



ACOM 7324: Negotiation

ACOM 7234 - 30131019

Summer 2019

Fridays from 5:00 – 9:00 PM

Saturdays from 8:00 AM – 4:00 PM

Sundays from 8:00 AM – 4:00 PM

June 28-30 and July 19-21

Speech Bldg., Room 210

3 Credit Hours

Syllabus subject to change

Instructor: Dr. Bailey M. Oliver

Email: bmoliver1@ualr.edu

Office: Speech Bldg., Room 230

Business Hours Contact: (501) 683-7264

Weekends Contact: via email

Office Hours:

In person on Friday June 28 and July 19 from 3:30 – 5:00 PM

Online virtually - by appointment (email to setup)

Course Objectives

This course was carefully designed alongside and in conjunction with the goal of the Department of Applied Communication to “foster the co-creation of better social worlds through positive communication”. As such, this course will help you:

- Define negotiation and its underlying principles according to theorists
- Explain the various approaches to negotiation and identify which approach leads to more civil and productive interactions
- Identify the influence of gender, sex, culture, and emotions in negotiations
- Describe how negotiation functions differently within organizations/the workplace
- Apply learned practices of successful and civil negotiation to both in class simulations and outside real-world situations

Catalog Course Description

Examination of the nature of conflict and presentation of theories and techniques of negotiation as a method of resolving or managing conflict. Students will analyze cases of negotiation at many levels and engage in negotiation simulations including topics such as buying and selling, contracts, group decision making, plea bargaining, and organizational creation. Emphasis is on solving problems through negotiation and consideration of the role of third parties.

Textbook & Readings

- Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to Yes*. ISBN: 9780143118756
- Shell, C., & Cash, W. B. (2000). *Bargaining for Advantage*. ISBN: 9780140281910
 - Note: There are also earlier/newer versions of these books that may be used as well, although page numbers and all content may not correspond correctly.
- **Required Online Readings** (will be available on Blackboard)

Blackboard/UALR Email

A required part of this course is accessing announcements, updates, assignments, and grades through Blackboard. The Blackboard website provides vital announcements, assignment handouts/rubrics, and a course calendar—information that may not be discussed in emails. You should check our Blackboard page daily. You should access the Blackboard website within the first two days of the start of our semester.

In order to get key course announcements, you also **MUST** regularly access your UALR-sponsored email address. If you want to use an alternate email, you must redirect your UALR email address. Furthermore, students must regularly clean out their email accounts so that they are able to receive course announcements. ***Do not send emails to me through Blackboard.*** The only way to contact me is by emailing bmoliver1@ualr.edu

Assignments

Grades will be calculated based on the following assignments. There are 300 total possible points for this course with the following grade breakdown:

In Class Negotiation #1, Preparation Materials	20 points
Discussion Questions, 2 sets at 10 points each	20 points
Outside Negotiation Reflection Paper	60 points
In Class Negotiation #2, Preparation Materials & Group Negotiation	80 points
Final Paper	100 points
Participation/Attendance	20 points
Total	300 points

In Class Negotiation #1:

Preparation Materials, 20 points total.

You will be participating in two in-class negotiations. You will receive instructions for your role in each of these role-play negotiations at least two days prior. Make sure to read the materials and prepare your negotiation strategy well in advance of class. An essential part of negotiation is preparation. Preparing for a negotiation means much more than simply reading the materials distributed to you. Preparing may include researching an organization, a career position, laws or statutes, media or news articles, etc and role playing potential strategies to use during the negotiation. As you will learn in class, preparation is one necessary step of many required in the practice of negotiation. The more you prepare for a negotiation, the better your ultimate outcome will be. For these two negotiations, you must submit materials that display your preparation. You will upload these materials to Blackboard by 8 AM the morning of each negotiation. **Your preparation materials must include:** **a)** a detailed description of any research you conducted for your role/the negotiation scenario; **b)** a description of your (or your client's) interests; **c)** your estimation or assumption of the interests of your negotiation counterpart(s); **d)** your resistance, aspiration, and status quo/BATNA points; **e)** a discussion of your goals and strategy for the negotiation. Your first negotiation (In Class Negotiation #1) will be with one other classmate.

Discussion Questions:

2 sets at 10 points each, 20 points total.

We will read quite a few articles throughout this course. Class participation requires you not only to engage in discussion about these articles, but to also pose discussion questions for the entire class. You will be assigned two articles that you will need to read thoroughly, and then derive at least two thought-provoking discussion questions for each. You will post your discussion questions in the “discussion board” section of our Blackboard by Monday of that week's class. Your discussion questions should be analytical, culturally relevant, methodological, and/or ask theoretically significant questions. Articles will be assigned prior to our first meeting.

Outside Negotiation Reflection Paper:

60 points total.

You will be tasked with engaging in a few real life negotiations. You will be given instructions for these outside negotiations after our first weekend of class. These negotiation exercises will instruct you on what, how many, and at times whom to ask or negotiate with or for. You will then be asked to write a short paper (3-6 pages in length) reflecting on your experience in these out of class negotiation activities. You will be provided a list of questions to help spur your reflection, and you will also be expected to address relevant research/theory/concepts in the paper as they relate to your experiences during these negotiations. We will also discuss these experiences together in class on Friday of the second weekend. Further instructions and a rubric for this assignment will be posted to Blackboard and distributed on our first day of class.

