

# Negotiation & Conflict Resolution

Full Course Document

## Overview

**Course:** PHI 353LEC GRA: Negotiation & Conflict Resolution  
**Semester:** Fall 2024  
**Units:** 3.00  
**Time:** Monday, Wednesday, Friday: 1:00pm to 1:50pm  
**Location:** Talbert Hall 106  
**Instruction:** P (In Person)

**Course Website:** <https://www.acsu.buffalo.edu/~degray/NCR24/>

**Instructor:** Professor David Emmanuel Gray (he/his)  
**Contact:** Park Hall 118,  
degray@buffalo.edu,  
Zoom Meeting ID: 716 645 3983 & Passcode: 14260

**Student Meeting Hours:**  
Tuesday, Thursday: 12:00PM–2:00PM  
(and also by appointment)

## Course Description

Conflict 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.

## Learning Outcomes

This course on Negotiation and Conflict Resolution develops your skills for effective communication and persuasion.

To help guide us, this course has four learning outcomes. By this December, you will be able to...

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

I have designed all course activities with these outcomes in mind.

## Learning Resources

There are no textbooks to buy for this course. The course website will have all the readings along with some reading questions for you to consult. I expect you to read that material according to the class schedule.

The course website and UB Learns will also have assignments and other 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.
- Shell, G. R. (2018). *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed.). Penguin Books.
- Stone, D., Patton, B., & Heen, S. (2023). *Difficult conversations: How to discuss what matters most* (3rd ed.). Penguin Books.

## Course Structure

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 both 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. A significant amount of 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. If you are shy, do not worry: I will not punish anyone who would rather not speak up during class discussions.

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.*

## 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 feel free to send me an email, see me on Zoom, or drop by my office (Park Hall 118).

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. That said, I do try to more quickly respond to simple requests or catastrophic concerns!

## Schedule

### Important!

For each day with a required reading, social annotations (in Persuall) for that reading are due that day at 12:00pm (noon).

Optional readings are just that. While I may discuss Optional readings during class, you are not required to have done them. Even so, I provide these items in case you are curious to learn more about these topics. Any activities related to optional material will only assume that you were present in class if/when they were discussed.

**All dates and times are Buffalo (Eastern Standard) Time.**

### Approaching Conflict (Unit #1)

- 8/26 (Mon) Course Introduction.
- **Required Reading:** Gray, D. E. (2024, Fall). *PHI 353LEC GRA: Negotiation & Conflict Resolution* [Syllabus]. Department of Philosophy, University at Buffalo. <https://www.buffalo.edu/~degray/NCR24/NCR24-Syllabus.pdf>.
  - **Optional Reading:** Gallo, A. (2018, January 4). Why we should be disagreeing more at work. *Harvard Business Review*. <https://hbr.org/2018/01/why-we-should-be-disagreeing-more-at-work>.
  - **In-Class Activity:** Hand to Hand.
- 8/28 (Wed) Zero-Sum Thinking.
- **Required Reading:** de Montaigne, M. (2017). One man’s profit is another man’s loss. In J. Bennett (Ed. & Trans.), *Essays, book I* (p. 42). Early Modern Texts. [https://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1\\_1.pdf](https://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf) (Original work from 1580).
  - **In-Class Activity:** Oil Exports.
- 8/30 (Fri) Competition & Cooperation.
- **Required Reading:** Hobbes, T. (2006, July). *Leviathan, part 1: Man* (J. Bennett, Ed. & Trans.). Early Modern Texts.

[https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1\\_2.pdf](https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf)  
(Original work from 1651/1668).

- 9/1 (Sun)      **Self-reflection #1 due by 11:59pm (midnight).**
- 9/2 (Mon)      Labor Day (No Class).
- 9/4 (Wed)      Initial Reflections on Conflict.
- **Negotiation preparation #1 due by 12:00pm (noon).**
  - **Optional Reading:** Pruitt, D. G., & Kim, S. H. (2004). Some good news and some bad news about conflict. In *Social conflict: Escalation, stalemate, and settlement* (3rd ed., pp. 9–13). McGraw-Hill.
  - **In-Class Activity:** Getzville Apartment.
- 9/6 (Fri)      Empathy & Assertiveness.
- **Required Reading:** Pruitt, D. G., & Kim, S. H. (2004). Overview. In *Social conflict: Escalation, stalemate, and settlement* (3rd ed., pp. 3–14). McGraw-Hill.
  - **Required Reading:** Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (1996, July). The tension between empathy and assertiveness. *Negotiation Journal*, 12(3), 217–230.
  - **Optional Reading:** Machiavelli, N. (2010, August). Cruelty and mercy. Is it better to be loved than feared? In J. Bennett (Ed. & Trans.), *The prince* (pp. 35–37). Early Modern Texts.  
<https://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf>  
(Original work from 1532).
- 9/8 (Sun)      **Self-reflection #2 due by 11:59pm (midnight).**
- 9/9 (Mon)      Tendencies When Faced With Conflict.
- **Required Reading:** Pruitt, D. G., & Kim, S. H. (2004). Nature and Sources of Conflict. In *Social conflict: Escalation, stalemate, and settlement* (3rd ed., pp. 15–36). McGraw-Hill.
  - **Required Reading:** Pruitt, D. G., & Kim, S. H. (2004). Strategic choice. In *Social conflict: Escalation, stalemate, and settlement* (3rd ed., pp. 37–62). McGraw-Hill.
  - **In-Class Activity:** Tendencies When Faced With Conflict.

## From Bargaining to Principled Negotiation (Unit #2)

- 9/11 (Wed)      Bargaining & Distributed Negotiation.
- **Negotiation preparation #2 due by 12:00pm (noon).**

- **Optional Reading:** Galinsky, A. D. (2004, July). Should you make the first offer? *Negotiation*, 7(7).
- **In-Class Activity:** Halfa Degheim Complex.

9/13 (Fri) Preparing to Negotiate.

- **Required Reading:** Shell, G. R. (2018). Your goals and expectations. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 27–40). Penguin Books.

9/16 (Mon) The Bargaining Process.

