This graduate seminar examines negotiation as strategic social interaction. The goal of the course is to equip students with an understanding of current theoretical and empirical literature that informs negotiation theory, research, and practice.

Students who satisfactorily complete the requirements of this course will be able to:

- Describe the primary theoretical and methodological approaches to the study of negotiation in a range of disciplines
- Articulate and examine negotiation as an inherently communicative process
- Discuss concepts, theories, processes, topics, and skills that are relevant to the study of negotiation
- Utilize negotiation simulations to illustrate and practice negotiation concepts/skills with an audience of learners
- Critically read, analyze, and interpret theoretical and empirical research in this domain of inquiry
- Locate, summarize, analyze, and integrate theory and/or research to address a chosen negotiation-related topic

Reading packet: The course reading packet consists of a set of published book chapters and journal articles. The articles vary in their focus with some consisting of theoretical research, literature reviews, or empirical studies. All of the articles can be accessed on the course D2L website. The assigned articles and citation information are available in the weekly schedule (at the end of the syllabus). Please do not print hard copies of the articles—bring laptops/tablets to class for viewing the articles and taking notes.

UWM Email Account: Students should have an active UWM email account and regularly check email. If another email address is preferred, set the UWM account to forward email to the alternate address. Email from the instructor will only be sent to students’ UWM email accounts.

D2L Access: Upon receiving a UWM email account, you should also be able to
log into Desire2Learn course management system. As mentioned above, all reading and descriptions of class assignments will be available in that forum. There are three categories of assignments, summarized below. Detailed guidelines for each assignment are available on the course website.

**Research Project** [450 pts]: All students must complete a research project that will be developed in three stages. First, early in the term, students will (in consultation with the instructor) write a research plan that summarizes the objectives and potential benefits of their research project, a timeline for the completion of tasks, and a brief list of initial sources used to form a basis for the research idea (3 pages; worth 50 points). Second, near the middle of the semester, students will submit the first half of their research project (worth 200 points), which is usually a summary of research literature in the selected topic area. Third, a completed project (200 points) will be due on the last class day of the semester and will include all completed portions of proposed project and a presentation (delivered during finals week).

**Brief Assignments - MiniPaper and Teaching** [2 x 50 pts = 100 pts]: The mini paper (3-page document with a brief presentation) is an opportunity to frame the course by completing an initial scan of research databases and identifying trends in the negotiation literature. Second, the teaching assignment is a group project that consists of leading an instructional session (50 minutes) to equip other students with a negotiation-related skill. Dates for the teaching assignment presentations can be found in the schedule, which is at the end of the syllabus.

**Class Facilitation/Participation/Application** [2 x 100 pts = 200 pts]: During one of the first few class periods, students will be assigned to articles from the reading packet and a role as either a “discussion facilitator” or “practical application specialist.” Facilitation duties consist of a delivering a one-page handout (distributed via email), a brief oral summary of the article contents, and leadership of a 30 minute class discussion. Practical application duties consist of reading the assigned articles for a given week and then generating a brief handout that includes a single, practical application statement with explanation paragraph that emerged from a synthesis of the week’s assigned reading.

The point breakdown for each of the assignments is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>450</td>
</tr>
<tr>
<td>Proposal Paper</td>
<td>[50]</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>[200]</td>
</tr>
<tr>
<td>End-of-Semester Paper</td>
<td>[200]</td>
</tr>
<tr>
<td>Brief Assignments - MiniPaper and Teaching [2 x 50 pts = 100 pts]</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Facilitation/Application [2 x 100]</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>
There are 750 points possible in this course. At the end of the semester, total points will be divided by points possible. This value will be used to determine the final percentage grade. Letter grades will be assigned to percentages according to the table below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>64 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63</td>
</tr>
<tr>
<td>F</td>
<td>00 - 59</td>
</tr>
</tbody>
</table>

The table below provides estimated hour allocations for completing the course. Please be aware that actual hour allotments may vary from student to student.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in the classroom (teaching and discussion)</td>
<td>48</td>
</tr>
<tr>
<td>Class preparation (reading, studying)</td>
<td>48</td>
</tr>
<tr>
<td>Research Collaboration and Writing</td>
<td>48</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>144</strong></td>
</tr>
</tbody>
</table>

Students should be present for the entirety of each class period. If it is necessary to miss class, please contact the instructor prior to missing class. This is necessary because there are a variety of in-class exercises and I need to know who will/will not be present each class. If two or more classes are missed, 20 points will be deducted from the participation grade for each missed class over two. If more than three classes are missed, I will recommend dropping the class and retaking it during a future semester.

