

The background of the entire page is a classical painting depicting a violent physical struggle between two men. The man on the left is shown from the waist up, wearing a dark, heavy coat. He has a dark, curly beard and hair, and his face is marked with blood. He is holding a long, thin object, possibly a sword or a staff, raised high in his right hand. The man on the right is also shown from the waist up, wearing a dark coat and a white cravat. He is being pushed or thrown back by the first man, with his body angled away from the viewer. The background of the painting is a mix of blue, green, and brown tones, suggesting an outdoor setting. The overall style is dramatic and expressive, with visible brushstrokes and a focus on the physicality of the conflict.

# CDR

PHI 353 GRA | FALL 2022 | MONDAY, WEDNESDAY, FRIDAY: 3:00PM-3:50PM

# Conflict & Dispute Resolution

PROFESSOR DAVID EMMANUEL GRAY [DEGRAY@BUFFALO.EDU](mailto:DEGRAY@BUFFALO.EDU)





# ADVANCE PRAISE FOR Conflict & Dispute Resolution

DAVID EMMANUEL GRAY, PH.D.

“Guys, when I say this is THE BEST course I’ve taken as an undergrad, I mean it. No exaggeration whatsoever, **IT MADE ME A BETTER NEGOTIATOR FOR REAL. UNFORGETTABLE EXPERIENCE.**”

—Sara A. (@shnaynaay)

“This was **ONE OF THE MOST USEFUL CLASSES I’VE TAKEN IN MY ENTIRE 4 YEARS** at CMU.... By far one of my fave.”

—Wadha 🌧️ (@WadhaAlKhor)

“This is by the far the best class I’ve ever taken. It’s also taught by an amazing professor who pushes his students to not only work harder, but to become better people. **I CAN HONESTLY SAY HE TRANSFORMED MANY OF US FROM COAL TO DIAMONDS 💎.**”

—Fatma Al-Emadi (@TommyAlEmadi)

“This is a bandwagon I’m more than happy to jump on. **THE BEST COURSE I HAVE EVER TAKEN. PERIOD. MADE ME BETTER IN DEALING WITH EMOTIONS, AS WELL AS PEOPLE. CAN’T RECOMMEND IT ENOUGH.**”

—Osama (@UteriorMystery)

“**THIS CLASS IS THE REASON WHY I’M ON TWITTER**, thanks @ProfessorDEG. I’ve taken this class in sophomore year & was course assistant twice..., my fav class.”

—Maruf (@m3aruf)

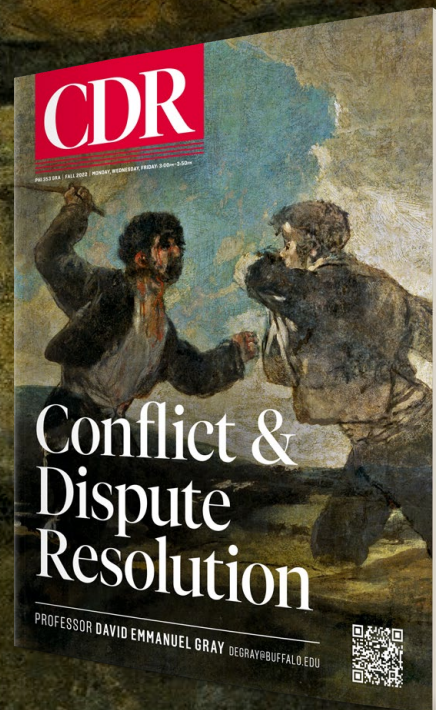
“The lessons I learned about emotional intelligence and negotiation from this class have been life changing... **AN UNFORGETTABLE EXPERIENCE.**”

—Jellyfish 🍷 (@FKAlSayed)

“Do yourself a favor and **REGISTER IF YOU CAN...**”

—Faisal 🌱 (@fmir97)

COMING FALL 2022, ONLY AT THE UNIVERSITY AT BUFFALO



## LETTER FROM THE PROFESSOR



I’m *extremely* passionate about negotiation and conflict resolution, and so I look forward to our journey through these exciting topics. By this December, I hope you have the practice and confidence to better negotiate and resolve conflict with others. These are, without a doubt, essential life skills that will serve you well in your future endeavors.

My teaching philosophy is simple: You all have entered this class as humble lumps of coal, but with the careful application of heat and pressure, you can become diamonds. I will do my utmost to fuel your fire and passion, encouraging you to successfully overcome the stress and pressures of this course. However, if ever you feel about to crack, let me know—I want everyone to come out of this shining bright!

Throughout this learning process, I embrace the fact that there is nothing embarrassing about making mistakes

when doing something new. Indeed, this is perfectly normal. If anything, I encourage you to make at least one *spectacular* mistake this semester—because that’s precisely when we usually learn the most! This is why I have structured the course to allow you to make mistakes while also having opportunities to recover from them.

For example, there are a lot of short writing assignments for this course along with your participation in and out of class. However, you have the opportunity to earn “free passes” that you can then use to make up for any missed work. We all have bad days, but those days should not be the ones that ultimately define us.

So come prepared to engage with your classmates. Take risks. Experiment with different tactics and approaches during class activities. Think about all the ways in which you can apply course

material to your own life. Do all that, while keeping an open mind, and I promise you will leave the course better able to handle disagreements and other difficult situations with others.