- **Required Reading:** Shell, G. R. (2018). Opening and making concessions. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 131–144). Penguin Books.
- **Optional Reading:** Peck, E. (2021, December 30). What do you think you should be paid? *The New York Times*.  
<https://www.nytimes.com/2021/12/30/business/salary-negotiation-pay.html>.

9/18 (Wed) Beyond Bargaining.

- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). Don't bargain over positions. In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 3–15). Penguin Books.
- **Required Reading:** Patton, B. (2004, April). Building relationships and the bottom line: The circle of value approach to negotiation. *Negotiation*, 7(4).

9/20 (Fri) Legitimacy & Fairness.

- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). Insist on using objective criteria. In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 82–95). Penguin Books.
- **Required Reading:** Shell, G. R. (2018). Authoritative standards and norms. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 41–55). Penguin Books.
- **In-Class Activity:** Joint Venture Ultimatum.

9/23 (Mon) Arriving at Legitimacy

- **Negotiation preparation #3 due by 12:00pm (noon).**
- **Optional Reading:** Rawls, J. (1999). [Procedural justice]. In *A theory of justice* (Revised ed., pp. 74–75). Belknap Press. (Original work from 1971).
- **In-Class Activity:** Lake Erie Cleanup.

9/25 (Wed) Principled & Integrative Negotiation.

- **Negotiation preparation #4 due by 12:00pm (noon).**

- **Optional Reading:** Shell, G. R. (2018). Exchanging information. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 117–130). Penguin Books.
- **In-Class Activity:** Border Dispute.

9/27 (Fri) Focusing on Interests.

- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). Focus on interests, not positions. In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 42–57). Penguin Books.
- **Required Reading:** Shell, G. R. (2018). The other party's interests. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 71–81). Penguin Books.

9/30 (Mon) Creating & Claiming Value.

- **Required Reading:** Lax, D. A., & Sebenius, J. K. (1986). The negotiator's dilemma: Creating and claiming value. In *The manager as negotiator: Bargaining for cooperation and competitive gain* (pp. 29–45). Free Press.

10/2 (Wed) Negotiating Uncertainty.

- **Negotiation preparation #5 due by 12:00pm (noon).**
- **Optional Reading:** Bazerman, M. H., & Gillespie, J. J. (1999, September-October). Betting on the future: The virtues of contingent contracts. *Harvard Business Review*, 77(5), 155–160.
- **In-Class Activity:** Imperial Brewing Company.

10/4 (Fri) Alternatives & Leverage.

- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). What if they are more powerful? In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 99–108). Penguin Books.
- **Required Reading:** Shell, G. R. (2018). Leverage. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 82–100). Penguin Books.

10/7 (Mon) Managing Leverage.

- **Negotiation preparation #6 due by 12:00pm (noon).**
- **Optional Reading:** Hewlin J. A. (2017, September 18). The most overused negotiating tactic is threatening to walk away. *Harvard Business Review*. <https://hbr.org/2017/09/the-most-overused-negotiating-tactic-is-threatening-to-walk-away>.
- **In-Class Activity:** Baranski Sports Club.

10/9 (Wed) Inventing Options.

- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). Invent options for mutual gain. In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 58–81). Penguin Books.
- **In-Class Activity:** Florence Mall Water Tower.

10/11 (Fri) Creative Problem Solving.

- **Negotiation preparation #7 due by 12:00pm (noon).**
- **Optional Reading:** Basu, S., & Savani, K. (2017, June 28). To make better choices, look at all your options together. *Harvard Business Review*. <https://hbr.org/2017/06/to-make-better-choices-look-at-all-your-options-together>.
- **In-Class Activity:** Buffalo Waterfront.

10/14 (Mon) Fall Break (No Class).

## From Principled Negotiation to Conflict Resolution (Unit #3)

10/16 (Wed) Certainty vs. Curiosity.

- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Stop arguing about who's right. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 25–43). Penguin Books.

10/18 (Fri) The Ladder of Inference.

- **Negotiation preparation #8 due by 12:00pm (noon).**
- **Optional Reading:** Heffelfinger, L., & Jackman, J. (2020, October 15). *Productive conflict: How leaders stay low on the ladder of inference*. The Heffelfinger Company Blog. <https://www.heffelfingerco.com/blog/productive-conflict-how-leaders-stay-low-on-the-ladder-of-inference>.
- **In-Class Activity:** Let's Go Hollywood.

10/21 (Mon) Intent vs. Impact.

- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Don't assume they meant it. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 44–57). Penguin Books.

10/23 (Wed) Blame vs. Contribution.

- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Abandon blame. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 58–82). Penguin Books.

10/25 (Fri) Identity in the Workplace.



- **Negotiation preparation #9 due by 12:00pm (noon).**
- **Optional Reading:** Stone, D., Patton, B., & Heen, S. (2010). How does this work with someone who has all the power—like my boss? In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 258–261). Penguin Books.
- **Optional:** 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 *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 264–267). Penguin Books.
- **In-Class Activity:** Monte Carlo.

10/27 (Sun) **Self-reflection #3 due by 11:59pm (midnight).**

10/28 (Mon) The Feelings Conversation.

- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Have your feelings. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 85–108). Penguin Books.
- **Optional Reading:** Mlodinow, L. (2022, January 4). What we get wrong about emotions. *The Atlantic*.  
<https://www.theatlantic.com/family/archive/2022/01/emotion-isnt-the-enemy-of-reason/621148/>.

10/30 (Wed) Core Concerns.

- **Required Reading:** Fisher, R., & Shapiro, D. (2005). The big picture. In *Beyond reason: Using emotions as you negotiate* (pp. 3–21). Penguin Books.
- **Optional Reading:** Sutherland, A. (2006, June 25). What Shamu taught me about a happy marriage. *The New York Times*.  
<https://www.nytimes.com/2006/06/25/fashion/what-shamu-taught-me-about-a-happy-marriage.html>.
- **Optional Reading:** Hamilton, D. M. (2015, December 22). Calming your brain during conflict. *Harvard Business Review*. <https://hbr.org/2015/12/calming-your-brain-during-conflict>.

11/1 (Fri) Respecting Autonomy.

