

“Let us never negotiate out of fear. But let us never fear to negotiate.” – John F. Kennedy



Syllabus: POL 5533 (27445)/4910 (27442)

Dispute Resolution/Negotiation

Content Area	Notes	
Classroom & Building	UCO Downtown Carnegie Center/131 Dean A. McGee/Oklahoma City	
Meeting time and days	02/02/18 Friday 5:30 p.m. – 9:30 p.m. 02/03/18 Saturday 9:00 a.m. – 5:00 p.m. 02/04/18 Sunday 1:30 p.m. – 5:30 p.m. 03/30/18 Friday 5:30 p.m. – 9:30 p.m. 03/31/18 Saturday 9:00 a.m. – 5:00 p.m. 04/01/18 Sunday 1:30 p.m. – 5:30 p.m. 04/06/18 Friday 5:30 p.m. – 9:30 p.m. 04/07/18 Saturday 9:00 a.m. – 5:00 p.m. 04/08/18 Sunday 1:30 p.m. – 5:30 p.m.	
Semester and year	Spring, 2018	
Department	Political Science	
Instructor contact information		
Instructor’s name	Elizabeth S. Overman, Ph.D.	
Office Telephone Number	405.974.5530	
Office location	Liberal Arts, 211	
UCO E-mail address	eoverman@uco.edu	
Office hours	4:30 p.m. – 5:30 p.m.	
Course/catalog description	POL 5533 - Dispute Resolution/Negotiation Dispute Resolution/Negotiation studies contemporary methods of resolving development dispute through negotiation, bargaining, and mediation. Techniques and skills applicable to solving controversies over planning and implementation of public and private development projects are emphasized. POL 4910 – Seminar in Political Science Credit will vary from 1 to 4 hours. Subject matter will vary within the department’s field of study.	
Prerequisites	For undergraduates(POL 4910): ENG 1113 and 1213	
Objective	The course objective is help you think about, practice, and (hopefully) improve your ability to negotiate and bargain your way through life (both personal and professional).	
MPA Programmatic Objectives	1 Mission	Inspire public values by providing transformative learning experiences for ethical leaders striving to improve communities in the Oklahoma City metropolitan area and the world.
	2 Vision	The MPA is a flagship public service program. The UCO MPA prepares professionals to serve as leaders in local, state, tribal, and national governments;

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		nonprofit organizations; and international agencies. UCO MPA graduates inform public debate and address critical policy issues.
	3	MPA programmatic values civic engagement; discipline knowledge/professional competence; diversity & cultural sensitivity; environmental stewardship; ethical leadership global awareness; good governance; pride in public service; quality of life; social justice.
Transformation Learning Objectives	The Political Science Department is committed to furthering the academic mission, vision, goals, values, and philosophy of the University community. Transformative learning goals (the “Central Six”) have been identified as: Discipline Knowledge Leadership; Problem Solving (Research, Scholarly and Creative Activities); Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness. ¹ This course concentrates on the transformative learning goal of problem solving which includes research, scholarly and creative activities. This course is STRL certified.	
Textbook information	<p>Leigh L. Thompson, <i>The Mind and Heart of the Negotiator</i>, 5th edition, Boston: Pearson, 2012.</p> <p>Roger Fisher and William Ury, <i>Getting to Yes: Negotiating Agreement Without Giving In</i>, Toronto, Canada: Penguin Books, 1991.</p> <p>Other applicable supplies or resources: <i>The New York Times</i> is available, at no cost, on campus Monday – Friday from the first day of the Fall/Spring semester to the last day of classes. Please take advantage of any opportunity to learn more about the politics and the great issues of our time which require people skilled in dispute resolution and negotiation in the United States and beyond. <i>The New York Times</i> is one of the world’s great newspapers.</p> <p>Also, the MPA program uses <i>The Chicago Style Manual</i>. There are freely available detailed sheets in Chambers Library. For this course, you are free to select whatever style guide you choose that will allow you to effectively communicate high standards of design for the documents you will be submit for evaluation.</p>	
Other applicable supplies/resources	You can download the course workbook packet which is at the end of this syllabus. Carry out all of the exercises and submit your answers at the end of the semester.	
Caveat	The professor reserves the right to modify the syllabus at any point in the course of the semester.	
Course Outline, Grading and Participation Requirements	<p>The professor reserves the right to alter the syllabus at any point in the semester.</p> <p>Weekend I</p> <ol style="list-style-type: none"> 1. Welcome, Introductions 2. Review Syllabus 3. Workbook packet 4. Getting to yes: Negotiating Agreement Without giving In (<i>Civil Action</i>) 	