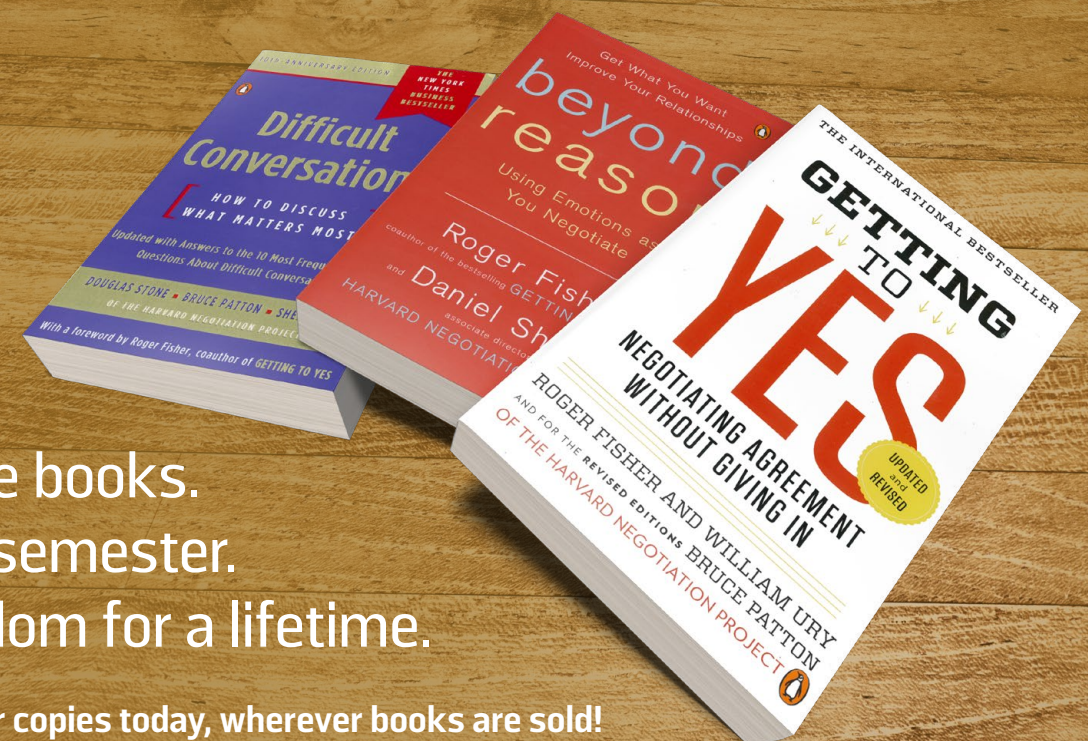
Otherwise, do not be shy and never be a stranger. Always feel free to talk with me after class or via email with questions, concerns, or even for advice on an upcoming negotiation.

Sincerely,

*David Gray*

David Emmanuel Gray  
Clinical Assistant Professor of Philosophy

## Introducing the CDR Book Club!



Three books.  
One semester.  
Wisdom for a lifetime.

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FALL 2022

## Highlights

### 007

#### LEARNING OUTCOMES

##### Negotiation & Conflict Resolution

This course on Conflict and Dispute Resolution develops your negotiation and conflict resolution skills.

By this December, you will be able to...

- Apply models explaining the nature of conflict and the process of negotiation,
- Compare and contrast different strategies for negotiation and conflict resolution,
- Reflect on and develop your own approaches to negotiation and conflict resolution, and
- Transform conflict into an opportunity for joint problem solving with others.

### 008

#### COURSE REQUIREMENTS

##### Measuring Success

I will measure your progress and success in Conflict and Dispute Resolution by using the following forms of assessment:

- Participation for displaying your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings,
- Twelve written preparations for organizing your thoughts about new course concepts and how to apply them during in-class negotiation simulations, and
- Nine short self-reflections connecting course concepts to your own experiences of conflict and negotiation.

### 008

#### GRADING SCHEME

##### Specifications Grading

This class will follow a form of specifications grading. That is, each of your assignments is marked Accepted or Incomplete based on whether it satisfies a list of specifications. Similarly, your final course grade is determined by the specifications you choose to satisfy.

### 010

#### PARTICIPATION POINTS

##### Be Active in Class & Earn Points!

Throughout the course, you will earn participation points based on class attendance and your participation and performance during in- and out-of-class activities.

At the end of the semester, your number of participation points is compared to the total number of points possible, which will influence your final grade in the course.

### 011

#### ATTENDANCE

##### You Don't Want to Miss a Thing!

Negotiation and conflict resolution cannot be learned solely from reading a book. These skills must be actively practiced. This means your presence, close attention, and active participation during each of our class meetings for Conflict and Dispute Resolution is vital. As a result, *students with more than 6 unexcused absences will automatically fail this course.*

For this calculation, 2 late arrivals will count as an unexcused absence.

### 012

#### LATE ASSIGNMENTS

##### Stay on Target...

Classes become quite overwhelming when deadlines are missed. In such situations, it is easy for work—and anxiety!—to pile up. This is why I expect that assignments are done on time.

That said, you have lives outside of this course and there may be times when you cannot get things done as expected. If that happens, *do not panic!* The grace period and free passes are there to help. If the situation is truly extraordinary, then contact me about a reasonable accommodation for getting caught up.

Cover: FRANCISCO GOYA/Wikimedia Commons  
This page: OPTIMARC/Shutterstock

## Course Overview

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Discovering Your Inner Negotiator

### 007

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### 007

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### 007

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# COURSE OVERVIEW



## Discovering Your Inner Negotiator

Manage difficult situations, effectively influence others, and achieve your goals.

**C**ONFLICT IS AN INESCAPABLE FEATURE OF LIFE, occurring between family members, friends, coworkers, political organizations, citizens, nations, and even within oneself. No matter what discipline or career you pursue, you will often find yourself in situations where your responsibility exceeds your authority. That is, to achieve your goals and meet your obligations, you must be able to secure the legitimate cooperation of others without resorting to force or fraud. Ultimately, it is up to *you, and you alone*, to negotiate and secure that cooperation in order to do your job, advance your career, and even maintain meaningful personal relationships with your family and friends.

Using the latest research in conflict resolution and negotiation, this course will prepare you for these challenges. In that, my primary goal is to cultivate *your* cognitive and affective capacities for practical deliberation with others when your wishes may differ from theirs. These are often difficult conversations involving strong emotions that test your abilities to influence and persuade. I will therefore encourage you to develop a more resilient identity for

confidently approaching these conversations as opportunities for mutual problem solving that, in turn, allow you to meaningfully engage with those around you.