- **Required Reading:** Fisher, R., & Shapiro, D. (2005). Respect autonomy. In *Beyond reason: Using emotions as you negotiate* (pp. 72–93). Penguin Books.

11/3 (Sun) **Self-reflection #4 due by 11:59pm (midnight).**

11/4 (Mon) Building Affiliation.

- **Required Reading:** Fisher, R., & Shapiro, D. (2005). Build affiliation. In *Beyond reason: Using emotions as you negotiate* (pp. 52–71). Penguin Books.

- 11/6 (Wed) Forming a Partnership.
- **Negotiation preparation #10 due by 12:00pm (noon).**
  - **Optional Reading:** Shell, G. R. (2018). Psychological strategies for building working relationships. In *Bargaining for advantage: Negotiation strategies for reasonable people* (3rd ed., pp. 65–68). Penguin Books.
  - **In-Class Activity:** Buffalo Niagaras.
- 11/8 (Fri) The Identity Conversation.
- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Ground your identity. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 111–128). Penguin Books.
- 11/11 (Mon) Delivering & Receiving Feedback.
- **Negotiation preparation #11 due by 12:00pm (noon).**
  - **Optional Reading:** Stone, D., & Heen, S. (2014). Separate appreciation, coaching, and evaluation. In *Thanks for the feedback: The science and art of receiving feedback well* (pp. 29–45). Penguin Books.
  - **In-Class Activity:** Walleye Pro Shop.
- 11/13 (Wed) The Power of Status.
- **Required Reading:** Fisher, R., & Shapiro, D. (2005). Acknowledge status. In *Beyond reason: Using emotions as you negotiate* (pp. 94–114). Penguin Books.
  - **Optional Reading:** Mahuad, J. (2005). On using these ideas in the “real world”. In R. Fisher & D. Shapiro (Authors) *Beyond reason: Using emotions as you negotiate* (pp. 183–199). Penguin Books.
- 11/15 (Fri) Adopting Roles.
- **Required Reading:** Fisher, R., & Shapiro, D. (2005). Choose a fulfilling role. In *Beyond reason: Using emotions as you negotiate* (pp. 115–140). Penguin Books.
- 11/17 (Sun) **Self-reflection #5 due by 11:59pm (midnight).**
- 11/18 (Mon) Having a Purpose.
- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). What’s your purpose? In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 131–146). Penguin Books.
- 11/20 (Wed) Beginning the Conversation.
- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Getting started. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 147–162). Penguin Books.

- **Optional Reading:** Manzoni, J.-F. (2002, September). A better way to deliver bad news. *Harvard Business Review*, 80(9), 114–9, 126.

11/22 (Fri) Having a Learning Conversation.

- **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Learning. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 163–184). Penguin Books.
- **Optional Reading:** Abrahams, R., & Groysberg, B. (2021, December 21). How to become a better listener. *Harvard Business Review*.  
<https://hbr.org/2021/12/how-to-become-a-better-listener>.
- **Optional Reading:** Itzhakov, G., & Kluger, A. N. (2018, May 17). The power of listening in helping people change. *Harvard Business Review*.  
<https://hbr.org/2018/05/the-power-of-listening-in-helping-people-change>.
- **Optional Reading:** Epley, N. (2018, March 22). *Invisibilia: We all think we know the people we love. We're all deluded*. Shots: Health News From NPR.  
<https://www.npr.org/sections/health-shots/2018/03/22/594023688/invisibilia-to-understand-another-s-mind-get-perspective-don-t-take-it>.
- **Optional Reading:** Navanayagam, D. (Host). (2017, March 3). Listening [Audio podcast episode]. In *The Why Factor*. BBC World Service.  
<https://www.bbc.co.uk/programmes/p04tv665>.

11/25 (Mon) Appreciating Others.

- **Required Reading:** Fisher, R., & Shapiro, D. (2005). Express appreciation. In *Beyond reason: Using emotions as you negotiate* (pp. 25–51). Penguin Books.
- **In-Class Activity:** Gratitude Tree.

11/27 (Wed) Thanksgiving Break (No Class)

11/27 (Thu) Thanksgiving Break (No Class)

12/2 (Mon) Expressing Yourself.

- **Negotiation preparation #12 due by 12:00pm (noon).**
- **Optional Reading:** Stone, D., Patton, B., & Heen, S. (2010). Expression. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 185–200). Penguin Books.
- **Optional Reading:** Babcock, L., & Laschever, S. (2008). Why you need to ask. In *Ask for it: How women can use the power of negotiation to get what they really want* (pp. 1–16). Bantam Books.
- **In-Class Activity:** Leadership House.

## Managing Difficult Situations (Unit #4)

- 12/4 (Wed)     Difficult Tactics.
- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). What if they use dirty tricks? In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 131–145). Penguin Books.
  - **In-Class Activity:** Naming the Game.
- 12/6 (Fri)     Negotiation Aikido.
- **Required Reading:** Fisher, R., Ury, W., & Patton, B. (2011). What if they won't play? In *Getting to yes: Negotiating agreement without giving in* (3rd ed., pp. 109–130). Penguin Books.
  - **Required Reading:** Stone, D., Patton, B., & Heen, S. (2010). Problem-solving. In *Difficult conversations: How to discuss what matters most* (2nd ed., pp. 201–216). Penguin Books.
- 12/8 (Sun)     **Self-reflection #6 due by 11:59pm (midnight).**
- 12/9 (Mon)     Negotiation Leadership.
- **Required Reading:** Salacuse, J. W. (2006, May). Real leaders negotiate. *Negotiation*, 9(5).
- 12/16 (Mon)     Coordination Without Communication.
- **Required Reading:** Schelling, T. C. (1980). Tacit coordination (common interests). In *The strategy of conflict* (2nd ed., pp. 54–58). Harvard University Press. (Original work from 1960).
  - **In-Class Activity:** Making Contact (laptops will be useful).

