

# CONFLICT & DISPUTE RESOLUTION

**Units** 9.0  
**Time** Monday, Wednesday: 1:30PM–2:50PM  
**Location** CMUQ 2052  
**Website** <https://www.andrew.cmu.edu/user/degray/CDR18/>

**Instructor** Professor David Emmanuel Gray  
**Contact** CMUQ 1039, ✉ [degray@cmu.edu](mailto:degray@cmu.edu), 🐦 @ProfessorDEG  
**Office Hours** Monday, Wednesday: 9:00AM–12:00PM, 3:00PM–5:00PM

## Course Overview

### Description

Conflict is an intractable feature of life, whether occurring between family members, friends, coworkers, political organizations, nations, and even within oneself. No matter what discipline or career you pursue, you often find yourself in situations where your responsibility exceeds your authority. That is, your decisions will affect others who feel that they should have a say in the matter. You must then be ready to negotiate with others to get your job done, advance your career, and even maintain meaningful personal relationships with your family and friends.

The purpose of this course is to prepare you for these negotiations in three ways. First, we explore the nature of conflict while you reflect on your own personal tendencies during conflict. Second, we consider strategies, with a focus on principled negotiation, for resolving conflict. Third, we examine how to more productively approach interpersonal interactions that may cause stress, anxiety, or frustration.

Throughout, you will practice developing your powers of communication, persuasion, and conflict resolution in various in-class and out-of-class activities. Take these exercises seriously, and you will learn a great deal about yourself and improve your abilities for negotiation, conflict resolution, and navigating other difficult conversations. Indeed, I hope you finish the course a more reflective and effective negotiator, better able to handle the conflicts you will inevitably face.

### Objectives

By the end of this term, I expect that you will be able to:

- Apply an intellectual framework to explain the nature of conflict,
- Reflect on and develop your own approaches to handling conflict,
- Compare different strategies for conflict resolution, and
- More confidently approach conflict with others as problem solving opportunities.

I have designed each course requirement with these objectives in mind.

### Readings

The following are the three required textbooks for the course:

- BR:** Fisher, R., & Shapiro, D. (2005). *Beyond Reason: Using Emotions as You Negotiate*. New York: Viking Penguin.
- GY:** Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3<sup>rd</sup> ed.). New York: Penguin Books.
- DC:** Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most* (2<sup>nd</sup> ed.). New York: Penguin Books.

Additional reading will be posted on the course website. You are expected to read all assigned material according to the class schedule on pages 3–6.

### Announcements & Other Communication

I will email important information to you throughout the semester, so please routinely check your CMU email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office or get in touch via email.

### Requirements & Grading

Conflict resolution is a full-contact sport, but conducted as a cooperative process. You and your classmates must wrestle with difficult problems and situations together, while not attacking each other. Classes typically follow an instructor-guided seminar format, driven by discussion of the readings and their applications. Time is also set aside for in-class activities. As a result, the quality of the course depends critically on everyone's individual attention and participation. The purpose of us coming together as a class is to learn and practice conflict resolution as a group.

I strongly encourage you to discuss the course's material outside of class with your fellow classmates, friends, and family, as well as with me. Even so, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

**Assignments** include short reflection papers and negotiation preparations. See page 2 for more about the class requirements.

The total possible score may vary from assignment to assignment. However, each assignment's raw score is normalized a scale from 0 to 100. Unless you are notified of otherwise, the grading scale is as follows:

90.00–100.00	A	70.00–79.99	C	0.00–69.99	R
80.00–89.99	B	60.00–69.99	D		

Your final course grade will be on the same 100-point scale, with each assignment weighted as indicated on page 2. A spreadsheet is posted on the course website to help you keep track of your overall course grade.

If you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me.

### Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to TurnItIn. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you.

### Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Indeed, like any activity, conflict resolution can only be learned through practice. Therefore, we will work in and out of class with a lot of examples. As such, participation and attendance are very important to your success in this class. See below and page 2 for more on how participation and attendance affect your grade.

### Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* free absences. (But do see page 2 about free passes.) There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 7 for more about such accommodations. Regardless, *students missing more than five classes—whether these absences are excused or not—will automatically fail this course*. For these purposes, two late arrivals will count as one absence. In addition, leaving the room during class will be treated as either a late arrival or absence, as based on the particular circumstances.

# Requirements

## Reading

Most days of class have an assigned reading (see the schedule on pages 3–6) that you are expected to have read and thought about *before* class. This allows us to devote more time to discussing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

**Reading questions:** To help guide you in this process, I will post reading questions on the course website that will highlight the concepts that will frame our class discussions of that material. The questions primarily have you demonstrate your comprehension of the readings' main claims about negotiation and conflict resolution and how you may apply them.

## Participation (20% of Final Grade)

This course challenges each of us to share in the difficult process of negotiation and conflict resolution. As a result, class attendance and participation are very important in understanding and retaining the class material. Furthermore, many class meetings will involve activities allowing you to practice the skills being taught. Therefore, I will take attendance promptly at the start of each class at 1:30PM. If you are not sitting in your seat at that time, you will be marked absent. If you show up after that, then you will be marked as late. However, if you show up more than 10 minutes late, you remain marked as absent.

I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your views about the course material. To that end, I expect significant in-class participation from each of you. However, to get the most out of our class meetings, *do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

During the semester you will earn **participation points**. For each day you are seated and prepared to begin class at 1:30PM, you will earn 2,000 participation points. (You earn 0 participation points if you absent from or late to class.) Participation points will also be awarded throughout the semester based on your performance during class activities. (Failing to effectively participate in an activity, due to absence or lack of preparation, earns you 0 participation points.) Participation points *cannot* be made up.

At the end of the course, I will calculate your **base participation grade** on the 100-point scale from page 1. This is done by comparing the total number of points you earned with the class average using z-scores. (Your z-score represents the number of standard deviations you are from the class average.) Students who are exactly average will earn a base participation grade of 90.00. Meanwhile, above average students will earn a base participation grade of 90.01 or higher, and below average students will earn a base participation grade of 89.99 or lower. The student with the most participation points earns a base participation grade of 100.00.

After calculating your base participation grade, in-class participation will then influence your **overall participation grade** based on consideration of the items below.

**Distracting behavior during class** lowers your participation grade. Distracting behavior includes, but is not limited to, sleeping in class, chatting with the person sitting next to you, using your phone or laptop, leaving the classroom, and doing homework for another class.

**Active and productive class participation**, on the other hand, boosts your participation grade.

## Negotiation Prep (20% of Final Grade)

During the semester, there will be 12 in-class negotiation simulations that you are expected to prepare for in advance. To assist you in your preparations, before each negotiation a list of questions will be posted on the course website. You must then answer these questions in a short (~500-word) write up. These write ups will help you organize your thoughts around new course concepts and consider how you may apply them during that negotiation.

Each of these 12 negotiation preparations will be graded P or F (pass or fail). Failure to turn in a preparation will earn a F.

During finals week, there will be a three-hour negotiation between you and *all* your classmates. This simulation will test the skills you have learned in this class, and it may push you towards your emotional and cognitive limits. To succeed, you will have to carefully plan a strategy for efficiently reaching a wise agreement with your classmates. For this, you will have to turn in a much more extensive (~2,500-word) preparation.

The quality of this final negotiation preparation will be graded on a scale from 0 Ps to 6 Ps. Failure to turn this preparation will earn 0 Ps.

Your overall negotiation preparations grade is determined at the end of the course by (1) taking the number of Ps you have earned and dividing this by 18 (i.e., 12 in-class negotiation preparations plus 6 from the final negotiation preparation), and (2) normalizing this ratio to the 100-point scale from page 1.

## Short Reflection Papers (60% of Final Grade)

There will be 12 short reflection papers. Each reflection paper consists of a brief (~750-word) response to a topic prompt asking you to connect course material to your own experiences of conflict and negotiation.

Each short reflection paper will be graded with a rubric and earn a score according to the 100-point scale from page 1. Failure to turn in a paper will earn a 0.00 (R). Your overall short reflection paper grade is determined at the end of the course by taking the average of all 12 papers.

The topics and grading rubric will be posted on the course website.