Any assignment completed to meet the requirements of this course must comply with the format of the American Psychological Association (APA, 6th edition). Please be aware that all written work will be evaluated for clarity, conciseness, and appropriate grammar.

All written assignments should be submitted in an electronic format using the D2L dropbox. Assignments must be uploaded to the dropbox before the start of class on the day that they are due. On the day that an assignment is due, the dropbox will close at 6:30pm. After that, the work will not be accepted (see “Late work,” below). All uploaded documents should be in either a .doc, .docx, .rtf, or .pages format.
Late work will not be accepted. All assignments must be completed and uploaded to the D2L dropbox by 6:30pm on the date at which they are due.

This course will comply with the Department of Communication’s policy addressing the “Appropriate Use of Personal Technology Devices in the Classroom.” Substantial or repeatedly disregard for the items described in the policy will result in deductions from the participation grade. A document describing the policy is available at the following URL:

http://www4.uwm.edu/letsci/communication/undergrad/upload/classroom_policy.pdf

I encourage you to bring your laptops and tablet computers to class for reviewing assigned reading, taking notes, and so forth. I also understand that, on occasion, you might glance at your email and/or a Twitter feed, and so forth. Please keep this to a minimum, though. As an instructor, it can be frustrating to see 12 students who are looking at their inbox and (either intentionally or accidentally) avoiding eye contact with me.

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. Please contact the instructor prior to the observance to make arrangements. See:

http://www4.uwm.edu/secu/docs/other/S1.5.htm

The course will comply with university policies regarding military duty. See:

http://www4.uwm.edu/current_students/military_call_up.cfm

Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. See:

http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

If you need special accommodations in order to meet any of the requirements of this course, please contact me. Student with VISAs from the Student Accessibility Center should provide the VISA at the start of the semester. See:

http://www4.uwm.edu/sac/SACltr.pdf

An incomplete is seldom given in this course. If a problem arises that will prevent you from completing class requirements, contact the instructor immediately. To be considered eligible for an incomplete, you must provide written, verifiable, and acceptable proof that an incomplete is justified. Again, it is highly unlikely that an incomplete will be given in this course. See:

http://www4.uwm.edu/secu/docs/other/S31.pdf
Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. See:

http://www4.uwm.edu/secu/docs/other/S49.7.htm

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. See:

http://www4.uwm.edu/secu/docs/other/S28.htm

Discriminatory conduct is reprehensible and will not be tolerated by the University. It subverts the mission of the university and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment. See:

http://www4.uwm.edu/secu/docs/other/S47.pdf

In the event of changes to this syllabus, you will be informed in advance. Please regularly check the course web page and attend class to be aware of any modifications that are made.

This course will comply with policies and procedures designated by:

<table>
<thead>
<tr>
<th>Policy Area</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaint Procedures</td>
<td><a href="http://www4.uwm.edu/secu/docs/other/S49.7.htm">http://www4.uwm.edu/secu/docs/other/S49.7.htm</a></td>
</tr>
<tr>
<td>Grade Appeal Procedures</td>
<td><a href="http://www4.uwm.edu/secu/docs/other/S28.htm">http://www4.uwm.edu/secu/docs/other/S28.htm</a></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td><a href="http://www4.uwm.edu/secu/docs/other/S47.pdf">http://www4.uwm.edu/secu/docs/other/S47.pdf</a></td>
</tr>
<tr>
<td>Syllabus Changes</td>
<td><a href="http://www4.uwm.edu/secu/SyllabusLinks.pdf">http://www4.uwm.edu/secu/SyllabusLinks.pdf</a></td>
</tr>
<tr>
<td>Other Issues and Policies</td>
<td><a href="http://www4.uwm.edu/secu/SyllabusLinks.pdf">http://www4.uwm.edu/secu/SyllabusLinks.pdf</a></td>
</tr>
</tbody>
</table>

- The Department of Communication: http://www4.uwm.edu/letsci/communication/
- The College of Letters and Science: http://www4.uwm.edu/letsci/
- The Graduate School: http://www.graduateschool.uwm.edu
- UWM: http://www4.uwm.edu/secu/SyllabusLinks.pdf
## Schedule at a Glance