## Activities (Course Requirements) & Grading Scheme

I will measure your progress and success in Negotiation and Conflict Resolution by having you engage in a wide variety of different activities:

- **Social annotation** of the readings on Perusall that have you work with your classmates in order to better understand what that material is trying to convey,
- **Negotiation preparation** for organizing your thoughts about new course concepts and how to apply them during the in-class negotiations,
- In-class **negotiation** for practicing the various negotiation and conflict resolution strategies presented in the readings and discussed during our class meetings,
- General in- and out-of-class **participation** for displaying your ongoing attempts to better understand and apply the course material, and

- **Self-reflection** for connecting course concepts to your own personal experiences of conflict and negotiation.

As you complete these activities, **you will earn negotiation experience points**:

<b>Earning Negotiation Experience Points</b>		
<b>Activity</b>	<b>Experience Points</b>	<b>Total Points Available</b>
Social Annotation	100 per social annotation activity	2,900
Negotiation Preparation	300 per preparation	3,600
Negotiation	200 per negotiation	2,400
Class Participation		≈2,500*
Self-Reflection	450 per self-reflection	2,700
<b>Total</b>		<b>14,100</b>

*\*This is only approximate. The actual total for class participation may vary. If this adversely influences course grades, then the Negotiator Advancement table below will be updated accordingly.*

You have entered this class as a New Negotiation Student, but as you do these activities and earn negotiation experience points **you will advance to higher levels**. The level at which you end the semester will determine your final letter grade in the course:

<b>Negotiator Advancement</b>			
<b>Experience Points</b>	<b>Level</b>	<b>Title</b>	<b>Letter Grade</b>
Less than 6,599	1	New Negotiation Student	F1
6,600 to 6,999	2	Negotiation Student	D–
7,000 to 7,399	3	Negotiation Initiate	D
7,400 to 7,899	4	Novice Negotiator	D+
7,900 to 8,399	5	Apprentice Negotiator	C–
8,400 to 8,899	6	Marketplace Haggler	C
8,900 to 9,499	7	Used Car Salesperson	C+
9,500 to 10,099	8	Distributive Bargainer	B–
10,100 to 10,699	9	Negotiation Analyst	B
10,700 to 11,399	10	Principled Negotiator	B+
11,400 to 12,099	11	Master Negotiator	A–
12,100 to 12,799	12	Grandmaster Negotiator	A
12,800 or higher	13	Negotiator Supreme	A+

*UB does not allow final course grades to be an A+ or a D–. Therefore, a final course grade of an A+ will be assigned an A and a final grade of a D– will be assigned a D.*

This negotiation experience point structure means that **you are free to choose some activities and skip others**. You are also free to decide how much you want to engage in the course.

Some students will reach the level of Marketplace Haggler and then vanish. Fair enough! Others will not relent until they are Negotiator Supreme. Great—go for it! In the end, I will support whatever choice you make.

## Late Work

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 your activities are done on time.

That said, there may be times when you cannot get things done as expected. If that happens, **do not panic!** Philosopher's stones are there to help. If the situation is truly extraordinary, please do see me about a reasonable accommodation.

## Frequently Asked Questions About Grades

### Q: What is my current grade in the class?

One reason for using this philosophy experience point structure is so that no one needs to agonize over letter grades. The focus should be on doing better in the course (see the next question). This is why **I only calculate letter grades *once* for this course:** when I submit final letter grades to UB based on the total number of points you ultimately earned.

All that said, if you are earning less than 50% of the possible points on activities, then you are unlikely to pass the course. Meanwhile, if you are earning more than 90%, you are well on your way to becoming Negotiator Supreme with an A+. My advice is that it is okay to relax if you are earning at least 80% of the possible points—in that case, you're on track for earning something in the B+/A- range.

Finally, don't forget about philosopher's stones. For many students, these make a *huge* difference at the end of the semester, when they use them to make up for missed activities.

### Q: How can I do better in the course?

Just keep focused on earning more negotiation experience points. This is the way to raise your level in the course and so earn a higher final letter grade.

Beyond that, the most common barrier to success in this course is **unexcused absences**. An extremely large number of points are earned from negotiations and other in-class activities. So missing class means missing out on earning all those points. So do whatever you can to arrive to our class meetings on time.

### Q: Can I still get a [Letter Grade] in this course?

Recall that your final course grade is based on your total number of negotiation experience points at the end of the semester. You can see this in the Negotiator Advancement table above, which converts experience points into letter grades. So earning your desired letter grade requires that you earn the number of points that grade requires.

You can log into UB Learns and see your current number of negotiation experience points. You can then look that number up in that Negotiator Advancement table above to see where you currently stand. You can then use that to see how many more points you still need in order to earn the grade you actually desire. If there are enough activities remaining in the semester, then it may indeed be possible for you to earn that grade.

For instance, suppose you currently have 9,400 negotiation experience points—but you want a B+. Looking in that Negotiator Advancement table above, you'll see that a B+ requires at least 10,700 points. So that means you'll need to earn at least 1,300 more points to get that B+. Now you can then compare that 1,300 points you need to what activities remain for the course. Suppose there are still 2 negotiations (which includes 2 negotiation preparations and the 2 negotiations themselves), 2 reflection papers, and 9 social annotation activities remaining. In that case, there is a total of 2,500 more points that you may still earn—so it would then be possible for you to earn a B+ (or even higher) in the course.

## Philosopher's Stones

You initially have 3 philosopher's stones to use during this course. You may also earn even more philosopher's stones through class participation and by keeping up with your social annotations. You may then exchange your philosopher's stones to unleash phenomenal philosophic powers!

### Earning Philosopher's Stones

There are a couple ways in which you may earn additional philosopher's stones:

1. You will earn 1 philosopher's stone for every 500 negotiation experience points you earn from social annotations. Please note that any experience points you gain through Decipher Script do not count towards earning new stones.
2. You will earn 1 philosopher's stone for every 400 negotiation experience points you earn from class participation.

### Using Philosopher's Stones

There are several superpowers that your philosopher's stones may unleash!

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### *Time Stop (SA)*

**Cost:** 1 philosopher's stone.  
**Area of Effect:** 1 social annotation activity.  
**Duration:** Up to 24 hours.

You select 1 social annotation activity and give up 1 philosopher's stone. You then gain a 24-hour extension for completing that activity.