In Class Negotiation #2:

Preparation Materials (20 pts), Group Negotiation (60 pts), 80 points total.

For your second negotiation (In Class Negotiation #2), you will be placed in a group to engage in a multi-party, two-group negotiation. You will be given instructions for your role and information pertinent to your negotiation scenario (including information about the roles of others involved) at least one week in advance. You can (and should) discuss your negotiation strategy with your other group members, but you all should have unique preparation materials. For example, your research and interests may look different from your group members', depending on your role and the instructions you are given about your role. In other words, the preparation materials are an individual assignment you will submit, but the actual negotiation will involve the whole group working together. You will receive up to 20 points for your preparation materials (see instructions above in the "In Class Negotiation #1" section) and your group as a whole can earn up to 60 points based on your negotiation performance during class.

Final Paper:

100 points total.

Your final paper will be an analysis of an existing, prior negotiation. The negotiation you choose should have been dealt with in some public manner (so you can locate documents, information, and research on it, without needing IRB clearance). The negotiation may be local, such as the ESTEM-UALR co-campus settlement, or negotiations after the mass UAMS position and budget cuts. Or it may have been dealt with on a national or international level, such as Trumps US-Mexico tariffs or any international trade deals, the Illinois Operating Budget Negotiation of 2016, company mergers (like AT&T-Warner or Fox-Disney), teacher/union-school board/state strikes, Apple/US Publishers Lawsuit of 2012, Chen Guangcheng negotiation talks, BREXIT, Iran Prisoner Swap of 2014, 2016 Oregon Protests, Writers Guild Strike of 2008, USA-NATO negotiation of 2018, etc. It is imperative that you research your topic prior to starting your paper to ensure you can locate enough information on how the negotiation was handled. You may even informally conduct your own research prior to writing your paper, such as talking with a parent you know of a current ESTEM student. This should be an 8-10-page paper that analyses how the negotiation played out, and what mistakes, challenges, or strategies were important to the negotiation outcome(s). You will be required to apply theories and practices discussed in our course to your analysis, as well as providing recommendations for how these parties could have been more civil and constructive in their negotiation tactics. Further instructions and a rubric for this assignment will be posted to Blackboard and distributed on our first day of class.

Participation/Attendance:

20 points total.

Class activities and discussions are a central component of this class, as they are not only useful but necessary for understanding and applying negotiation principles and concepts. Students are not only encouraged but required to participate in all discussions and in-class activities. When students share their experiences, the course material often becomes more interesting and comprehensible. As such, part of your overall grade is determined based upon your attendance and participation in in-class activities and discussions. Remember, *attending* class does not guarantee you are *participating* in class. *Importantly, you should come to class having

already looked at the posted discussion questions from your classmates. You are not only expected to complete assigned readings, but verbally participate in seminar discussions that include these discussion questions. To participate in response to a discussion question, you may:

- Ask a related factual question
- Make a point which reveals a methodological assumption
- Offer a critique of a research piece/reading
- Make a strong point which merits admiration
- Provide a clarification that will help everyone understand a concept further
- Apply a concept to your personal, professional, or research experience

*Please note responding to these questions will occur in person during class and should not be posted in the Blackboard discussion board.

Grading Policy

Generally, in the course, ‘excellent’ work earns “A” grades, ‘good’ work earns “B” grades, ‘average’ work earns “C” grades, ‘below average’ work earns “D” grades, and ‘unacceptable’ work earns an “F” or “0” grade. [More specific guidelines as to what counts as ‘excellent’ and ‘good’ will be explicated in class or presented to you on a handout before each assignment.] **Due to course policy, I cannot offer extra credit.**

A -	90-100 Percent	269-300 points
B -	80-89 Percent	239-268 points
C -	70-79 Percent	209-238 points
D -	60-69 Percent	179-208 points
F -	0-59 Percent	0-178 points

Course Policies

Participation:

We will be engaging in a number of in-class activities (such as in class negotiations and discussions) for which participation is REQUIRED. Your participation in this class includes every assignment from in-class discussions, to online assignment submissions, and in-class activities. Your participation grade will reflect each of these areas. Students who are not present, do not contribute to class activities or discussions, or who are tardy for those activities will not receive credit for them.

Attendance:

Regular, on-time attendance in any graduate-level class is mandatory. However, attendance is even more so significant in a shortened weekend course like this one. Missing one day or half a day of class can set you multiple readings and chapters behind. New material will be presented in each class session and participation is expected from all attendees. Those who do miss class will be responsible for informing the instructor and attaining the notes and assignments missed during the class. If you do not inform me, do not have an excused absence when you are not in class, you will not be able to make up assignments unless serious extenuating circumstances exist.

