One of the expectations students bring to this course is receiving individualized feedback on their negotiation performance. I will try to give regular feedback to those students I observe negotiate. Matt and I will provide some written feedback after every negotiation we observe. You will be asked to provide written feedback to another student with whom you negotiated each week. **You are strongly encouraged to speak to or call me to set up a time for individual feedback if you want more than you got in class.**

8. ASSIGNED READINGS

We will often not talk about every reading assignment. This is in part because I like to have you control as much of the discussion agenda as you are interested in doing. The readings are very important for your conceptual development of this subject and therefore for doing your negotiation planning and critiquing. The readings are not difficult for the most part, but are often difficult to apply to a new situation. Don't be fooled by the simplicity of the presentation. That simplicity is designed to make the otherwise difficult implementation process easier in the long run to learn how to do well. **The size of the reading assignments varies each class. A strategy many previous students have recommended is reading *Getting More* and *Women Don't Ask* in their entirety as early as you can and then reviewing the assigned chapters as they are assigned over the session.**

9. RECOMMENDED READINGS

There are many perspectives on negotiating that aren't captured very well in one place. Here are two other books you will find very useful for your simulation preparation and for writing your papers: *Difficult Conversations*, Stone, Patton and Heen, Harvard Negotiation Project, 1999

10. GRADES

I will be using all aspects of your work in this course to compute your grade. This includes class attendance and insightful participation, the quality of your negotiation performance in the simulations, and the quality and thoroughness of all your written work. In order to get an "A" in this course, you will need:

- a. to attend and *participate* regularly in class,
- b. to prepare thoroughly and participate skillfully in all the simulations, particularly the final graded negotiation,
- c. to prepare thorough, timely written work of high quality, and
- d. to do well on the final paper.

Your performance on the assignments is weighted as follows:

Class Attendance and Participation	10 %
Power Psychoanalysis	10 %
Written Workbook Assignments	30 %
Final Negotiation	30 %
Final Paper	20 %

