

### COURSE SYLLABUS

Faculty: **Professor James Coben** 

Course: **Seminar: Rethinking Negotiation** 

Semester: **Spring 2011** 

Meeting Schedule: Friday (10:00-11:50 a.m.)

Room: 4

Office Hours and Communication:

I will set formal office hours after week one of the semester (when I know the full schedule for the students

in all of my courses). In the meantime, feel free to stop by whenever my door is open (I am generally on campus Monday-Wednesday 8-4:30; and Friday from 8:00-1:00). I am glad to schedule appointments whenever needed (just

give me a call or email – 651-523-2137;

jcoben@hamline.edu).

### Course Description:

Hamline has been leading a multi-year, cross-disciplinary global initiative to "rethink" how negotiation is taught across the world. The initiative, including two international conferences (Rome, Italy in May 2008 and Istanbul, Turkey in October 2009) have gathered the world's leading negotiation scholars and practitioners to critique contemporary negotiation pedagogy and contribute to development of "second-generation" negotiation training design. Post–Rome conference scholarship was published in Rethinking Negotiation Teaching: Innovations for Context and Culture (DRI Press 2009), as well as a special section of the April 2009 issue of the Negotiation Journal published by Harvard Law School. Post-Istanbul conference scholarship was published in Venturing Beyond the Classroom: Volume 2 in the Rethinking Negotiation Teaching Series (DRI Press 2010). We will publish a third book following the project's closing event set for Beijing, China in May 2011; in addition, Hamline is helping to launch the first bilingual (English and Chinese) negotiation journal in mainland China.

This seminar will explore the central themes of this innovative global project, including: 1) examining how contemporary models of negotiation (predominantly an American "export product") are loaded with cultural and world view

assumptions that unnecessarily limit negotiators' ability to succeed in the contemporary transnational business environment; 2) introducing the rich, and rapidly growing, multi-disciplinary "science" of negotiation, ranging from sociological/ anthropological perspectives on the importance of ritual to the art of sophisticated lie-detection and decision-tree analysis; and 3) designing ways to "operationalize" the new science of negotiation in practical teaching/training tools.

# Required Course Materials:

- RETHINKING NEGOTIATION TEACHING: INNOVATIONS FOR CONTEXT AND CULTURE (DRI Press 2009)
- VENTURING BEYOND THE CLASSROOM: VOLUME 2 IN THE RETHINKING NEGOTIATION TEACHING SERIES (DRI Press 2010)
- Chapters from the The Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator (American Bar Association 2006), loaded as pdf's on the course TWEN site)

## Learning Outcomes for the Course

The primary course objectives are for you to:

- examine how cultural and world view assumptions may limit negotiator success;
- explore the multi-disciplinary "science" of negotiation;
- design ways to "operationalize" the new science of negotiation in practical teaching/training tools;
- produce useful and effective feedback for your colleagues; and
- develop the ability to become a subject matter expert on a discrete negotiation topic through the production of a scholarly paper, classroom presentation, creation and implementation of a teaching module, and critiques of colleagues' work.

## **Course Requirements:**

This seminar is designed to emphasize topics of students' interest. You are responsible for selecting a negotiation topic and presenting it to the class for discussion, then using the discussion and additional research to prepare a complete, scholarly work, as well as a teaching module to "operationalize" your thesis for classroom use.

- **1. Paper:** Each student will produce a scholarly work done in the general "law review article" format. The final paper must be *at least* 25 pages in length (double-space, 12 point font, standard margins) and well-supported by footnotes. On the first day of class, we will determine the date of each student's presentation. A substantial, typed draft (at least 15 pages, double-spaced) is due at least one week before your scheduled presentation. Failure to meet the time deadline or the substantive requirement will result in a grade reduction.
- **2. Critiques of Student Papers**: Each student must type a one-page critique of each other student's first draft (first drafts will be posted on TWEN for access). The

comments should be constructive in nature. Student critiques are due no later than the day the critiqued paper is presented in class. Failure to provide the critiques in a timely fashion may result in a grade reduction.

- **3. Presentation Requirement:** Each student will make a 25-30 minute presentation based on their selected topic and thesis. The goal is to engage the class in a thoughtful, spirited discussion to seek input on ways to improve your paper (as well as think ahead to the teaching module you will create (see next paragraph)).
- **4. Teaching Module**: Each student will develop a module to "teach" the topic of their paper and will "beta test" the module in class at least a week after the day they present their paper. Students are free to design simulations or role plays, produce video, create online activities, or any other method to "teach" their topic (maximum of 30 minutes class time). Written teaching notes (3–4 pages, double spaced) are required. We will discuss format and expectations in class.