Makeup Policies:

All written assignments will be submitted online via Blackboard. As such, papers will **not** be accepted late for full credit. Assignments may be turned in the following day for half credit (50% less credit) at most. Papers will not be accepted after two days from the original due date. I do not accept papers via email, so please do not ask. Blackboard is the only acceptable place to turn in online assignments. All papers must be typed and include a name for grading. In-class assignments (such as activities, discussions, or Case Study or Consulting Project presentations) cannot be made up. If you miss one of these assignments and have an *excused absence* (note from physician, attorney, police, judge, or an obituary/funeral program), you will be provided with an alternative assignment and will have 1-week from the missed day to submit the assignment in full.

Regular and Substantive Contact:

I am dedicated to interacting with my students to ensure their academic success. As such, I will remain in regular and substantive contact with you all throughout the semester by: in-class lectures, sending weekly emails, and providing online feedback and grades within two weeks of an assignment submission. I will also be available for virtual or in-person office hours and via email throughout the semester.

Academic Integrity:

Cheating and plagiarism will not be tolerated. Plagiarism is the deliberate use of another's work as your own. This means lifting passages from books, journal articles, or other scholarly material without proper citations. I read these types of articles regularly and recognize the type of writing. Please also be advised that all work for this class must be **original to this class**. You may not recycle papers or work from other courses you've taken, including if you are taking this course over again. This behavior is considered to be academically dishonest and/or plagiarism as well. If you have any questions about these policies, please contact me. All material in this course- discussion questions, negotiation preparation materials, and paper submissions will be reviewed for plagiarism.

Student Conduct:

I want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading other course work or outside materials, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, social media, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is *not* an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 1% *each time* you engage in these sorts of behaviors (via discussion boards, submitted assignments, or in-class discussions). Further, students who are verbally or physically aggressive towards the instructor or another student before, during, or after class, or virtually will have their grade lowered by 25% *each time* they engage in this sort of behavior (and, if needed students engaging in such behaviors will be permanently removed from the class and the proper authorities notified). A breach of any of these student conduct expectations may also result in being sent to an academic disciplinary dean.

Please note that my office and all of our online spaces are all Safe Zones. Safe Zone spaces are locations where there is support and understanding, where bigotry and discrimination are not tolerated. I am a trained Safe Zone supporter and will not tolerate discrimination.



Students with Disabilities:

Students with Disabilities: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s), and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501.569.3143 (V/TTY) or 501.683.7629 (VP). For more information, please visit the [DRC website](#).

Inclement Weather:

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and

closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

Class Rules

- All readings will be completed prior to the corresponding class meeting day/time
- All written assignments will be typed, free of grammar/spelling errors, composed in APA format, and submitted electronically through our course Blackboard page
- All students will be professional and considerate of others and act in an appropriate and mature manner within classroom *and* throughout online class interactions.
- Emails will be composed using proper language and grammar, and will include a proper greeting.
Failure to do so will result in the deletion of the email without a response.
- Emails sent after 5 PM may not be responded to until after 8 AM the following morning.
- No tobacco use will be tolerated during class times and cigarette breaks will not be permitted.
- Questions about grading will be asked during office hours, not through email or during class time.

Tentative Course Calendar

Assignment due dates are indicated in **bolded red** below.

All articles are linked and accessible within our Blackboard page.

- **Friday, June 28th**
 - *Readings due prior to class:*
 - Volkema, 2009 article
 - Deutsch, 2006 article
 - Putnam, 2010 article
 - *Topics covered during class:*
 - Syllabus & basic course/assignments overview, Implicit Theories of Conflict Resolution, assign In Class Negotiation #1, assign articles for Discussion Questions
- **Saturday, June 29th**
 - *Readings due prior to class:*
 - *Getting to Yes* book in full
 - *Topics covered during class:*
 - Underlying Theories and Principles of Negotiation, practice in class negotiations
- **Sunday, June 30th**
 - *Readings due prior to class:*
 - *Bargaining for Advantage* book in full
 - *Topics covered during class:*
 - The Practice of Negotiation, **In Class Negotiation #1 (preparation materials due by to Blackboard by 8 AM)**
- Wednesday, July 10th
 - **Reflection Paper due to Blackboard by 11:59 PM**
- Monday, July 15th
 - **Both sets of Discussion Questions due to Blackboard by 11:59 PM**
- **Friday, July 19th**
 - *Readings due prior to class:*
 - Kray & Gelfand, 2009
 - Small, Gelfand, Babcock, & Gettman, 2006
 - *Topics covered during class:*
 - Sex/Gender & Negotiation
- **Saturday, July 20th**
 - *Readings due prior to class:*
 - Brew & Cairns, 2004
 - Imai & Gelfand, 2010
 - Marks & Harold, 2011
 - Belkin, Kurtzber, & Naquin, 2013
 - *Topics covered during class:*

- Culture & Negotiation, Negotiations in Organizations
- **Sunday, July 21st**
 - *Readings due prior to class:*
 - Brooks & Schweitzer, 2011
 - Der Foo, Elfenbein, Hoon, & Aik, 2004
 - *Topics covered during class:*
 - Emotions & Negotiation, **In Class Negotiation #2 (preparation materials due by to Blackboard by 8 AM)**
- Sunday, July 28th
 - **Final Paper due to Blackboard by 11:59 PM**