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	<ol style="list-style-type: none"> 5. Key principles and groundwork for effective negotiation 6. Definition and scope 7. Preparation: what to do before 8. Distribution negotiation 9. Win-Win Negotiation 10. Exploring empathy through film: <i>The Milargo Beanfield War</i> <p>Weekend II</p> <ol style="list-style-type: none"> 11. Advanced Negotiation Skills 12. Establishing trust and building a relationship 13. Power, persuasion and empathy 14. Creativity and problem solving 15. Exploring empathy through film: <i>Dead Man Walking</i> <p>Weekend III</p> <ol style="list-style-type: none"> 16. Applications and special scenarios 17. Multiple parties, coalitions and teams 18. Simulation: BaFa BaFa 19. Cross-cultural negotiation 20. Exploring cross-cultural empathy through film: <i>Dancing with Wolves</i> 21. Tacit Negotiations and social dilemmas 22. Negotiating via information technology 																																				
<p>Day and time of final examination</p>	<p>04/08/18 Sunday, 3:00 p.m. - 5:30 p.m.</p>																																				
<p>Description of required work and assigned percentages (see workbook at the end of the syllabus which describes, in detail, the work we are doing).</p>	<p>Participation (discussions, group exercises, BA BA) 10% List of domestic issues/pathway to resolution 10% <i>Getting to Yes</i> 25% Essays 25% Mid-Term/Final Exam (Take Home) 30%</p>																																				
<p>Grade categories</p>	<table border="1"> <thead> <tr> <th colspan="3">Graduates</th> <th colspan="3">Undergraduates</th> </tr> </thead> <tbody> <tr> <td>100 – 91</td> <td>A</td> <td></td> <td>100 – 89</td> <td>A</td> <td></td> </tr> <tr> <td>90 - 85</td> <td>B</td> <td></td> <td>88 - 84</td> <td>B</td> <td></td> </tr> <tr> <td>84 - 80</td> <td>C</td> <td></td> <td>84 - 70</td> <td>C</td> <td></td> </tr> <tr> <td>79 - 70</td> <td>D</td> <td></td> <td>69 - 60</td> <td>D</td> <td></td> </tr> <tr> <td>69 - 0</td> <td>F</td> <td></td> <td>59 - 0</td> <td>F</td> <td></td> </tr> </tbody> </table>	Graduates			Undergraduates			100 – 91	A		100 – 89	A		90 - 85	B		88 - 84	B		84 - 80	C		84 - 70	C		79 - 70	D		69 - 60	D		69 - 0	F		59 - 0	F	
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<p>Class management information</p>	<p>UCO Policiesⁱⁱ Academic Affairs statement Student Information Sheet and Syllabus Attachment. It includes UCO Mission; UCO Vision; Academic Integrity Statement; Academic Dishonesty Policy; Uconnect Statement; ADA Statement regarding special accommodations; Incomplete Grade; Withdrawing from all classes; Withdrawing from all classes – federal aid recipients; Emergency Individual Class Drop or Complete Withdrawal; Important Dates; Holidays; Library Hours; Weather Related Information; Emergencies During Finals Statement; Final Exam Daily Limits; How to Contact a Faculty Member; Class Attendance is Important; Expectation of Work; We’re Here for You!; Taking Care of Your Emotional Health; Call Student Assistance by OU; Helpful Numbers; Emergency Evacuation and Drills, UCO Copyright Policy. http://sites.uco.edu/academic-affairs/files/aa-</p>																																				

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	<p>forms/StudentInfoSheet.pdf</p> <p>The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (“Title IX”), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.</p>
Attendance policy	Attendance Policy: 100% attendance and full participation and a devotion to complete of all class assignments.
Policy for late assignments	Policy for late assignments, make-up work and missed exams: All written assignments are due on the date specified in the syllabus.
Turnitin.com	Plagiarism is not accepted and will result in an “F” for the class and may lead to expulsion from the university.
UCO policies	<p>https://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf https://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf</p> <p>This information includes:</p> <ol style="list-style-type: none"> a. Academic Integrity Statement b. UCONNECT Statement c. ADA Statement d. Incomplete Grade e. Withdrawing From All Classes f. Emergency Individual Class Drop or Withdrawal g. Important Dates h. Semester Holidays i. Library Hours j. Weather Related Information k. Emergencies During Finals Statement l. Final Exam Daily Limits m. How to Contact a Faculty Member n. Class Attendance o. Oklahoma State Board of Regents expectations p. Helpful Numbers q. Emergency Evacuations and Drills r. UCO Copyright Policy