## Free Passes

You initially have one free pass to use during this course. For every 5 classes in a row that you *fully* attend (i.e., you are not absent, you are not late, not leaving the room, and you are not asleep) I will give you an additional free pass. This means you have the opportunity to earn up to 5 more free passes this semester.

One free pass may be exchanged for any of the following:

- Automatically passing one negotiation preparation (including a preparation not turned in but *excluding the final negotiation preparation*), or
- A 24-hour extension for a short reflection paper.

Two free passes may be exchanged for the following:

- Dropping your lowest short reflection paper grade.

Four free passes may be exchanged for the following:

- Dropping your two lowest short reflection paper grades.

However, for each free pass that you do not use by the end of the course, I will boost your overall participation grade by +1.00 point (i.e., one tenth of a letter grade). This is especially a good idea if you are worried about your participation points.

So use your free passes wisely!

# Schedule

wk	Date	Topic/Readings	# Pages	Assignments	Activities
1	1/14 (Mon)	<b>Approaching Conflict (Unit #1)</b>			
	1/16 (Wed)	de Montaigne, M. (2017). One Man's Profit is Another Man's Loss. In J. Bennett (Trans.), <i>Essays, Book I</i> (p. 42). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf">http://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf</a> . (Original work from 1580). Hobbes, T. (2006). <i>Leviathan, Part 1: Man</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf">http://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf</a> . (Original work from 1651/1668).	10		
2	1/20 (Sun)			<b>Short reflection paper #1</b> due by 12:00PM (noon) via TurnItIn.	
	1/21 (Mon)	Pruitt, D. G., & Kim, S. H. (2004). Overview. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>rd</sup> ed., pp. 3–14). New York: McGraw-Hill.	12	<b>Negotiation preparation #1</b> due by 12:00PM (noon) via TurnItIn.	West Bay Apartment.
	1/23 (Wed)	Machiavelli, N. (2010). Cruelty and Mercy. Is It Better to be Loved than Feared? In J. Bennett (Trans.), <i>The Prince</i> (pp. 35–37). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf">http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf</a> . (Original work from 1532). Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (1996, July). The Tension Between Empathy and Assertiveness. <i>Negotiation Journal</i> , 12(3), 217–230.	16		
3	1/27 (Sun)			<b>Short reflection paper #2</b> due by 12:00PM (noon) via TurnItIn.	
	1/28 (Mon)	Pruitt, D. G., & Kim, S. H. (2004). Strategic Choice. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>rd</sup> ed., pp. 37–62). New York: McGraw-Hill.	20		
	1/30 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Contentious Tactics. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>rd</sup> ed., pp. 63–84). New York: McGraw-Hill. <i>Optional:</i> Winter, J. (2013, August 14). The Kindly Brontosaurus. <i>Slate</i> . Retrieved January 22, 2018 from <a href="http://www.slate.com/articles/life/culturebox/2013/08/the_kindly_brontosaurus_the_amazing_prehistoric_posture_that_will_get_you.html">http://www.slate.com/articles/life/culturebox/2013/08/the_kindly_brontosaurus_the_amazing_prehistoric_posture_that_will_get_you.html</a> .	21		
4	2/3 (Sun)			<b>Short reflection paper #3</b> due by 12:00PM (noon) via TurnItIn.	
	2/4 (Mon)	Machiavelli, N. (2010). How Princes Should Keep Their Word. In J. Bennett (Trans.), <i>The Prince</i> (pp. 37–38). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf">http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf</a> . (Original work from 1532). Shell, G. R. (1991, Spring). When Is It Legal to Lie in Negotiations? <i>Sloan Management Review</i> , 32(3), 93–101.	12		
	2/6 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Escalation and Its Development. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>rd</sup> ed., pp. 87–100). New York: McGraw-Hill. Pruitt, D. G., & Kim, S. H. (2004). The Structural Change Model. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>rd</sup> ed., pp. 101–120). New York: McGraw-Hill.	21		