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### *Time Stop (SR)*

**Cost:** 1 philosopher's stone.  
**Area of Effect:** 1 self-reflection activity.  
**Duration:** Up to 48 hours.

You select 1 self-reflection activity and give up 1 philosopher's stone. You then gain a 48-hour extension for completing that activity.

If you have enough stones, you may use this power multiple times for additional 48-hour extensions on the same self-reflection activity.

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### *Decipher Script*

**Cost:** 2 philosopher's stones.  
**Area of Effect:** 1 social annotation activity.  
**Duration:** Instantaneous.

You select 1 social annotation activity and give up 2 philosopher's stones. You then gain the full 100 negotiation experience points for that activity.

You may do Decipher Script at *any time* during the semester. For example, in week 10 you may use your stones on one of the social annotation activities from week 3. For that reason, I **encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any social annotation activities.

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### *Gift of Gab*

**Cost:** 3 philosopher's stones.  
**Area of Effect:** 1 negotiation activity.  
**Duration:** Instantaneous.



You select 1 negotiation activity and give up 3 philosopher's stones. You then gain the full 200 negotiation experience points for that activity.

You may do Gift of Gab at *any time* during the semester. For example, in week 12 you may use your stones on one of the negotiation activities from week 7. For that reason, **I encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any negotiation activities.

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### Guidance

**Cost:** 4 philosopher's stones.  
**Area of Effect:** 1 negotiation preparation activity.  
**Duration:** Instantaneous.

You select 1 negotiation preparation activity and give up 4 philosopher's stones. You then gain the full 300 negotiation experience points for that activity.

You may do Guidance at *any time* during the semester. For example, in week 14 you may use your stones on one of the negotiation preparation activities from week 2. For that reason, **I encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any negotiation preparation activities.

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### Borrowed Knowledge

**Cost:** 6 philosopher's stones.  
**Area of Effect:** 1 self-reflection activity.  
**Duration:** Instantaneous.

You select 1 self-reflection activity and give up 6 philosopher's stones. You then gain the full 450 negotiation experience points for that activity.

You may do Borrowed Knowledge at *any time* during the semester. For example, in week 14 you may use your stones on one of the negotiation preparation activities from week 2. For that reason, **I encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any negotiation preparation activities.

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*You use your philosopher's stones by emailing me. In your email, **please be specific** about what philosophical power you are using. Also don't forget to specify the "area of effect", that is, what exactly you are using that power on. For instance, your email might say that you are using 2 philosopher's stones for Decipher Script on Social Annotation Activity 4. Once I know all that, I will make it happen!*

Finally, for each philosopher's stone that you do not use by the end of the course, you will earn 20 philosophy experience points.

So use your philosopher's stones wisely!

## Reading

Readings are assigned for most class meetings, which you are expected to have read and thought about *before* we meet. This allows us to discuss the texts rather than merely review their contents. Hence, you must do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Meanwhile, the social annotation activities on Perusall will help you work with your classmates in order to better understand what the readings are trying to convey.

Required readings come from the materials posted in the class schedule on the course website, which are covered according to that schedule. Some days may also have optional materials. These help enrich, or otherwise supplement, the required readings. I may allude to optional material during our class meetings, but I will not punish you for not reading them.

I encourage you to print and bring the readings to class. This will make it easy for you to mark important passages and add notes of your own.

I should also emphasize that this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. You may have to stop and think about things; and you should be prepared to go back and reread important sections. I also suggest that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring any questions you may have about the reading to class.

## Reading Questions

To assist you in this process, I have posted reading questions in the class schedule on the course website. These questions highlight the concepts that will frame our class discussions. They also help you check your understanding of the main claims about negotiation and conflict resolution from the readings, while having you consider about how all this material applies to your own experiences.

I suggest also printing out these questions and bringing them to class. That way you can be sure to see how they are addressed during class and make any additional notes about them as needed.

## Social Annotation

Most of our class meetings will have assigned reading that you are expected to read and think about. Each set of assigned readings will also have posted reading questions that highlight the concepts within those readings that will frame our discussions.

To assist you in this process, you will work with your classmates on Perusall to collaboratively annotate the readings by 12:00pm (noon), Buffalo (Eastern Standard) Time, just *before* we discuss it during class that day.

### Here's What I Want You to Do

Unless you are told otherwise, for *each* of the social annotation activities, make at least 4 annotations to the reading.

Substantive responses to the annotations of your classmates will count as annotations of your own. Indeed, this is meant to be a real social experience for us, so **I would strongly prefer that at least half of your annotations are in response to those of a classmate.**

### Here's Why I Want You to Do It

The purpose of social annotating is pretty straightforward: it has you practice with your classmates the skills necessary for critically reading texts while also connecting that material to your own interests and experiences.

As such, social annotating will continually push you towards achieving all four learning outcomes for this course:

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

To these ends, work with your classmates connecting the readings to your experiences of conflict and negotiation, assessing the positions those texts try to establish, and reflecting on what it is you believe about all of this.

### Here's How to Do It

In general, each of your annotations must *do at least 1* of these 5 tasks:

1. Highlight text that **helps us answer a reading question**—and then give the number of the reading question and explain why you believe the highlighted text helps answer that question. (Do not write out the question itself. Giving the question's number is enough.)
2. Highlight text that **resonates with your own *personal* experiences**—and then explain what in that highlighted text connects to your own experiences.
3. Highlight text that **relates to *current* events**—and then explain what in that highlighted text connects to current events.
4. Highlight text that **you *personally* find controversial**—and then explain why *you personally* find that highlighted text controversial.
5. **Respond to annotations** made by your classmates, expanding in a *substantive* way on whatever it is they are saying by connecting it to *your own perspective*.

Your annotations may do any combination of these task. The choice is yours.

No matter what task you choose, though, all your annotations must be...

1. Relevant,
2. Substantive, and
3. Respectful.

By *relevant*, I mean that your annotations are clearly doing at least 1 of the 5 tasks above and not going off topic.

