This course views conflict as an ever-present component of any decision-making environment, including Planning, Public Administration and Non-Profit Management. It offers tools for:

- understanding the nature of conflict and of individual and joint decision making processes;
- devising individual and group strategies that minimize the destructive consequences of conflict;
- identifying and negotiating solutions satisfactory to all involved.

Some negotiation and conflict-related concepts and processes are general and context-free, while others are specific to the planning, policy, administration or non-profit fields. Some exercises will illustrate context-free decision patterns while some will exemplify conflict and choice patterns specific to public sector decision making (for example, making budgeting decisions or negotiating public-private cost-sharing arrangements). Exercises and cases, and students' reaction to them, form the basis for class discussions about the nature of various decision mechanisms and the role of perceptions in managing conflicts.

Students will acquire the ability to analyze decision situations, understand the stakes of all involved, identify sources of conflict, devise and implement negotiation strategies that recognize when cooperation is beneficial.

The course consists of:
- lectures on individual/joint decision processes, negotiations, and conflict management strategies;
- class discussions and student presentations on assigned conflict management topics;
- exercise illustrating various aspects of negotiation and conflict management;
- student journal recording exercise experience
- discussions of exercise outcomes in terms of formal decision making models and negotiation theory.

Students are expected to: attend all classes; participate actively in discussions (see grading).
Homework should be: TYPED, labeled (student's name) and emailed ON TIME. Communication skills complement analytic ones, so pay attention to completeness, clarity, and aspect of written work. Grading is based on sound analysis, and on effective communication of results. Prepare for class sessions: read text assignments and identify topics that need clarification. Feel free to raise questions to ensure thorough understanding and ability to use the information in contexts outside the classroom. Prepare for class discussions of exercises: keep notes on your own behavior, feelings, choices and rationales, as well as notes on your partners' and opponents' behavior. (Make journal entries during exercises, or take some time after class to record your thoughts and perceptions.)

GENERAL INFORMATION

Instructor: Dan Joyce, M.A. Office: Lorain UC 113. Office hours: Before class and by appointment. Office phone: 216.407 4400 E-Mail: d.joyce85@csuohio.edu

Computer Lab hours: Consult the LCUA WEB page http://urban.csuohio.edu/tech/ (Students can pick up their account information during hours when the computer lab is open)

Snowy days: Call 216.687.2000

TEXTS


Readings
At least one reading will be assigned weekly. They will be posted on Blackboard and/or emailed to students.

EVALUATION PROCEDURE

The final grade (3 credits) will be a composite of:

<table>
<thead>
<tr>
<th>Grades for</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35%</td>
</tr>
</tbody>
</table>

Late work will not be accepted. No additional credit is available. All tests & papers are required. Test make-ups will be given only in extreme circumstances (proof required; vacations are not emergencies). Students are responsible for scheduling make-ups within 1 week of the class test. (Make-ups are different in content, length and format from in-class tests.)
ATTENDANCE

This class relies on role plays and discussion of results. Therefore, attendance is a proxy for participation and is taken at every class.

- Arrive on time (late students hold back the class and require redistribution of roles)
- Attend classes to participate, and to become familiar with the concepts tested in the midterms.
- Missing more than one class will have a negative impact on your grade.
- Any syllabus changes are announced in class.

IMPORTANT CSU DATES

For add/drop deadlines, holidays and break dates, see CSU Academic calendar, http://www.csuohio.edu/enrollmentservices/registrar/calendar/

UNIVERSITY POLICIES

- PLAGIARISM (see the CSU student code of conduct, section 3.1.2) -CSU Student Handbook definition:
  - Plagiarism – Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. (Academic Regulations)
  - Penalties for plagiarism: http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf
    The penalties for plagiarism are founding full in the Student Handbook under Academic Conduct Regulations.

- OTHER
  - Refer to the CSU Bulletin for add/drop/withdrawal procedures, S/U and incomplete grading.
  - For class cancellations due to weather, call CSU information (687-2000) before class.
  - Grades cannot be changed after their issuance at the end of the Semester.

