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

TUFTS UNIVERSITY
DEPARTMENT OF URBAN AND ENVIRONMENTAL POLICY AND PLANNING

SPRING 2019 SYLLABUS

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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 Lashever, Women Don’t Ask.
“Reader” refers to the “Negotiation Reader” we will email you.
“Tricks” 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 Workbook of written and class assignments we will email you.

Written assignments in bold font are to be emailed to me by the day they are due in class to Rhurdick@gbls.org.
Otherwise, they should be turned in later as indicated in this Syllabus.
*Written assignments are all described in the Workbook.

1. **January 17th, Introduction to The Course**
   a. Introduction to the Design of the Course
   b. Conduct Buyer/Seller negotiation in class.
   c. Play Trading Games.
   d. No written or reading assignment

2. **January 24th, “Tricks of the Trade” Summarized**
   a. Conduct “Evening The Score” negotiation competition in class.
   b. Read “Tricks”; Diamond, Preface and ch. 1, 6,7; Fisher, ch 1, 3; and Game.
   c. Overview of “Tricks of the Trade” presented in class
   d. Complete Pre-course Decksometer reading*.
   e. Complete Pre-course Negotiator Self-assessment*.
   f. Complete Self-critique of the Buyer/Seller negotiation*.
   g. Complete a written plan for “Evening The Score” as described in Appendix B of the Workbook.*
   h. Complete your initial “Just Asking Index” in the Workbook in Appendix D.*

3. **January 31st, Getting More of What You Want**
   a. No negotiation
   b. Read Fisher, ch. 2 4, 6-8; Diamond, ch. 2,4, 5; Handout 3 Stage Negotiation Framework; “Cooperatives vs. Competitives” handout
   c. “A Post-Agreement Agreement” Assignment: Improve each group’s solution to last week’s negotiation, “Evening The Score”.
   d. Complete Self-critique of the previous negotiation for last week as described in the Workbook for this class.
4. **February 7th, Knowing Your Own Powers in a Negotiation**

b. Read Diamond, ch. 3; Babcock, chs. 7, 8; and Game.
c. Email to me at rburdick@gbls.org your three page “Power Psychoanalysis” for this negotiation described in the Workbook for this class*.
d. Complete the written plan for this negotiation as described in the Workbook for this class*.
e. Complete the questionnaire on page 9 of the Workbook*.

5. **February 14th, Empathizing With the Opposition**

a. Conduct "Not In My Back Yard" Part II in class.
b. Read Babcock, pages 1-111
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. Email to me at rburdick@gbls.org all of your Workbook completed so far.
g. Start making your List in Appendix C of the Workbook.

6. **February 28th, 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.
b. Read Babcock, chs. 6, 7; Diamond, ch. 11; and Game.
c. Complete the written plan for this negotiation in the Workbook*.

7. **March 7th, Clue Searching, Part I**

b. Read Diamond chs. 5, 9
c. Prepare a written plan for Getting to Work*.
d. Complete the Self-critique of the previous negotiation*.
e. Update your “Just Asking Index”.

8. **March 14th, Clue Searching, Part II**

a. Conduct “Arms Control in Cobia, Part I” in class.
b. Conduct a mid-course review in class with Becca.
c. Prepare a written plan for this negotiation*.

9. **March 28th, Bargaining With Packages and the “Best First Offer”**

a. Conduct “Arms Control in Cobia, Part II” in class.
b. Read Babcock, ch. 7.
c. Complete the Self-critique for the previous negotiation*.
d. Email me all of the Workbook completed so far.
e. Complete the revised written plan for this negotiation knowing what you know now.*.
10. **April 4th, Negotiating with Racial and Ethnic Differences**
   a. Conduct “Keeping The Company Open” collective bargaining negotiation in class.
   c. “Negotiating While Black”, Gladwell, “Fair Driving” and “Hofstede’s Dimensions”.
   d. Complete the written plan for this negotiation*.
   e. Complete the Self-critique for the previous session*.

11. **April 11th, Explaining Your Powers**
   a. No negotiation
   c. Complete the Self-critique of the previous session*.

12. **The Week of April 15th, A 2 on 2 Negotiation**
   a. Conduct 2 on 2 Ocean State Job Lots vs. the Mayor of Somerville.
   b. Turn in a jointly prepared negotiation strategy plan at the time of the negotiation*.

13. **April 25th, 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 Ocean State negotiation*.
   d. Email me the entire, completed Workbook including the Final 2 on 2 Self-critique and your Post Course Self-Assessment.
   e. Email me your Final Paper*
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1. REQUIRED READINGS

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 to 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 SARA 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 Becca 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. YOU ARE STRONGLY ENCOURAGED TO SPEAK TO OR CALL ME OR BECCA 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 which aren't captured very well in one place. I have listed some other books you may find useful for your simulation preparation and for writing your papers.
Leadership Without Easy Answers, Heifetz, Belknap Harvard 1994

Give and Take, Grant, Viking, 2013

Getting Past No; Negotiating With Difficult People, Ury, Bantam, 1991

The Manager as Negotiator, Lax and Sebenius, Free Press, 1986

Collaborating, Gray, Jossey Bass, 1989

Negotiating Rationally, Bazerman and Neale, Free Press, 1992

Rethinking America, Smith, Random House, 1995

The Art and Science of Negotiation, Riaffa, Belknap Harvard, 1982

Co-opetition, Brandenburger and Nalebuff, Currency Doubleday, 1996

Solution Selling, Bosworth, McGraw Hill, 1995

Beyond Winning, Mnookin, Peppet and Tulumello, Belknap Harvard, 2000

Breakthrough International Negotiations, Watkins and Rosegard, Jossey Bass, 2001

The Mediation Process, Moore, Jossey Bass, 1986

You Just Don’t Understand, Tannen, Ballantine, 1990

You’re Wearing That: Understanding Mothers and Daughters in Conversation, Tannen, Ballantine, 2006

Difficult Conversations, Stone, Patton and Hean, Harvard Negotiation Project, 1999

The Power of a Positive No, Ury, Bantam, 2007

The Dance of Anger, Lerner, Perennial Library, 1985

Bargaining with the Devil, Mnookin, 2010

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,
   a. to prepare thoroughly and participate skillfully in all the simulations,
      particularly the final Ocean State negotiation,
   b. to prepare thorough, timely written work of high quality, and
   c. to do well on the final paper.

Your performance on the assignments is weighted as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>10 %</td>
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<tr>
<td>Power Psychoanalysis</td>
<td>10 %</td>
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<tr>
<td>Written Workbook Assignments</td>
<td>30 %</td>
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<tr>
<td>Final Negotiation</td>
<td>30 %</td>
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<tr>
<td>Final Paper</td>
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