By *substantive*, I mean more than generic commentary, simply repeating whatever the text or a classmate says, or giving a thoughtless “I agree”. No matter which task(s) you choose, **I want to see you presenting your own careful reasoning by substantiating your claims and providing concrete examples.**

By *respectful*, I mean that you critically assess the claims the readings and your classmates are making while not attacking the person(s) making those claims. It is fine to disagree with the reading and your classmates—*and even with me!*—but it is disrespectful to besmirch the integrity or character of another person. Indeed, personal attacks suggest it is your position that is weak and unsound. So please no flame wars, no bullying, and **no being a jerk!**

## Here’s How You’ll Earn Negotiation Experience Points

You will earn up to 100 negotiation experience points for each social annotation activity.

The number of points you earn will be based upon the Perusall autoscoring algorithm. This works by first evaluating each of your annotations as “deficient”, “improvement needed”, or “meets expectations”.

After that, Perusall takes into other considerations for determining your score. For instance, Perusall gives a penalty if your annotations are not distributed throughout the reading. The idea is that **you should be reading the whole text** and not just one small part of it. Your score will also be slightly modified by other considerations as well, such as how many people are responding to your annotations.

The good news is that Perusall itself will encourage and help you make better annotations to improve your score. Because of that, I have found that this autoscoring algorithm works quite well. Even so, I will still regularly check its results, making sure that the points it awards are reasonable. Of course, **if you feel that your annotations are not being fairly scored by Perusall, let me know and I'll gladly assign your points myself!**

## Using Philosopher's Stones

The following two philosophical powers apply to the social annotation activities:

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### *Time Stop (SA)*

**Cost:** 1 philosopher's stone.  
**Area of Effect:** 1 social annotation activity.  
**Duration:** Up to 24 hours.

You select 1 social annotation activity and give up 1 philosopher's stone. You then gain a 24-hour extension for completing that activity.

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### *Decipher Script*

**Cost:** 2 philosopher's stones.  
**Area of Effect:** 1 social annotation activity.  
**Duration:** Instantaneous.

You select 1 social annotation activity and give up 2 philosopher's stones. You then gain the full 100 negotiation experience points for that activity.

You may do Decipher Script at *any time* during the semester. For example, in week 10 you may use your stones on one of the social annotation activities from week 3. For that reason, I **encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any social annotation activities.

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## Considerations for Your Perusall Account

This means that you need a Perusall account. The good news is that this should be set up automatically when you start clicking on the Perusall links I have posted on the course website.

The first time you use Perusall, **please be sure that you are using your real first and last name**, so I can identify you. I also recommend making sure that it is linked to your UB email. (When someone tags you on Perusall, you get an email message letting you know.) You may also need to enter your student ID. To keep things simple, please use either your UB Student ID Number or your UB email for that ID.

Keep in mind that **you cannot be anonymous** on Perusall. However, only people enrolled in the course will see your annotations. No outsiders are allowed!

If you have any trouble setting up or using Perusall, please do not hesitate to seek help from me.

## Negotiation Preparation

You are expected to prepare *in advance* for the twelve in-class negotiation activities. Each negotiation preparation activity has you respond to questions asking you to organize your thoughts around course concepts while considering how you may apply them during that negotiation.

Preparation is key for effective negotiation!

### Here's What I Want You to Do

Each negotiation preparation activity asks you to respond to a list of questions. These questions have you apply course concepts to an upcoming in-class negotiation activity. Your goal for each negotiation preparation is to **demonstrate your understanding of the course material while making a good faith effort to apply those concepts to better approach and roleplay that negotiation activity.**

These are meant to be relatively short write ups that are not assessed too critically by me. That is, I expect that you will make lots of mistakes when applying course concepts to a negotiation for the first time. The real challenge here is to **remain focused and thorough in answering all the assigned negotiation preparation questions** while not getting sidetracked with inessential details.

Otherwise, your negotiation preparations should use APA-style citations to cite all your sources (this includes the required course readings), acknowledge any assistance (this includes assistance received from me outside of our regular class meetings), and otherwise conform to the formatting requirements.

Please use the templates for the negotiation preparations. These templates are set up to satisfy all the formatting requirements, including a blank cover page for you to complete.

**Most importantly, negotiation preparations without a properly filled out Commitment to Academic Integrity Form will not be read and will automatically earn 0 negotiation experience points.**

### Here's Why I Want You to Do It

The purpose of these negotiation preparation activities is hopefully self-evident: they give you practice in, well, preparing for (simulated) negotiation and conflict resolution situations. Indeed, one theme of this course is that preparation is unavoidable for productive negotiation and conflict resolution. So it is essential that you continue to practice and develop your skills for such preparations.

This means that the negotiation preparation activities will develop your abilities for achieving all four learning outcomes for this course:

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

### Here's How to Do It

When they are posted, be sure to **read the questions for each negotiation preparation activity carefully**, making sure you understand what each is asking you. This will ensure that your answers are comprehensive while demonstrating your understanding and application of the relevant course concepts. For instance, **be sure to define any and all course terminology you use in your responses**.

Please, though, **don't create extra work for yourself by regurgitating information or performing tasks not relevant to the activity's questions**.

Since your responses should demonstrate your understanding and application of material to an upcoming in-class negotiation activity, please **keep direct quotation to a minimum**. That is, quoting directly from the readings would show that you know where to locate relevant information, but it does not itself demonstrate that you understand what it means or can apply it to new situations. So be sure to **explain course concepts in your own words**.

Finally, **familiarize yourself with my expectations, which consist of a detailed list of specifications, for the self-reflection activities.** These should give you a further insight into how to do well on your self-reflections.

As always, if you have any confusions about how to succeed on these negotiation preparation activities, let me know!

## Here's How You'll Earn Negotiation Experience Points

Each negotiation preparation activity is worth 300 negotiation experience points.

If a negotiation preparation satisfies *all* of that activity's specifications, then it is marked "Accepted" and earns all 300 points. However, if a negotiation preparation fails to satisfy *any one* of those specifications, then it is marked "Incomplete" and earns 0 points.

Partial credit is *not* awarded. So be sure that your negotiation preparations follow all the specifications very carefully.

## Specifications for Negotiation Preparations

In order to be Accepted (and earn the full 300 negotiation experience points) a negotiation preparation activity must satisfy *all* of the following six specifications:

NP1: Make a serious effort to answer each and every preparation question as clearly and completely as possible.