STUDENTS WITH SPECIAL NEEDS

“Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal education opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of disability should contact the Office of Disability Services at 216.687.2015. The Office is located in UC304. Accommodations need to be requested in advance and will not be granted retroactively.” Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.
## SCHEDULE

Tentative, changes are likely and will be announced in class and by email

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Read</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8/26</td>
<td><em>Women Don’t Ask.</em> In class. Chapter 1</td>
<td>Introductions, class organization, class content. The nature of conflict. Decision-making basics.</td>
</tr>
<tr>
<td>2.</td>
<td>9/2</td>
<td>Chapter 2 Reading <em>Three Approaches to Resolving Disputes: Interests, Rights and Power</em></td>
<td>The nature of negotiation, strategy and tactics of distributive bargaining. Exercise Used car</td>
</tr>
<tr>
<td>3.</td>
<td>9/9</td>
<td>Chapter 3 Readings TBD</td>
<td>Strategy and tactics of integrative negotiation Exercise Pakistani Prunes</td>
</tr>
<tr>
<td>4.</td>
<td>9/16</td>
<td>Chapter 4 Readings TBD</td>
<td>Assignment 1 due Negotiation: strategy and planning Exercise The Job offer</td>
</tr>
<tr>
<td>5.</td>
<td>9/23</td>
<td>Chapter 4 Negotiation: Strategy and Planning, Readings TBD</td>
<td>Lecture, Discussion, exercise, Review</td>
</tr>
<tr>
<td>6.</td>
<td>9/30</td>
<td><em>Chapters 1-4, readings</em></td>
<td>MIDTERM 1 (class time)</td>
</tr>
<tr>
<td>7.</td>
<td>10/7</td>
<td>Chapter 5, readings TBD</td>
<td>Ethics Group work</td>
</tr>
<tr>
<td>8.</td>
<td>10/14</td>
<td>Chapter 6, Readings TBD</td>
<td>Perception, cognition and Emotions</td>
</tr>
<tr>
<td>9.</td>
<td>10/21</td>
<td>Chapter 7 Readings TBD</td>
<td>Communication Active listening Exercises</td>
</tr>
<tr>
<td>10.</td>
<td>10/28</td>
<td>Chapter 8; Readings TBD</td>
<td>Finding and using negotiation leverage Exercise</td>
</tr>
<tr>
<td>11.</td>
<td>11/4</td>
<td>Chapter 9 Readings TBD</td>
<td>Assignment 2 Due Relationships in Negotiation</td>
</tr>
<tr>
<td>12.</td>
<td>11/11</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>11/18</td>
<td>Chapter 10 Readings TBD</td>
<td>Multiple parties and teams NIBMY Exercise DO not Miss Class</td>
</tr>
<tr>
<td>14.</td>
<td>11/25</td>
<td>Email negotiation</td>
<td>Best practices, mediation, Assignment 3 Due</td>
</tr>
<tr>
<td>15.</td>
<td>12/2</td>
<td>Prepare for final exercise</td>
<td>Multi-party fishbowl Exercise</td>
</tr>
<tr>
<td>13.</td>
<td>12/9</td>
<td>Final Paper Due</td>
<td>Do not miss class</td>
</tr>
</tbody>
</table>

Final Paper Due
Assignment FORMAT

- Make it interesting to you: keep your writing brief and structured; at least 2 no more than 4 pages as needed, do not use fillers and tell what you think you would be interested in hearing from others.
- Make it professional: spell-check and proofread all work you hand in. Check that assignments cover all the points mentioned in their description below (correctness, completeness and clarity). Cleveland State University’s Writing Center can help.
- Make it easy to find: label your products with your name, the homework number and date, and page numbers (if needed). Name file with your last name, first initial and assignment number, ie. Joyce, D hw 1
- Make it easy to read: type all text using word processing.
- Make it easy to understand: explain your logic. State your conclusions where appropriate. Do not leave the reader guessing.
- Make it presentable: be prepared to share your story with the class; plan your presentation so you give only key points, relating them to textbook concepts and classroom discussions.
- Hand it in on time: Email it to d.joyce85@csuohio.edu before the beginning of class on the date due. Please name the file “last name_hw#” (e.g., “smith_HW1”) It must be in Microsoft word program.
- It must be an original work: you cannot recycle a paper you have written for another class.