# Grading

Due to the nature of the assignments, anonymous grading will not be utilized in this class. Your grade will be based on the following:

Scholarly Paper: 70%
Teaching Module: 20%
Critiques of others' drafts: 10%

Particularly strong (or weak) classroom paper presentation and/or classroom participation may bump your final mark up (or down) by one-half grade.

# Course Attendance and Computer Use

At the beginning of each class session, I will distribute a class roster for you to sign. Since this seminar meets only once each week, missing two classes is presumptively excessive and can be the basis for involuntary withdrawal from the course. I encourage you to use laptop computers or other electronic devices in class to take notes and access course-related materials. However, use of electronic devices for purposes unrelated to class (such as checking email, participating in chat rooms, surfing the web, etc.) is prohibited – such use may result in not being allowed to use electronic devices in class for the balance of the semester and/or a grade reduction.

### **TWEN Site**

You must register for the TWEN site for this course by the end of the first week of class. Make sure the email address you use to register for TWEN remains valid during the semester or you will miss critical announcements and supplemental course material.

Assigned readings are from the course texts:

- RETHINKING NEGOTIATION TEACHING (RNT)
- VENTURING BEYOND THE CLASSROOM (VBC)
- THE NEGOTIATOR'S FIELDBOOK (NF), pdf versions of assigned chapters will be posted on the course TWEN site.

*Tentative* list of reading assignments (may be changed after our first class meeting and subsequent discussion of your subject matter interests and paper topics):

| Class Day   |        | Topic                   | Assignment                  |
|-------------|--------|-------------------------|-----------------------------|
| January 21  | 1      | Embedded                | RNT, Chapters 1–4           |
|             |        | assumptions             | VBC, Chapter 1              |
|             |        | -                       | NF, Chapters 4, 5 & 7 and   |
|             |        |                         | annotated table of contents |
| January 28  | 2      | Culture, religion, and  | RNT, Chapter 18             |
|             |        | ritual                  | VBC, Chapter 4              |
|             |        |                         | NT, Chapter 34–35 & 37      |
| February 4  | 3      | Gender; emotion;        | RNT, Chapters 5-6           |
|             |        | creativity; curiosity   | VBC, Chapters 18–19         |
|             |        |                         | NF, Chapters 30 & 36        |
| February 11 | 4      | Heuristics; partisan    | RNT, Chapter 8              |
|             |        | perceptions; decision   | VBC, Chapters 21–23         |
|             |        | analysis; trust theory; | NT, Chapter 22, 39–40, 51   |
|             |        | lie detection           |                             |
| February 18 | 5      | Negotiating online;     | RNT, Chapter 7              |
|             |        | wicked problems         | VBC, Chapters 24–27         |
|             |        |                         | PAPER TOPICS DUE (title and |
|             |        |                         | one paragraph abstract)     |
| February 25 | 6      | Pedagogy challenges     | RNT, Chapters 13–14         |
|             |        |                         | VBC, Chapters 8–9, 15 & 16  |
| March 4     | 7      | Student presentations   |                             |
| March 11    | Spring | N/A                     | N/A                         |
| 17 1 10     | Break  |                         |                             |
| March 18    | 8      | Student presentations   |                             |
| March 25    | 9      | Student presentations   |                             |
| April 1     | 10     | Student presentations   |                             |
|             | 4.4    | and teaching demos      |                             |
| April 8     | 11     | Student presentations   |                             |
|             | 4.0    | and teaching demos      |                             |
| April 15    | 12     | Student presentations   |                             |
| D , MDD     | 10     | and teaching demos      |                             |
| Date TBD    | 13     | Teaching demos          |                             |
| April 22    | Easter |                         |                             |
| 4 1100      | Break  | m 1: 1                  |                             |
| April 29    | 14     | Teaching demos          |                             |

NOTE: During the last week of May 2nd (the last week of the semester), I will be in Beijing, China for the third conference in the Rethinking Negotiation project series. Accordingly, our last class will be Friday, April 29th, NOT Tuesday, May 3rd; we will schedule a make-up class sometime in April (day and time to be decided).