¹ “A large and persistent association between education and health has been well-documented in many countries and time periods and for a wide variety of health measures. In their paper, “Education and Health: Evaluating Theories and Evidence,” presented at the National Poverty Center conference “The Health Effects of Non-Health Policy,” David M. Cutler and Adriana Lleras-Muney review literature and conduct statistical analyses on the relationship between education and health. They find a clear association between education and health that cannot be fully explained by income, the labor market, or family background indicators. The authors note that the relationship between health and education is a complicated one, with a range of potential mechanisms shaping the connection between education and health. The mechanisms by which education influences health are complex and are likely to include (but are not limited to) interrelationships between demographic and family background indicators, effects of poor health in childhood, greater resources associated with higher levels of education, a learned appreciation for the importance of good health behaviors, and one’s social networks.”
http://www.npc.umich.edu/publications/policy_briefs/brief9/

Rubric:

Grading Criteria for essays:

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Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 F-level qualities (below 70)	Score
Purpose	Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader	Introduces and presents paper adequately; purpose is not consistently clear throughout the paper	Introduces and presents paper somewhat effectively; writing has a clear purpose but may sometimes digress from it	Introduces and presents paper poorly; purpose is generally unclear	
Development and content	Develops paper with exceptional care, including all topics assigned in a seamless manner; provides a balanced presentation of relevant information and shows a thoughtful, in-depth analysis of the topics; reader gains insights	Develops paper as assigned, including a full discussion of each topic assigned; information displays a clear analysis of the significant topics; reader gains some insights	Does not fully develop paper as assigned and may ignore one of the three major issues or treat it in a cursory manner; analysis is basic or general; reader gains few insights	Paper is undeveloped; paper does not relate to the assignment and includes very little discussion of the issues discussed in the course; analysis is vague or not evident; reader is confused or may be misinformed	
Cohesion and Insight	Ideas are supported effectively; writer shows clear evidence of having understood and synthesized course concepts; the application of concepts to the event chosen is exceptional	Ideas are generally supported; writer shows evidence of having read, understood, and correctly applied the course concepts to the event chosen	Many ideas are unsupported and it may not be clear whether the writer has understood or synthesized the concepts; application to the event may be incomplete	Writing is incoherent and shows little or no insight; there is no evidence that the writer has read the assigned texts or understood the concepts	
Organization	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness	Writing is accomplished in terms of clarity and conciseness and contains only a few errors	Writing lacks clarity or conciseness and contains numerous errors	Writing is unfocused, rambling, or contains serious errors	

Work Book

The U.S. is now the most unpredictable actor in the world today....military conflict involving the U.S. and North Korea...armed confrontation between Iran and the U.S....OR a U.S. ally over Iran’s involvement in regional conflicts...global warming...armed confrontation in the East China Sea between Japan and China...deepening economic and political turmoil in Venezuela...deterioration of the humanitarian disaster afflicting Yemen...violence against Muslim Rohingya in Myanmar by government forces...organized crime-related violence in Mexico...Eastern Ukraine violence between Russian-backed militias and Ukrainian forces...major military confrontation between Pakistan and India...tensions between Israelis and Palestinians...what about in domestically in the United States? What about in your own life?

Weekend 1:

1. *“I have a dream...”* Dr. Martin L. King

Watch: [Martin Luther King - I Have A Dream Speech - August 28, 1963 ...](#)

▶ 17:29

<https://www.youtube.com/watch?v=smEqnklfYs>

I Have a Dream Speech Martin Luther King's Address at March on Washington August 28, 1963. Washington ...

Answer the following questions in a typed essay:

What is the essence of brotherhood? How does “brotherhood” make “justice a reality for all?” Why did he warn that we “not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred?” Why is it important to operate “on the high plane of dignity and discipline?” How is it that everyone’s destiny is tied up and we are all in it together and “we cannot walk alone?” What is the true meaning of the American creed, “*We hold these truths to be self-evident that all men are created equal*”? What is the meaning of “*I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood*?” What does it mean that “little black boys and little black girls will be able to join hands with little white boys and white girls as sisters and brothers?” How do we “transforms the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together...?” “*...knowing that we will be free one day,*” what does this mean? What is freedom? Are both black and whites hobbled by racism? What does Dr. King mean when he says, “*...we will be able to speed up that day when all of god’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, ‘Free at last! Free at last! Thank God Almighty, we are free at last!’*”

2. Make a list of the 10 most pressing domestic issues facing the United States today. What is tearing the United States apart? What prevents us from solving the many problems that this nation faces? How many of the issues/problems require negotiation and conflict

resolution skills to either diminish the problem or eradicate it?