We begin this course by developing a framework for understanding the nature of conflict and the factors contributing to its escalation. Here you will also reflect on your own tendencies during disagreements with others while discovering where you may expand your negotiation abilities. After that, we consider different negotiation strategies, ranging from simple bargaining to more advanced conflict resolution techniques. Finally, we examine how to more productively approach interactions that may cause stress, anxiety, or frustration.

Throughout, you will practice developing your powers of communication and persuasion. Take this seriously, and you will learn a great deal about yourself and improve your abilities for navigating even the most difficult of conversations. Indeed, I hope you finish the course a more reflective and effective negotiator, better able to handle the conflicts you will inevitably face.

PHOTOGRAPH BY BRICHUAS / SHUTTERSTOCK; BOOKS MOCKUP BY MARK / COVERVAULT

## Learning Outcomes

### Negotiation & Conflict Resolution

THIS COURSE ON CONFLICT AND DISPUTE RESOLUTION develops your negotiation and conflict resolution skills. By this December, you will be able to...

- Apply models explaining the nature of conflict and the process of negotiation,
- Compare and contrast different strategies for negotiation and conflict resolution,
- Reflect on and develop your own approaches to negotiation and conflict resolution, and
- Transform conflict into an opportunity for joint problem solving with others.

I have designed each of the course requirements (on page 8) with these outcomes in mind.



## Learning Resources

### Online Materials

THERE ARE NO TEXTBOOKS TO BUY for this course. I have posted all the readings in PDF along with some reading questions for you to consult. I expect you to read that material according to the class schedule (on page 16).

The course website will also have assignments and other course materials, along with any updates to our schedule.

However, we will be reading extensively from the following books, so you might consider purchasing them:

Fisher, R., & Shapiro, D. (2005). *Beyond reason: Using emotions as you negotiate*. Penguin Books.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). Penguin Books.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most* (2nd ed.). Penguin Books.

## Course Structure

### Experiential Learning

THIS COURSE FOLLOWS THE PRINCIPLE OF EXPERIENTIAL LEARNING, where you learn not only from me but also from your discussions and interactions with your classmates. Like any activity, negotiation and conflict resolution must be learned through practice. Therefore, we will work in- and out-of-class with many examples. This means that the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and practice negotiation and conflict resolution as a group.

Our class meetings will therefore be driven by discussion of the readings and their applications. Time is also set aside for in-class activities. This gives you the chance to actively practice negotiation and conflict resolution, rather than passively absorb what others may say about them. To help keep you engaged, 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 own views.

However, a few words of warning about this format:

- Negotiation and conflict resolution are full-contact sports, but conducted as cooperative processes. You and your classmates must wrestle together with difficult problems and situations, while not attacking each other. *Disrespectful behavior will not be tolerated.*
- To get the most out of our class meetings, *please do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

All this should explain the strict attendance policy (on page 12), along with my demanding expectations associated with your individual participation (also on page 12).

## Announcements & Other Communication

I WILL EMAIL IMPORTANT INFORMATION to you throughout the semester, so routinely check your UB email for updates. Otherwise, I will gladly answer your questions, discuss your work, or respond to your concerns. Please see me at my office (Park Hall 118) or send me an email (degray@buffalo.edu).

Keep in mind that I primarily read university-related email during my regular “business” hours (weekdays from 9:00AM to 5:00PM). Emails received outside of that time may not receive a response until I am back on campus. Of course, simple requests may be answered more promptly.



# COURSE REQUIREMENTS

## Bring on the Heat and Pressure! That's how diamonds are made.

**I** WILL MEASURE YOUR PROGRESS AND SUCCESS in Conflict and Dispute Resolution by using three forms of assessment:

- Participation for displaying your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings,
- Twelve written preparations for organizing your thoughts about new course concepts and how to apply them during in-class negotiation simulations, and
- Nine short self-reflections connecting course concepts to your own experiences of conflict and negotiation.

I will be assessing your work using a form of specifications grading. According to this grading scheme, each of your negotiation preparations and self-reflections is marked as either Accepted or Incomplete, which is based on whether your submission satisfies a detailed list of criteria, or specifications. In addition, you have will the opportunity to use free passes (see page 12) to revise and resubmit an Incomplete self-reflection until it is Accepted.

Your final course grade will be based on the amount of your work that is Accepted by the end of the semester.

### 36-Hour Grace Period

ALL SELF-REFLECTION ASSIGNMENTS have an automatic 36-hour grace period. This means that you are free to finish and submit any self-reflection up to 36 hours after its posted due date/time without penalty.

In short, all self-reflection assignments have an automatic 36-hour extension. Further extensions will require the use of a free pass (see page 12) and/or a reasonable accommodation (see page 20).



The distracted boyfriend in happier times.

### Grading Scheme (Specs Grading)

FOLLOWING SEVERAL LEADING PHILOSOPHY PROFESSORS, I will be using specifications, or “specs”, grading for this course. For many of you, this may be something new. So to ease any potential anxiety and confusion, I would like to explain what this is, why I am using it, and how it will work for this class.

#### WHAT IS SPECS GRADING?

In specs grading, each submitted item of coursework is evaluated as Accepted or Incomplete. This is similar to pass/fail grading, though my standards

may be higher for what I will “Accept”. Free passes (see page 12) may be used to automatically have Incomplete negotiation preparations Accepted and/or to revise and resubmit Incomplete self-reflection assignments.

A submission is marked as Accepted when it satisfies *everything* on a detailed list of criteria, or specifications. The criteria for each submission are provided to you in advance so that you may check your own work against them before submitting.

A submission is marked as Incomplete when it does not satisfy each and every one of its specifications. In such cases, I will provide you with the list of criteria not met. That list will guide you if you decide to use

a free pass to revise and resubmit a self-reflection assignment.

All in all, specifications set up the standards that help me assess the quality of your work. And after I have finished grading your submissions, you will know exactly the extent to which you have met those standards.

#### HERE'S WHY I'M USING IT

My primary goal with specs grading is to encourage you to focus on what really matters: *your learning and mastery of fundamental negotiation and conflict resolution skills*.