### Unit 1: Negotiation - Background and Concepts

<table>
<thead>
<tr>
<th>Week</th>
<th>General Topic</th>
<th>Lecture and/or Simulation</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Introduction to Course and Content Overview | 1. Distributive Bargaining Concepts  
2. *The Two-Dollar Bargaining Simulation* | Discussion/Application |
| 2    | The History and Domain of Negotiation Theory and Research | 1. Level 1 Communication Skills  
2. Planning for Negotiation  
3. *Behind the Lines* | Facilitation/Discussion/Application MiniPaper 1 |
| 3    | Research Methods for the Study of Negotiation | 1. Integrative Bargaining  
2. Leading Negotiation through Five Stages  
3. *The Alpha Project* | Facilitation/Discussion/Application |

### Unit 2: Cognitive, Conative, and Affective Components

<table>
<thead>
<tr>
<th>Week</th>
<th>General Topic</th>
<th>Lecture and/or Simulation</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 4    | Approaches, Motives, Styles, Strategies | 1. Level 2 Communication Skills - Getting Unstuck  
2. *Package2Airport* | Facilitation/Discussion/Application |
| 5    | Phases, Stages, Process | 1. Creativity and Brainstorming  
| 6    | Cognitions and Biases | 1. Pareto Optimal ≠ Win-Win  
2. *The Outburst* | Facilitation/Discussion/Application |
| 7    | Emotion | 1. Creativity and Brainstorming (again)  
2. *Apartment Sale* | Facilitation/Discussion/Application |

### Unit 3: Relationship Components

<table>
<thead>
<tr>
<th>Week</th>
<th>General Topic</th>
<th>Lecture and/or Simulation</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Relationships</td>
<td><em>OnlineAlltheTime</em></td>
<td>Facilitation/Discussion/Application</td>
</tr>
<tr>
<td>9</td>
<td>No Class: Spring Break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10   | Power | 1. Influence without Authority  
2. Teaching Topics 1 | Facilitation/Discussion/Application Midterm Research Project |
| 11   | Trust | 1. Trust, Distrust, Swift Trust  
2. Teaching Topics 2 | Facilitation/Discussion/Application |
| 12   | Deception and Nonverbal | 1. Ethics and Dealing with Lies  
2. Teaching Topics 3 | Facilitation/Discussion/Application |

### Unit 4: Societal and Contextual

<table>
<thead>
<tr>
<th>Week</th>
<th>General Topic</th>
<th>Lecture and/or Simulation</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 13   | Culture and Gender | 1. Making Mistakes and Fixing Them  
2. Teaching Topics 4 | Facilitation/Discussion/Application |
| 14   | Hostages and Crises | 1. Difficult and Dangerous Situations  
2. Guest Speaker | Facilitation/Discussion/Application |
| 15   | Communication Media (and Technology) | 1. Media, Feature, Channel  
2. Research Projects Discussion | Facilitation/Discussion/Application |
| 16   | Teaching/Learning | 1. Education vs. Training  
2. Research Projects Discussion | Facilitation/Discussion/Application Final Research Project |
| 17   | Class Research Presentations | | Presentation and Q & A |
Communication 830 : Negotiation

**Week 1**

Introduction to the Course and Content Overview

Course Introduction: Syllabus

**Week 2**

The History and Domain of Negotiation Theory and Research


**Week 3**

Research Methods for the Study of Negotiation


Week 7
Emotion


Week 8
Relationships


Cohen, T.R., & Thompson, L. (2011). When are teams an asset in negotiations and when are they a liability? In E.A. Mannix, M.A. Neale, & J.R. Overbeck (Eds.) Negotiation and groups (Research on managing groups and teams, Volume 14, pp. 3-34). Bingley, UK: Emerald Group.


Week 9
Spring Break
**Week 10  
Power**


**Week 11  
Trust**


**Week 12  
Deception and Nonverbal Communication**


Week 13
Culture and Gender


Week 14
Hostages and Crises


Week 15
Communication Media (and Technology)


Brief presentations by all class members to summarize and discuss semester research projects. The presentation does not constitute a final exam; however, it is evaluated as part of the participation/facilitation grade, is mandatory for all students, and will be delivered during the designated final exam period.