**There is no expectation of perfection here.** Just make that real effort to answer all those questions.

NP2: **Strictly follow the specified word count.** (The precise word count may vary from preparation to preparation.)

The cover page, title information, references, and acknowledgments, do not count.

NP3: Number your responses to each question.

NP4: Be in your own words.

In other words, please paraphrase material without directly quoting me, the text, or any other sources.

NP5: Follow the formatting requirements, which include having a properly filled out Commitment to Academic Integrity Form. To help you with this, **please use the templates** for the negotiation preparations.

NP6: Use APA-style citations to cite all your sources (this includes the required course readings) and acknowledge any assistance (this includes help from classmates, your friends and family, Center for Excellence in Writing (CEW), artificial intelligence (AI) tools, as well as from me).



If your submission fails to satisfy *any one* of those specifications, then it will be marked as Incomplete (and earn 0 negotiation experience points).

## Using Philosopher's Stones

The following philosophical power applies to the negotiation preparation activities:

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### Guidance

<b>Cost:</b>	4 philosopher's stones.
<b>Area of Effect:</b>	1 negotiation preparation activity.
<b>Duration:</b>	Instantaneous.

You select 1 negotiation preparation activity and give up 4 philosopher's stones. You then gain the full 300 negotiation experience points for that activity.

You may do Guidance at *any time* during the semester. For example, in week 14 you may use your stones on one of the negotiation preparation activities from week 2. For that reason, **I encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any negotiation preparation activities.

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## Collaboration & Academic Integrity

Since the negotiation preparation activities are meant to assess *your* progress in achieving the learning outcomes, I expect you to write up your negotiation preparation on your own without resorting to artificial intelligence (AI) tools to do these for you. (Perhaps not too surprisingly, AI tools do a terrible job in preparing for this class's negotiations.) After all, I am primarily interested to see how you prepare for the negotiation activities!

Negotiation preparations are not group activities; you must complete them up on your own without any outside assistance. Let me know if you are struggling and I'll gladly help!

However, please just be honest if you do receive any outside assistance or use the ideas of others. This includes using AI tools. In any of those cases, be sure to:

1. Note the assistance you received on the cover page's Commitment to Academic Integrity Form, and
2. Properly cite that assistance and/or acknowledge it at the end of your negotiation preparation.

In addition, **please do not share anything in your confidential negotiation instructions with anyone**. This ensures that no one has an unfair advantage during the negotiation.

If anyone asks you for help, direct them to me instead. I'll be glad to help them out!

## Negotiation

There are twelve major in-class negotiation activities scheduled for this semester. Each of these will simulate a conflict between you and another party, giving you the chance to practice the various negotiation and conflict resolution strategies presented in the readings and discussed during our class meetings.

Take these negotiation activities seriously and watch as your negotiation and conflict resolution skills really start to improve!

### Here's What I Want You to Do

At least one class prior to a scheduled negotiation activity, you will receive a hardcopy of confidential instructions. (I do *not* distribute digital copies of these instructions because I need to keep these instructions confidential. That is why I will only give out hardcopies.) Your instructions will provide you with any necessary background along with details about your role in the negotiation. You are expected to then **prepare in advance** for each of these activities.

On the day of a negotiation activity, I will have assigned you a negotiation partner. So please **show up on time** to class so that your negotiation partner is not inconvenienced by having to find a new partner. Because of that, if you show up after the activity has started, you will not be able to participate.

Meanwhile, **please do not show your partner your confidential instructions** during the negotiation. (Feel free to swap instructions after the negotiation is over to see how they understood the situation.) Also, try not to make up facts that are not in your instructions, but definitely feel free to be creative with the information you have.

You will have a set time limit in which to negotiate with your partner. During that time, your goal is **try and reach an agreement that is prudent according your role** in the negotiation. This means that you are *not* competing with your negotiation partner. Instead, you are competing with your classmates that are representing the *same* role as you.

As you are doing all that, please **role-play as the character you are representing** during the negotiation. That will make this a fun way to experiment and learn! That said, do take these negotiation activities seriously through careful preparation and focused intent on reaching a prudent agreement. These are not frivolous games.

Finally, you and your partner will fill out and sign an agreement card if you both wish to make any binding agreements. However, if you and your partner are unable to come to an agreement, you may then rip your agreement card in half. In either case, you will **turn in your agreement card** in at the end of the activity.

## Here's Why I Want You to Do It

The purpose of these negotiation activities is to provide you with the opportunity to practice and develop your skills for negotiation and conflict resolution.

More specifically, each negotiation activity is intended to gauge your progress towards all four learning outcomes for this course:

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

Indeed, I see these negotiation activities as most directly fulfilling my primary mission to cultivate your cognitive and affective capacities for practical deliberation with others when your wishes may differ from theirs. Such skills will serve you very well as you take up the mantle of leadership within your communities and chosen fields of study.

## Here's How You'll Earn Negotiation Experience Points

Each negotiation activity is worth 200 negotiation experience points.

If you fully participate in the activity, you will earn all 200 points. If you are unable to fully participate in the activity—for instance, because you are late, absent, or unprepared—then you will earn 0 points.

Your agreement will also earn even more negotiation experience points, counting towards class participation, based on how prudent that agreement is for *your* role in the negotiation.

## Using Philosopher's Stones

The following philosophical power applies to the negotiation activities:

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### *Gift of Gab*

**Cost:** 3 philosopher's stones.

**Area of Effect:** 1 negotiation activity.  
**Duration:** Instantaneous.

You select 1 negotiation activity and give up 3 philosopher's stones. You then gain the full 200 negotiation experience points for that activity.

You may do Gift of Gab at *any time* during the semester. For example, in week 12 you may use your stones on one of the negotiation activities from week 7. For that reason, **I encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any negotiation activities.

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## What If You Miss a Negotiation?

Missing a negotiation activity under any circumstances does not excuse you from that activity. However, keep in mind that this course's grading scheme is extremely flexible in how you may earn negotiation experience points. Furthermore, you may use philosopher's stones (see above) to make up for a missed negotiation activity. So missing a negotiation activity or two may not have significant impact on your final course grade.