That is, in a traditional letter-grading scheme, students are often anxious about whether their assignments

earned enough points for an A, A-, B+, etc., etc. In this Quest for More Points, the achievement of the course's learning outcomes is often forgotten. Sad!

However, with specs grading, students are now more concerned about meeting all the criteria and specifications for each assignment. When you satisfy those expectations, great! I can comfortably say that you are achieving the learning outcomes for this course and beginning to master those important negotiation and conflict resolution skills that this course seeks to impart.

But if you don't meet those expectations, there's no need to panic. Free passes and the opportunity revise and resubmit self-reflections allow you to recover from Incomplete work.

ANTONIO GUILLEM FERNANDEZ / SHUTTERSTOCK



Through hard work, and by heeding my guidance, I firmly believe it is possible for everyone here to achieve my learning outcomes for this course!

Understood this way, specs grading is further supported by adult-based learning theory. This theory maintains that students learn best in a challenging yet supportive environment. Negotiation and conflict resolution definitely pose challenges, but I will support you in overcoming them. For instance, there are no letter grades on your work to distract you, the requirements for Accepted submissions are made clear, and the chance to use free passes to excuse Incomplete preparations and/or resubmit Incomplete self-reflections. All that gives you the opportunity to perform at your very best.

Finally, it’s worth noting that specs grading models how things are often done in the “real” world. When you submit a project to your boss or for a client, you are expected to meet their criteria. If your work is not “up to spec”, your boss will not accept it, saying, “Okay, that’s 78% there, that’s good enough”. On the contrary, your work is not complete and must be revised or abandoned. (By the way, this is essentially how licensing works for nurses, doctors, lawyers, accountants, and other professionals.)

Your professors also know this process very well, since they also go through it whenever they submit their own work for publication. Indeed, this course embraces that idea, where some Incomplete work may be revised and resubmitted.

HERE'S WHAT YOU'LL NEED TO DO

Each negotiation preparation and self-reflection assignment in this class has a detailed list of criteria, or specs, that I expect it to satisfy. So when looking over an assignment, you need to make sure that you understand those criteria, letting me know if anything is not clear. Then, when working, you should continually consult the specifications, making sure that you are on track. Finally, before submitting anything,

do one last check to make sure that you have attempted to meet all those specifications.

Upon receipt of your submission, I will do my utmost to get it back to you quickly with my written feedback along with a checklist indicating which specifications were or were not satisfied. In most cases this will take about a week, though I will try to get them back sooner whenever possible.

If your submission is Accepted, then you are all set. However, keep in mind that this class has a “scaffolded” structure where your earlier work in the course is further expanded upon later.

However, if I mark your self-reflection assignment Incomplete, then please consider using a free pass to revise and resubmit it. You will have the checklist of all unsatisfied specifications, so you should know what sort of changes are needed. Feel free to also schedule an appointment with me to get further details about what you may need to do. Unless I tell you otherwise, you will have one week after I return your work to revise and resubmit it.

Please keep in mind that *there is no guarantee that a resubmission will be Accepted*. Even so, past experience shows that most second attempts—when done diligently and seriously—are up to spec.

If your self-reflection is still Incomplete after a revision, don’t give up: you may continue to use free passes to revise and resubmit until it is Accepted (or you run out of free passes).

HERE'S HOW YOUR FINAL COURSE GRADE WILL BE CALCULATED

Four things **determine** your final letter grade in this course:

- 1. Your negotiation preparations,
- 2. Your self-reflection assignments,
- 3. Your unexcused absences, and
- 4. Your participation points.

The way in which these come together to determine your final course letter grade is presented in Table 1.

To earn a particular letter grade, you must satisfy *all* its requirements. So, for instance, to get a B+, you must have at least 10 Accepted negotiation preparations, at least 7 Accepted self-reflections, and no more than 3 unexcused absences. In that case, having 11 or 12 Accepted negotiation preparations is not sufficient to raise your grade, unless you also have 8 or 9 Accepted self-reflections.

Your total number of participation points at the end of the semester will also influence your final letter grade:

- If you earn at least 90% of the possible participation points, your final letter grade will move up 1 step (e.g., from a B<sup>-</sup> to a B or from a B<sup>+</sup> to an A<sup>-</sup>),
- If you earn less than 75% of the possible participation points, your final letter grade will move down 1 step (e.g., from a B<sup>-</sup> to a C<sup>+</sup> or from a B<sup>+</sup> to a B),
- If you earn less than 60% of the possible participation points, your final letter grade will move down 2 steps (e.g., from a B<sup>-</sup> to a C or from a B<sup>+</sup> to a B<sup>-</sup>), or
- Otherwise your final letter grade doesn’t change (this occurs when you earn between 80% and 89% of the possible participation points).

Look all this over carefully, thinking about what grade makes sense for you.

Participation Points

THROUGHOUT THE COURSE, YOU WILL EARN PARTICIPATION POINTS based on class attendance and your participation and performance during in- and out-of-class activities. However, failing to effectively participate in an activity, due to absence or lack of preparation, earns you zero (0) participation points. *Participation points cannot be made up.*

At the end of the semester, your number of participation points is compared to the total number of points possible. This will influence your final grade as outlined in Table 1.

Table 1: Determining Your Final Letter Grade in this Course

To get this letter grade...	You need at least this many Accepted negotiation preparations...	And at least this many Accepted self-reflections...	And no more than this many unexcused absences...
A	12	9	3
A <sup>-</sup>	11	8	3
B <sup>+</sup>	10	7	3
B	9	6	3
B <sup>-</sup>	8	5	3
C <sup>+</sup>	7	4	4
C	6	3	4
C <sup>-</sup>	5	2	4
D <sup>+</sup>	4	1	5
D	3	0	5
F	0	0	5
FX	0	0	6

In addition...