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments	Activities
5	2/10 (Sun)			<b>Short reflection paper #4</b> due by 12:00PM (noon) via TurnItIn.	
	2/11 (Mon)	<b>From Negotiation to Principled Negotiation (Unit #2)</b> <b>GY:</b> Fisher, R., Ury, W., & Patton, B. (2011). Don't Bargain Over Positions. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 3–15). New York: Penguin Books. <b>Optional:</b> Galinsky, A. D. (2004, July). Should You Make the First Offer? <i>Negotiation</i> , 7(7), 3–5.	13	<b>Negotiation preparation #2</b> due by 12:00PM (noon) via TurnItIn.	Karak Contract.
	2/13 (Wed)	Lax, D. A., & Sebenius, J. K. (1986). The Negotiator's Dilemma: Creating and Claiming Value. In <i>The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain</i> (pp. 29–45). New York: Free Press.	14	<b>Negotiation preparation #3</b> due by 12:00PM (noon) via TurnItIn.	Border Dispute.
6	2/17 (Sun)			<b>Short reflection paper #5</b> due by 12:00PM (noon) via TurnItIn.	
	2/18 (Mon)	<b>GY:</b> Fisher, R., Ury, W., & Patton, B. (2011). Focus on Interests, Not Positions. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 42–57). New York: Penguin Books. <b>Optional:</b> Bazerman, M. H., & Gillespie, J. J. (1999, September-October). Betting on the Future: The Virtues of Contingent Contracts. <i>Harvard Business Review</i> , 77(5), 155–160.	16	<b>Negotiation preparation #4</b> due by 12:00PM (noon) via TurnItIn.	Tawasolna.
	2/20 (Wed)	<b>GY:</b> Fisher, R., Ury, W., & Patton, B. (2011). What If They Are More Powerful? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 99–108). New York: Penguin Books.	10	<b>Negotiation preparation #5</b> due by 12:00PM (noon) via TurnItIn.	Rahman Sports Complex.
7	2/24 (Sun)			<b>Short reflection paper #6</b> due by 12:00PM (noon) via TurnItIn.	
	2/25 (Mon)	<b>GY:</b> Fisher, R., Ury, W., & Patton, B. (2011). Invent Options for Mutual Gain. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 58–81). New York: Penguin Books.	24	<b>Negotiation preparation #6</b> due by 12:00PM (noon) via TurnItIn.	West Bay Lagoon.
	2/27 (Wed)	<b>GY:</b> Fisher, R., Ury, W., & Patton, B. (2011). Insist on Using Objective Criteria. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 82–95). New York: Penguin Books.	14	<b>Negotiation preparation #7</b> due by 12:00PM (noon) via TurnItIn.	Dawhat Salwa Cleanup.
3/4, 6	 <b>Spring Break</b>				
8	3/11 (Mon)	<b>From Principled Negotiation to Conflict Resolution (Unit #3)</b> <b>DC:</b> Stone, D., Patton, B., & Heen, S. (2010). Sort Out the Three Conversations. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 3–20). New York: Viking Penguin. <b>DC:</b> Stone, D., Patton, B., & Heen, S. (2010). Stop Arguing About Who's Right. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 25–43). New York: Viking Penguin.	37	<b>Negotiation preparation #8</b> due by 12:00PM (noon) via TurnItIn.	Let's Go Hollywood!
	3/13 (Wed)	<b>DC:</b> Stone, D., Patton, B., & Heen, S. (2010). Don't Assume They Meant It. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 44–57). New York: Viking Penguin.	14		