HOMEWORK 1

Due 9/16
At least 2 full pages and as many as 4 pages

Option One:
Think of a real situation most like a 2-party, one-time, fixed-sum (distributive) negotiation. (It can be a story from your experience, or a current event.) Describe it briefly, and then analyze it in terms of:
- How reality deviates from the 2-party distributive negotiation presented in the text (if everything seems different, you should pick a different example that has at least a few of the key characteristics of a distributive negotiation);
- What goals the players might have had;
- What strategies the players used, and what they might have used to get the best outcome for themselves;

Option two:
- Identify your conflict resolution style from the Thomas/Kilman scale. Describe how using the strategies associated benefit the outcome when you are in conflict. Describe how using a different strategy might be more beneficial. Identify bargaining/negotiation tactics and their effects on outcome. Describe how relationship issues effect choice of strategy.
- Be prepared to discuss your choices in class.

Be prepared to present your example in class.

HOMEWORK 2
Due 11/4
Option one:
**Undegrads: 4-6 Full Pages**

**Option one:**
From the reading: *Women Don’t Ask* and *Women lean -in* comment on the general premise of the research. Answer “Why women don’t ask.” Relate the article to real life situations and reflect on your reaction. Comment about how it was different or similar to the article. Comment about different approaches to negotiations you will take in the future, if any.

**Option two:**
From the film the *Negotiator* identify the negotiation strategies and tactics used throughout the film. For example, commitment, chicken, BATNA’s etc.

Identify which issues were decided by Rights, Power or Interests.

**Options three:** Receive approval from me via email to create your own topic which will reflect the material to date, in analyzing a national, local or popular culture conflict. This option is highly recommended for graduate students.

**Homework 3**

Due 11/25
This paper will incorporate feedback from your first two assignments. It will expand the concepts with the information from Chapters 8,9,10 and readings. This paper if done well can be used as a basis for your final paper.
Final paper instructions

Due 12/9, 9:00pm

Purpose

1) Demonstrate your understanding of the material presented,
   A) Classroom role plays, discussions and demonstrations
   B) Written Material--- *Essentials* .... Lewicki et al...Chapters 1-9
   C) Readings--- Lecture and PP. presentations

2) Apply the material to the role plays and class room exercises, and/or a recent negotiation experience of your own, and/or analyze a historic negotiation or current events, and/or make up a situation, and/or think of another vehicle to demonstrate your knowledge.

3) Undergraduate students--- write a paper no less than 6 and no more than 9 full pages.

4) The “A” paper will include:
   a) the preparation and research before the negotiations.
   b) It will reflect thoughts on any ethical considerations that might arise,
   c) It will mention the choice of stance and why
   d) It will detail aspects of the negotiation that were distributive and those that were integrative and why
   e) It will detail strategies and tactics
   f) It will identify frames, and biases
   g) Anything that will surprise and delight me.

5) The title page does not count as one of the pages. You need not include a bibliography unless you cite references outside of the assigned material. The font should be 12 pt. and double spaced.

- Make it interesting to you: keep your writing brief and structured; do not use fillers.
- Make it professional: spell-check and proofread all work you hand in in Cleveland State University’s Writing Center can help.
- Make it easy to find: label your products with your name, the homework number and date, and page numbers.
- Make it easy to read: type all text using word processing.
- Make it easy to understand: explain your logic. State your conclusions where appropriate. Do not leave the reader guessing.
- Hand it in on time: Email by 9:00 pm on 12/9/15 it to, D.JOYCE85@csuohio.edu Label it in subject line name Final (e.g., “smith_final)
S. Alinsky, Rules for Radicals, (Random House, 1988)
F Duke, Resolving Public Conflicts: Transforming Community and Governance (Book Surge Publishers, 2006)
S. Gleason, ed., Workplace Dispute Resolution (Michigan State University Press, 1997)
D. Kolb & Assoc., When Talk Works: Profiles of Mediators (JosseyBass 1994)
M. LeBaron Duryea, Conflict and Culture: A Literature Review and Bibliography (UVic Institute for Dispute Resolution, 1992).
I. Mitroff, Smart Thinking for Cray Times: The Art of Solving the Right Problems (BerrettKoehler, 1998)
E. Rasmusen, Games and Information: An Introduction to Game Theory (Blackwell, 1989).
V.A, Satire, People Making (Condor Books, 1990),