- If you earn at least 90% of the possible participation points, your final letter grade will move up 1 step (e.g., from a B<sup>-</sup> to a B or from a B<sup>+</sup> to an A<sup>-</sup>).
- If you earn less than 75% of the possible participation points, your final letter grade will move down 1 step (e.g., from a B<sup>-</sup> to a C<sup>+</sup> or from a B<sup>+</sup> to a B).
- If you earn less than 60% of the possible participation points, your final letter grade will move down 2 steps (e.g., from a B<sup>-</sup> to a C or from a B<sup>+</sup> to a B<sup>-</sup>).

Attendance

GIVEN THE IMPORTANCE OF ATTENDANCE for this class, I will take roll promptly at the start of each class meeting at 3:00PM. If you are seated and prepared to begin class, you will earn 2,000 participation points. If you show up after that—even if you are only late by 5 seconds—then you will be marked as late and earn 500 points. However, if you show up more than 10 minutes late,

you are marked as absent. Absences earn 0 points.

This means that you get *no* “free” absences from class. There is one exception: You and I agree on a reasonable accommodation (see page 20) *prior* to the day you miss class. Otherwise, I tend to consider arrangements after the fact primarily in extraordinary, documented circumstances.

Regardless, **students with more than 6 unexcused absences will**

**automatically fail this course.** For this calculation, 2 late arrivals will count as an unexcused absence.

You may do an absence make-up assignment, which is due *one week* after you were absent from or late to class. An Accepted make-up assignment will excuse that absence or late arrival while also earning you 1,000 participation points. See the course website for all the details about how to do this make-up assignment.



## Late Assignments



**CLASSES BECOME QUITE OVERWHELMING** when deadlines are missed. In such situations, it is easy for work—and anxiety!—to pile up. This is why I expect that assignments are done on time.

That said, you have lives outside of this course and there may be times when you cannot get things done as expected. If that happens, *do not panic!* The grace period (see page 8) and free passes are there to help. If the situation is truly extraordinary, then contact me about a reasonable accommodation (see page 20) for getting caught up.

## Free Passes



**YOU INITIALLY HAVE 2 FREE PASSES** to use during this course. However, for every 15,000 participation points you earn, you also earn another free pass.

1 free pass may be exchanged for **one week to do a revise and resubmit for an Incomplete self-reflection assignment** after it has been returned. You may instead exchange a free pass for a **one-week extension on a self-reflection** that was not turned in before its grace period ended.

2 free passes may be exchanged to **automatically have a negotiation preparation be Accepted**. This includes a preparation you did not turn in.

Use your free passes wisely!

The distracted boyfriend wishes he had started earlier on his negotiation preparation.



KIM WARP / NEW YORKER, PARKER BROTHERS; ANTONIO GUILLEN FERNANDEZ / SHUTTERSTOCK

# L'ÉGOÏSME

WALL ST

"Accept the fact that the achievement of your happiness is the only moral purpose of your life."

L'Égoïsme. Because you're worth it.

L'ÉGOÏSME  
WALL ST

Photograph by Oscar White / Getty





# SEMESTER CALENDAR

Regular class meetings are Mondays, Wednesdays, and Fridays from 3:00PM to 3:50PM.

Unless told otherwise, all class meetings will be in Baldy Hall 200G.

All course readings, reading questions, lecture slides, and the most up-to-date course schedule can be found on the course website.

CALENDAR KEY

- No Class
- Final Exam Period
- Reflection Paper Due
- Negotiation Preparation Due

## August 2022

Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
	Approaching Conflict		Zero-Sum Thinking			

## September

Sun	Mon	Tues	Wed	Thu	Fri	Sat
				1	2	3
				Competition & Cooperation		
4	5	6	7	8	9	10
Self-Reflection #1 Due at Noon	Labor Day		Initial Reflections on Conflict	Empathy or Assertiveness?		
11	12	13	14	15	16	17
Self-Reflection #2 Due at Noon	Empathy & Assertiveness		Conflict Strategies	Contending & Competition		
18	19	20	21	22	23	24
Self-Reflection #3 Due at Noon	Deception & Honesty in Negotiation		Escalation & Structural Changes	Bargaining, First Offers & Anchoring		
25	26	27	28	29	30	
Self-Reflection #4 Due at Noon	Distributed Negotiation		Integrative Negotiation	Principled Negotiation		

## October

Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
	Creating & Claiming Value		Negotiating Uncertainty	Focusing on Interests		
9	10	11	12	13	14	15
	Knowing Your Alternatives & BATNA		Managing Leverage	Inventing Options		
16	17	18	19	20	21	22
	Using Objective Criteria		Difficult Conversations	Certainty vs. Curiosity		
23	24	25	26	27	28	29
	Intent vs. Impact		Blame vs. Contribution	Bosses & Subordinates		
30	31					
Self-Reflection #5 Due at Noon	The Feelings Conversation					

## November

Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
			Building Affiliation	Respecting Autonomy		
6	7	8	9	10	11	12
Self-Reflection #6 Due at Noon	The Identity Conversation		Managing Relationships	The Power of Status		
13	14	15	16	17	18	19
Self-Reflection #7 Due at Noon	Adopting Roles		Having a Purpose	Beginning the Conversation		
20	21	22	23	24	25	26
	Having a Learning Conversation		Fall Recess			
27	28	29	30			
	Appreciating Others		Communicating for Yourself			

## December

Sun	Mon	Tues	Wed	Thu	Fri	Sat
				1	2	3
				Team Dynamics & Decision Making		
4	5	6	7	8	9	10
Self-Reflection #8 Due at Noon	Responding to Difficult Tactics		Negotiation Aikido	Negotiation Leadership		
11	12	13	14	15	16	17
Self-Reflection #9 Due at Noon	Final Exams					
18	19	20	21	22	23	24
Final Exams						
25	26	27	28	29	30	31