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments	Activities
9	3/17 (Sun)			Short reflection paper #7 due by 12:00PM (noon) via TurnItIn.	
	3/18 (Mon)	<b>DC:</b> Stone, D., Patton, B., & Heen, S. (2010). Abandon Blame. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 58–82). New York: Viking Penguin.	25	Negotiation preparation #9 due by 12:00PM (noon) via TurnItIn.	Monte Carlo.
	3/20 (Wed)	<b>DC:</b> Stone, D., Patton, B., & Heen, S. (2010). Have Your Feelings. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 85–108). New York: Viking Penguin.	24		
10	3/24 (Sun)			Short reflection paper #8 due by 12:00PM (noon) via TurnItIn.	
	3/25 (Mon)	<b>BR:</b> Fisher, R., & Shapiro, D. (2005). Build Affiliation. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 52–71). New York: Viking Penguin.	20	Negotiation preparation #10 due by 12:00PM (noon) via TurnItIn.	Akbar Maghroor.
	3/27 (Wed)	<b>BR:</b> Fisher, R., & Shapiro, D. (2005). Respect Autonomy. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 72–93). New York: Viking Penguin.	22		
11	3/31 (Sun)			Short reflection paper #9 due by 12:00PM (noon) via TurnItIn.	
	4/1 (Mon)	<b>DC:</b> Stone, D., Patton, B., & Heen, S. (2010). Ground Your Identity. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 111–128). New York: Viking Penguin.	18		
	4/3 (Wed)	<b>BR:</b> Fisher, R., & Shapiro, D. (2005). Acknowledge Status. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 94–114). New York: Viking Penguin. <b>BR:</b> Fisher, R., & Shapiro, D. (2005). Choose a Fulfilling Role. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 115–140). New York: Viking Penguin. <i>Optional (BR):</i> Mahuad, J. (2005). On Using These Ideas in the “Real World”. In R. Fisher & D. Shapiro (Authors) <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 183–199). New York: Viking Penguin.	47	Negotiation preparation #11 due by 12:00PM (noon) via TurnItIn.	Fardan Falconry.



# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments	Activities
12	4/7 (Sun)			Short reflection paper #10 due by 12:00PM (noon) via TurnItIn.	
4/8 (Mon)	DC:	Stone, D., Patton, B., & Heen, S. (2010). What's Your Purpose? In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 131–146). New York: Viking Penguin.	32		
	DC:	Stone, D., Patton, B., & Heen, S. (2010). Getting Started. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 147–162). New York: Viking Penguin.			
	Optional:	Manzoni, J.-F. (2002, September). A Better Way to Deliver Bad News. <i>Harvard Business Review</i> , 80(9), 114–9, 126.			
4/10 (Wed)	DC:	Stone, D., Patton, B., & Heen, S. (2010). Learning. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 163–184). New York: Viking Penguin.	22		
	Optional:	Epley, N. (2018, March 22). Invisibilia: We All Think We Know The People We Love. We're All Deluded. <i>Shots: Health News From NPR</i> . Retrieved December 23, 2018, from <a href="https://www.npr.org/sections/health-shots/2018/03/22/594023688/invisibilia-to-understand-another-s-mind-get-perspective-don-t-take-it">https://www.npr.org/sections/health-shots/2018/03/22/594023688/invisibilia-to-understand-another-s-mind-get-perspective-don-t-take-it</a> .			
	Optional:	Listening. (2017, March 3). [Radio series episode]. In D. Navanayagam (Host), <i>The Why Factor</i> . United Kingdom: BBC World Service. Retrieved March 9, 2017, from <a href="http://www.bbc.co.uk/programmes/p04tv665">http://www.bbc.co.uk/programmes/p04tv665</a> .			
13	4/14 (Sun)			Short reflection paper #11 due by 12:00PM (noon) via TurnItIn.	
4/15 (Mon)	BR:	Fisher, R., & Shapiro, D. (2005). Express Appreciation. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 25–51). New York: Viking Penguin.	27	Negotiation preparation #12 due by 12:00PM (noon) via TurnItIn.	Student Residences.
4/17 (Wed)	<b>Managing Difficult Situations (Unit #4)</b>				
		Kantor, D. (2012). Level I: Action Stances. In <i>Reading the Room</i> (pp. 23–47). San Francisco: Jossey-Bass.	16		
14	4/21 (Sun)			Short reflection paper #12 due by 12:00PM (noon) via TurnItIn.	
4/22 (Mon)	DC:	Stone, D., Patton, B., & Heen, S. (2010). Problem-Solving. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>nd</sup> ed., pp. 201–216). New York: Viking Penguin.	53		
	GY:	Fisher, R., Ury, W., & Patton, B. (2011). What If They Won't Play? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 109–130). New York: Penguin Books.			
	GY:	Fisher, R., Ury, W., & Patton, B. (2011). What If They Use Dirty Tricks? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>rd</sup> ed., pp. 131–145). New York: Penguin Books.			
4/24 (Wed)		Salacuse, J. W. (2006, May). Real Leaders Negotiate. <i>Negotiation</i> , 9(5), 3–5.	3		
TBA (Finals Week)				Final negotiation preparation due TBA via TurnItIn.	Arms Control in the Gulf.