Example:

Domestic Issue	Path(s) to Resolution
1.	

3. Answer each of the following questions in a typed, 5 - 10 page essay:

Read the book, *Getting to Yes*, and watch the following film:

[A Civil Action \(1998\) Movie ** John Travolta, Robert Duvall, Kathleen ...](#)

▶ 2:09:33

https://www.youtube.com/watch?v=ecBKL_Zi1HU

1.

Nov 11, 2016 - Uploaded by Nhan Tinh

A **Civil Action** (1998) Movie ** John Travolta, Robert Duvall, Kathleen Quinlan The families of children who ...

Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, Toronto, Canada: Penguin Books, 1991/*Civil Action* (feature film)

What is negotiating? Do you think that learning about formal negotiation techniques can eliminate stress, anxiety and acrimony? Why is it important to establish goals rather than start with a proposed solution? What is the difference between goals and solutions? What are the five stages of the negotiation process that start with a goal and end with a solution? Apply each stage with examples? Why is it a good idea to start out asking “what problem are you trying to solve?” How can you help translate solutions into goals by generalizing ideas? Why is it important to know what you

think and feel about the goals? How it is that negotiating be fun and harmonious?

After answering the questions above, watch the following film and write a paper describing the

4. Thompson: chapter 1 Submit a typed two page essay answering the following questions.

What is negotiation? What is the scope of negotiation? Why is negotiation a core management competency? Why are most people ineffective negotiators and what are some of the traps?

5. Thompson: chapter 2 Submit a typed two page or more essay answering the following questions.

Why is effective preparation a strategic advantage at the bargaining table? Why is it important to develop a best alternative to a negotiated agreement? What are the implications of the development of your BATNA and that of the parties with which you are negotiating?

6. Thompson: chapter 3 Submit a typed two page or more essay answering the following questions.

How can negotiators achieve their outcomes while preserving relationships and building trust?

How is it that a negotiator well versed in the psychology of fairness is at a pie-slicing advantage in negotiation?

7. Thompson: chapter 4 Submit a typed two or more page essay carefully answering the following questions.

Why are negotiators unaware that their negotiation outcomes are inefficient?

8. Analyze the film from the perspective of a negotiator. *The Milagro Beanfield War (1988)* Reuben Blades plays a small town sheriff who stumbles into the role of a mediator to settle a dispute between local Hispanic farmers, the US Forest Service and Corporate Developers who want the land for a golf course and resort. It is a half way serious comedy of difficult dispute with a humorous bent.

[The Milagro Beanfield War - FULL MOVIE - YouTube](https://www.youtube.com/watch?v=YRjJvmUF0KI)

▶ 1:41:30

<https://www.youtube.com/watch?v=YRjJvmUF0KI>

The **Milagro Beanfield War** 1988.

Weekend II and III:

1. Analyze, from the perspective of negotiating ethical and legal wrongs, the film *Dead Man Walking*, in a two page typed essay.
2. Analyze, from the perspective of cross cultural negotiation, the film *Dancing With Wolves*, in a two page typed essay.
3. Thompson, chapter 5: Type a three page essay explaining what you learned about yourself and your negotiating style. It is critical that you understand your negotiating style and that you are flexible enough to expand your repertoire; also, it is not safe to assume that any counterparties have the same orientation that you do; try to figure out what your limits are and what strengths you possess; use this chapter as a tool to get in touch with your own style.
4. Thompson, chapter 6 & 7: Type a one page essay for each of the following questions. Is there a moral/conceptual link between trust

building and ethical behavior? Why is a negotiator's BATNA the most important source of power in a negotiation?

5. Thompson, chapter 8,9,10: Type a three page essay exploring creativity in cross-cultural and multi-party negotiations.
6. Thompson, chapter 11 & 12: Type a one page essay describing prisoner's dilemmas, social dilemmas and escalation dilemmas and a one page essay describing the impact of information technologies on negotiations.