# CLASS SCHEDULE

wk	Date	Units & Readings	# Pages	Assignments
1	<b>Approaching Conflict (Unit #1)</b>			
	8/29 (Mon)	Gallo, A. (2018, January 4). Why we should be disagreeing more at work. <i>Harvard Business Review</i> . <a href="https://hbr.org/2018/01/why-we-should-be-disagreeing-more-at-work">https://hbr.org/2018/01/why-we-should-be-disagreeing-more-at-work</a>	7	
	8/31 (Wed)	de Montaigne, M. (2017). One man’s profit is another man’s loss. In J. Bennett (Ed. & Trans.), <i>Essays, book I</i> (p. 42). Early Modern Texts. <a href="https://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf">https://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf</a> (Original work from 1580)	2	
	9/2 (Fri)	Hobbes, T. (2006, July). <i>Leviathan, part 1: Man</i> (J. Bennett, Ed. & Trans.). Early Modern Texts. <a href="https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf">https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf</a> (Original work from 1651/1668)	8	
2	9/4 (Sun)			<b>Self-reflection #1</b> due by 12:00PM (noon).
	9/5 (Mon)	🏠 <b>Labor Day</b> 🏠		
	9/7 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Overview. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 3–14). McGraw-Hill.	12	<b>Negotiation preparation #1</b> due by 12:00PM (noon).
	9/9 (Fri)	Machiavelli, N. (2010, August). Cruelty and mercy. Is it better to be loved than feared? In J. Bennett (Ed. & Trans.), <i>The prince</i> (pp. 35–37). Early Modern Texts. <a href="https://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf">https://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf</a> (Original work from 1532)	4	
3	9/11 (Sun)			<b>Self-reflection #2</b> due by 12:00PM (noon).
	9/12 (Mon)	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.	12	
	9/14 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Strategic choice. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 37–62). McGraw-Hill.	20	
	9/16 (Fri)	Pruitt, D. G., & Kim, S. H. (2004). Contentious tactics. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 63–84). McGraw-Hill. <i>Optional:</i> Winter, J. (2013, August 14). <i>The kindly brontosaurus</i> . Slate. <a href="https://www.slate.com/articles/life/culturebox/2013/08/the_kindly_brontosaurus_the_amazing_prehistoric_posture_that_will_get_you.html">https://www.slate.com/articles/life/culturebox/2013/08/the_kindly_brontosaurus_the_amazing_prehistoric_posture_that_will_get_you.html</a>	21	
4	9/18 (Sun)			<b>Self-reflection #3</b> due by 12:00PM (noon).
	9/19 (Mon)	Machiavelli, N. (2010, August). How princes should keep their word. In J. Bennett (Ed. & Trans.), <i>The prince</i> (pp. 37–38). Early Modern Texts. <a href="https://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf">https://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	
	9/21 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Escalation and its development. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 87–100). McGraw-Hill. Pruitt, D. G., & Kim, S. H. (2004). The structural change model. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 101–120). McGraw-Hill.	21	
	<b>From Bargaining to Principled Negotiation (Unit #2)</b>			
	9/23 (Fri)	Galinsky, A. D. (2004, July). Should you make the first offer? <i>Negotiation</i> , 7(7). <i>Optional:</i> Peck, E. (2021, December 30). What do you think you should be paid? <i>The New York Times</i> . <a href="https://www.nytimes.com/2021/12/30/business/salary-negotiation-pay.html">https://www.nytimes.com/2021/12/30/business/salary-negotiation-pay.html</a>	3	<b>Negotiation preparation #2</b> due by 12:00PM (noon).

wk	Date	Units & Readings	# Pages	Assignments
5	9/25 (Sun)			<b>Self-reflection #4</b> due by 12:00PM (noon).
	9/26 (Mon) 🐑🍏🍷	Shell, G. R. (2018). Your goals and expectations. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 27–40). Penguin Books. Shell, G. R. (2018). Opening and making concessions. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 131–144). Penguin Books.	30	
	9/28 (Wed)	Shell, G. R. (2018). Exchanging information. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 117–130). Penguin Books.	15	<b>Negotiation preparation #3</b> due by 12:00PM (noon).
	9/30 (Fri)	Fisher, R., Ury, W., & Patton, B. (2011). Don’t bargain over positions. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 3–15). Penguin Books. Patton, B. (2004, April). Building relationships and the bottom line: The circle of value approach to negotiation. <i>Negotiation</i> , 7(4).	17	
6	10/3 (Mon)	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). Free Press.	14	
	10/5 (Wed) 🏠🏠📖	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.	6	<b>Negotiation preparation #4</b> due by 12:00PM (noon).
	10/7 (Fri)	Fisher, R., Ury, W., & Patton, B. (2011). Focus on interests, not positions. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 42–57). Penguin Books. Shell, G. R. (2018). The other party’s interests. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 71–81). Penguin Books.	29	
7	10/10 (Mon)	Fisher, R., Ury, W., & Patton, B. (2011). What if they are more powerful? In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 99–108). Penguin Books.	11	<b>Negotiation preparation #5</b> due by 12:00PM (noon).
	10/12 (Wed)	Shell, G. R. (2018). Leverage. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 82–100). Penguin Books.	20	
	10/14 (Fri)	Fisher, R., Ury, W., & Patton, B. (2011). Invent options for mutual gain. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 58–81). Penguin Books.	25	<b>Negotiation preparation #6</b> due by 12:00PM (noon).
8	10/17 (Mon)	Fisher, R., Ury, W., & Patton, B. (2011). Insist on using objective criteria. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 82–95). Penguin Books. Shell, G. R. (2018). Authoritative standards and norms. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 41–55). Penguin Books.	31	<b>Negotiation preparation #7</b> due by 12:00PM (noon).
	<b>From Principled Negotiation to Conflict Resolution (Unit #3)</b>			
	10/19 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Sort out the three conversations. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 3–20). Penguin Books.	19	<b>Negotiation preparation #8</b> due by 12:00PM (noon).
	10/21 (Fri)	Stone, D., Patton, B., & Heen, S. (2010). Stop arguing about who’s right. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 25–43). Penguin Books.	20	