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# Policies

## Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations still carry a penalty: your grade on the assignment may be reduced (since you may be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

## Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, I encourage you to talk with me to learn how to improve on future assignments.

## Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

## Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

## Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.cmu.edu/hr/eos/disability/students/index.html>

## Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. For more information on Carnegie Mellon University's sexual harassment policy, visit

[http://www.cmu.edu/policies/documents/SA\\_SH.htm](http://www.cmu.edu/policies/documents/SA_SH.htm)

## Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. See page 8 for the academic honor code for this course.

In this class, there are two typical violations of academic integrity. The first is **sharing confidential information** for an in-class activity. In real life, you never know for sure the other party's true motivations and actual interests. There is always this element of uncertainty and risk. So that everyone learns how to navigate such obstacles, it is essential that no one shares his or her confidential information with other classmates. Nor should anyone seek it out from previous students who have taken this class.

The second involves **plagiarism**. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Academic Resource Center (ARC). Please see page 6 for more information on how to properly cite the claims and ideas of others in your assignments.

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion of someone else's ideas? All of these tasks are important, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. The course website contains a template for this form.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I first meet with the student for an explanation. If I remain convinced that there is a violation, I will report it to the Assistant Dean for Student Affairs and the Coordinator of Community Standards. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for cheating on an exam is worse than for not having taken that exam at all.

Cheating is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, visit

[http://www.cmu.edu/student-affairs/theword/acad\\_standards/index.html](http://www.cmu.edu/student-affairs/theword/acad_standards/index.html)

[http://www.cmu.edu/student-affairs/theword/comm\\_standards/standards.html](http://www.cmu.edu/student-affairs/theword/comm_standards/standards.html)

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

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# Academic Honor Code for Conflict & Dispute Resolution

## The Carnegie Mellon Code

Students at Carnegie Mellon, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical and moral conduct possible.

These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

As members of the Carnegie Mellon community, individuals are expected to uphold the standards of the community in addition to holding others accountable for said standards. It is rare that the life of a student in an academic community can be so private that it will not affect the community as a whole or that the above standards do not apply.

The discovery, advancement and communication of knowledge are not possible without a commitment to these standards. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, an academic community cannot exist.

The commitment of its faculty, staff and students to these standards contributes to the high respect in which the Carnegie Mellon degree is held. Students must not destroy that respect by their failure to meet these standards. Students who cannot meet them should voluntarily withdraw from the university.

## Student Responsibilities

An important purpose of this course's academic honor code is to prevent any student(s) from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other academic records. Such acts include the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any examination or other assignment included in the course;
- Either revealing or requesting the confidential information associated with a negotiation simulation or other class activity;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citations; and
- False claims of performance or work that has been submitted by the student.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor as necessary.

Each student in this class must also sign an honor agreement affirming their commitment to uphold this honor code. This agreement may reappear on assignments to remind students of their responsibilities.

## Faculty Responsibilities

The course instructor is expected to create an environment where honesty flourishes. In creating this environment, the professor is expected to do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct;
- Include a section containing the academic integrity policy in the course syllabus; and
- Assist students in attributing the contribution of others by having them complete a Commitment to Academic Integrity Form for all written assignments.

The course instructor is also expected to provide clarification to any student questions concerning any of the above.



# CONFLICT & DISPUTE RESOLUTION

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## Honor Agreement

I hereby acknowledge that as a student in this class, I have read the Academic Honor Code for Conflict and Dispute Resolution, and intend to adhere to both the letter and spirit that it seeks to embody. If I am ever tempted to violate this code, I will seek help from the professor in order to find an alternative course of action. If I have any questions about this code, I will ask.

Today's Date: \_\_\_\_\_

Print Your Name: \_\_\_\_\_

Sign Your Name: \_\_\_\_\_