CLASS SCHEDULE

wk	Date	Units & Readings	# Pages	Assignments
9	10/24 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). Don’t assume they meant it. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 44–57). Penguin Books.	15	
	10/26 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Abandon blame. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 58–82). Penguin Books.	26	
	10/28 (Fri)	Stone, D., Patton, B., & Heen, S. (2010). How does this work with someone who has all the power—like my boss? In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 258–261). Penguin Books. Stone, D., Patton, B., & Heen, S. (2010). If I’m the boss/parent, why can’t I just tell my subordinates/children what to do? In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 264–267). Penguin Books.	12	<b>Negotiation preparation #9</b> due by 12:00PM (noon).
10	10/30 (Sun)			<b>Self-reflection #5</b> due by 12:00PM (noon).
	10/31 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). Have your feelings. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 85–108). Penguin Books. <i>Optional:</i> Sutherland, A. (2006, June 25). What Shamu taught me about a happy marriage. <i>The New York Times</i> . <a href="https://www.nytimes.com/2006/06/25/fashion/what-shamu-taught-me-about-a-happy-marriage.html">https://www.nytimes.com/2006/06/25/fashion/what-shamu-taught-me-about-a-happy-marriage.html</a> <i>Optional:</i> Mlodinow, L. (2022, January 4). What we get wrong about emotions. <i>The Atlantic</i> . <a href="https://www.theatlantic.com/family/archive/2022/01/emotion-isnt-the-enemy-of-reason/621148/">https://www.theatlantic.com/family/archive/2022/01/emotion-isnt-the-enemy-of-reason/621148/</a>	25	
	11/2 (Wed)	Fisher, R., & Shapiro, D. (2005). Build affiliation. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 52–71). Penguin Books.	21	<b>Negotiation preparation #10</b> due by 12:00PM (noon).
	11/4 (Fri)	Fisher, R., & Shapiro, D. (2005). Respect autonomy. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 72–93). Penguin Books.	23	
	11/6 (Sun)			<b>Self-reflection #6</b> due by 12:00PM (noon).
11	11/7 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). Ground your identity. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 111–128). Penguin Books.	19	
	11/9 (Wed)	Shell, G. R. (2018). Relationships. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 56–70). Penguin Books.	16	<b>Negotiation preparation #11</b> due by 12:00PM (noon).
	11/11 (Fri)	Fisher, R., & Shapiro, D. (2005). Acknowledge status. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 94–114). Penguin Books.	22	
12	11/13 (Sun)			<b>Self-reflection #7</b> due by 12:00PM (noon).
	11/14 (Mon)	Fisher, R., & Shapiro, D. (2005). Choose a fulfilling role. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 115–140). Penguin Books. <i>Optional:</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). Penguin Books.	27	
	11/16 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). What’s your purpose? In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 131–146). Penguin Books.	17	
	11/18 (Fri)	Stone, D., Patton, B., & Heen, S. (2010). Getting started. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 147–162). Penguin Books. <i>Optional:</i> Manzoni, J.-F. (2002, September). A better way to deliver bad news. <i>Harvard Business Review</i> , 80(9), 114–9, 126.	17	

wk	Date	Units & Readings	# Pages	Assignments
13	11/21 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). Learning. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 163–184). Penguin Books. <i>Optional:</i> Abrahams, R., & Groysberg, B. (2021, December 21). How to become a better listener. <i>Harvard Business Review</i> . <a href="https://hbr.org/2021/12/how-to-become-a-better-listener">https://hbr.org/2021/12/how-to-become-a-better-listener</a> <i>Optional:</i> Itzhakov, G., & Kluger, A. N. (2018, May 17). The power of listening in helping people change. <i>Harvard Business Review</i> . <a href="https://hbr.org/2018/05/the-power-of-listening-in-helping-people-change">https://hbr.org/2018/05/the-power-of-listening-in-helping-people-change</a> <i>Optional:</i> Epley, N. (2018, March 22). <i>Invisibilia: We all think we know the people we love. We’re all deluded</i> . Shots: Health News From NPR. <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> <i>Optional:</i> Navanayagam, D. (Host). (2017, March 3). Listening [Audio podcast episode]. In <i>The Why Factor</i> . BBC World Service. <a href="https://www.bbc.co.uk/programmes/p04tv665">https://www.bbc.co.uk/programmes/p04tv665</a>	23	
	11/23, 25	<b>Fall Recess</b>		
	11/28 (Mon)	Fisher, R., & Shapiro, D. (2005). Express appreciation. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 25–51). Penguin Books.	28	
14	11/30 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Expression. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 185–200). Penguin Books. <i>Optional:</i> Babcock, L., & Laschever, S. (2008). Why you need to ask. In <i>Ask for it: How women can use the power of negotiation to get what they really want</i> (pp. 1–16). Bantam Books.	17	<b>Negotiation preparation #12</b> due by 12:00PM (noon).
	12/2 (Fri)	Kantor, D. (2012). Action stances. In <i>Reading the room</i> (pp. 23–47). Jossey-Bass.	16	
	12/4 (Sun)			<b>Self-reflection #8</b> due by 12:00PM (noon).
15	12/5 (Mon)	Fisher, R., Ury, W., & Patton, B. (2011). What if they use dirty tricks? In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 131–145). Penguin Books.	16	
	12/7 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Problem-solving. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 201–216). Penguin Books. Fisher, R., Ury, W., & Patton, B. (2011). What if they won’t play? In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 109–130). Penguin Books.	24	
	12/9 (Fri)	Salacuse, J. W. (2006, May). Real leaders negotiate. <i>Negotiation</i> , 9(5).	3	
16	12/11 (Sun)			<b>Self-reflection #9</b> due by 12:00PM (noon).
	12/14 (Wed)	<b>Final Class Meeting from 3:30PM to 6:30PM (Laptops will be useful!)</b> Schelling, T. C. (1980). Tacit coordination (common interests). In <i>The strategy of conflict</i> (2nd ed., pp. 54–58). Harvard University Press. (Original work from 1960)	6	





# COURSE POLICIES



Email Professor Gray a picture of a dinosaur and get a prize!

## Reasonable Accommodations

**YOU ARE A HUMAN BEING** with all the usual challenges 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 be unable to turn in an assignment on time, please notify me as soon as possible and we can agree on a reasonable accommodation.

Please recognize that most reasonable accommodations will require that you use a free pass (see page 12), or do additional work. This is done to keep things fair between you and your classmates—after all you are asking for extra consideration that they do not get. So when you propose a reasonable accommodation, please reflect on what preserves that fairness.

## Challenging an Assignment’s Evaluation

**I AM HUMAN ALSO:** mistakes may occasionally occur when evaluating your assignments. Therefore, you have *one week* after a submission is returned to challenge its assessment. To do so, you must provide a clear written explanation (email is preferred) outlining your reasons for why there seems to be a mistake in its evaluation. I take all such requests extremely seriously, with a spirit of humility. I will then meet with you, as necessary, to work on resolving things satisfactorily.

Of course, I always encourage you to talk with me about how you may improve on future assignments!

## Sharing Course Materials

**ALL MY COURSE MATERIALS**, available digitally on the course website or distributed in hardcopy during class, are protected by copyright laws. You may use these materials and make copies for your own personal use, but unauthorized distribution and/or uploading of course materials without my written permission is strictly prohibited. This is especially important for your confidential negotiation instructions.

## Destruction of Your Coursework

**I PLAN TO DESTROY ALL COMPLETED COURSEWORK** still in my possession on Friday, February 10, 2023. If you wish for me to set aside any hard copies of work belonging to you, please let me know via email ([degray@buffalo.edu](mailto:degray@buffalo.edu)) sometime before then. I will then be sure to save it for you to collect.

## 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.*

## Photography & Recording Etiquette

**TO MAINTAIN AN OPEN ACADEMIC ENVIRONMENT** that encourages class discussions about potentially controversial, sensitive, and/or personal issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.

## Academic Integrity

**ACADEMIC INTEGRITY IS EMBODIED BY COMMITMENTS** to honesty, trust, fairness, respect, 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. This is laid out in the academic honor code for this course (page 26).

In this course, 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 their 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 without proper citation, paraphrasing ideas from external sources without attribution, and borrowing ideas from a classmate without reference and/or acknowledgment.

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 the ideas of your classmates and any assistance you receive from the Center for Excellence in Writing (CEW) and from me. Please see page 32 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 on their 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 assignments.



To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form (page 34). **Assignments without a properly filled out form will earn an automatic 0.00 (F).** Templates for the assignments are posted on UB Learns that include this form.

While I treat violations of academic integrity on a case-by-case basis, I carefully follow the University at Buffalo’s process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. This protects the student’s right to appeal.

Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarism in a paper is usually a negative score. Again, the student retains the right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office. For more information, visit:

<https://academicintegrity.buffalo.edu>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me ([degray@buffalo.edu](mailto:degray@buffalo.edu)) for a reasonable accommodation, or turn in partially completed work. I assure you that the impact will be far more generous in these ways.

SEAN PRIOR/DEPOSITPHOTOS; ICONS FROM NOUNPROJECT; LAPTOP/JEAN YASHU; PHONE/KIMMISTUDIO; CAMERA/ALENA ARTENOVA; MICROPHONE/PIXEL BAZAAR; CAR/ALRIGEL; BARREL/ADREN COQUET



## UNIVERSITY POLICIES

## Accommodations for Equitable Access

THE UNIVERSITY AT BUFFALO IS COMMITTED TO PROVIDING REASONABLE ACCOMMODATIONS FOR EQUAL ACCESS to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is your responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit:

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

## Support for Students' Health & Wellness

**TAKE CARE OF YOURSELF.** Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

If you are struggling with strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences, please know that you are not alone. All of us benefit from support during times of struggle. Indeed, there are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking sooner rather than later is almost always helpful.

Counseling, Health Services, and Health Promotion are here to help. To schedule an appointment with a counselor, visit their office in 120 Richmond Quad or call 716-645-2720.

If you or someone you know is feeling suicidal or in danger of self-harm, call the University Police to speak to the counselor on call at **716-645-2222** or the Erie County Crisis Services 24-hour hot-line at **716-834-3131**. You may also find support via the Crisis Text Line by **texting "GOT5" to 741-741**.

If the situation is life threatening, call **911**.

## Sex Discrimination & Sexual Harassment

THE UNIVERSITY AT BUFFALO IS COMMITTED TO ENSURING THAT ALL MEMBERS OF OUR COMMUNITY CAN WORK AND LEARN IN A SAFE ENVIRONMENT, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI)**. If you disclose an incident of sexual misconduct to me, I am required to share that with EDI. EDI, will, in turn, reach out to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo's Title IX Coordinator at 716-645-2266, or visit:

<https://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.



KIEFERPIX/ISTOCK

PHILOSOPHY  
POLITICS  
ECONOMICS  
IS COMING

FALL


**UB**  
University  
at Buffalo  
The State University  
of New York




# THERE'S AN EPIDEMIC SPREADING PHILOSOPHY

A group of five teenagers (three boys and two girls) standing against a weathered wall. They are dressed in casual clothing like hoodies and sweaters.


**1 in 5 teenagers will  
experiment with philosophy.**

A man in a green sweater points at a laptop screen. A woman in a beige cardigan stands behind him, looking concerned. Another man in a red and white checkered shirt is partially visible in the foreground.


**“Are you googling thought  
experiments again?”**

A man in a red and white checkered shirt and a woman in a blue shirt are sitting on a park bench, engaged in a conversation.

**“Do you want to end up a  
professor like your sister?”**

A woman in a red sweater is crying with her hand on her forehead. A young woman with glasses and a patterned jacket is sitting next to her, holding an open book and looking at her.

**Thinking is  
a gateway  
to despair.**

A close-up shot of a woman with blonde hair, looking thoughtfully at the camera with her hand resting on her chin.

**“At first, it’s just  
Plato, but then  
it’s Nietzsche!”**

A young boy wearing a straw hat and a green plaid shirt is looking off to the side with a serious expression.

**Know the  
warning signs  
of philosophy.**