In any case, if you miss a negotiation activity for a reason that is excused according to the university attendance policy, you may have the opportunity to earn the full 200 negotiation experience points by completing a make-up negotiation. I say that you "may" have that opportunity because it is always contingent on me being able to find you a negotiation partner—and depending on the specific circumstances of your absence that may not be possible. However, the more *advanced notice* you give me about an excused absence, the much more likely it is I can find you that negotiation partner.

Keep in mind that even if your absence is excused, you must reach out to me via email with your excuse (that satisfies the university policy for excused absences) within 72 hours of the absence. Otherwise, you will not be allowed to make up the missed negotiation activity.

## Class Participation

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 crucial in understanding class material and practicing the skills it seeks to impart.

The more you are able to meaningfully engage in this class, the more you will learn and the better you may perform.

## Here's What I Want You to Do

First and foremost, **arrive on time to each of our class meetings**. Most days will have some form of activity where I have pre-assigned you a partner. (I try to assign you with as many different classmates as possible during the semester.) So if you are late or absent, you are not only falling behind on material but also denying your partner the opportunity to work with and learn from you.

In addition, do yourself a favor and **find a notes buddy**. A notes buddy is someone you can contact if you'd like to look over their course notes. This is extremely helpful if you are late or absent, or if you believe you might not have fully understood something that I presented during class. In any of those cases, reach out to your notes buddy and catch up on anything that you might have missed from class. Of course, as *their* notes buddy, you should also be ready and willing to share your notes with them, as needed.

Notes buddies are not assigned. Instead, on the first day of class, I encourage you to **exchange university email addresses with at least one of your classmates**. That way you have someone you are comfortable contacting when you'd like to compare notes.

This is important because **if you miss class for any reason, make sure you contact your notes buddy**. If you have specific questions after you've completed the relevant reading and reviewed the relevant notes from your notes buddy, let me know!

Furthermore, most class meetings will have some kind of planned activity. You will find the most important of these activities, which include the in-class negotiations, are announced in advance and posted on the schedule. Meanwhile, there will also be many in-class activities that are *not* announced in advanced. In either case, **come to class prepared to work with your classmates**.

Make things easier for yourself—and for your classmates—by showing up on time to each of our class meetings.

Throughout all this, I also expect that everyone is *mentally* present during class, so do **give each other our undivided attention**. Out of respect for everyone else, please try to avoid distracting behavior like sleeping in class, chatting while I am trying to lecture, using a phone or laptop without permission, arriving late, leaving the room during class, and doing homework for another course.

There will be out-of-class activities for you as well. Whew! 🤔

Given the wide variety of these different sorts of activities, be sure to **pay careful attention to what is being assigned and let me know if you have any confusions about what is expected from you**.

Finally, two very important points to always keep in mind:

- 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.**

### Here's Why I Want You to Do It

There are so many class participation activities for this course for the simple reason that negotiation and conflict resolution are activities. Activities are only learned through continual practice. That is why this course is structured around the principle of experiential learning, which demands a wide variety of activities for you to complete with your classmates.

In that way, class participation is an essential way for you to continually progress towards achieving all four learning outcomes for this course:

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

### Here's How You'll Earn Philosophy Experience Points

The number of negotiation experience points you may earn from class participation activities will vary from activity to activity. Relatively simple activities will be worth a small number of points, while more the complex and intense activities will worth much more. However, if you are unable to fully participate in the activity—for instance, because you are late, absent, or unprepared—then you will earn 0 points.

Beyond that, anyone engaging in distracting behavior (sleeping in class, chatting while I am trying to lecture, using a phone or laptop without permission, arriving late, leaving the room during class, doing homework for another course, and so on) may have negotiation experience points *deducted* from their point total.

I estimate that it will be possible to earn a maximum total of around 2,500 negotiation experience points through class participation. Given the unpredictable nature of class participation in a course like this, I cannot be more precise about this until the end of the semester. However, if the actual total possible points for class participation adversely influences course grades, then I will update the course's grading scheme accordingly.

## What If You Miss a Class Meeting?

Missing a class participation activity under any circumstances does not excuse you from that activity. However, keep in mind that this course's grading scheme is extremely flexible in how you may earn negotiation experience points. Furthermore, each unused philosopher's stone is worth 20 points. So occasionally missing a class meeting may not have significant impact on your final course grade.

In any case, if you miss a class meeting for a reason that is excused according to the university attendance policy, you may have the opportunity to earn missed negotiation experience points by completing a make-up assignment. The nature of this opportunity will depend on the precise class meeting missed, as some in-class activities (e.g., the final in-class activity done during finals week) are unique without any meaningful equivalent.

Keep in mind that even if your absence is excused, you must reach out to me via email with your excuse (that satisfies the university policy for excused absences) within 72 hours of the absence. Otherwise, you will not be allowed to make up the missed class.

## Self-Reflection

There will be six self-reflection activities this semester. Each of these activities has you respond to questions asking you to connect course material to your own experiences of conflict and negotiation.

You may be surprised at what you learn about yourself as you do these self-reflection activities!

## Here's What I Want You to Do

Each self-reflection activity asks you to respond to a list of questions. These questions have you reflect in different ways on how what you are learning in this course connects to your own real-life experiences. Your goal for each of these activities is to **demonstrate your understanding of the course material while making a good faith effort to apply those concepts to better understand your behavior and that of others during conflict.**

These are meant to be relatively straightforward activities that are not particularly difficult. After all, you are being asked to talk about (what I hope is) your favorite topic: yourself! The challenge here is to **remain focused and thorough in answering *all* the assigned self-reflection questions** while not getting sidetracked with inessential details.

Otherwise, your self-reflections should use APA-style citations to cite all your sources (this includes the required course readings), acknowledge any assistance (this includes assistance

received from me outside of our regular class meetings), and otherwise conform to the formatting requirements.

Please use the templates for the self-reflections. These templates are set up to satisfy all the formatting requirements, including a blank cover page for you to complete.

**Most importantly, self-reflections without a properly filled out Commitment to Academic Integrity Form will not be read and will automatically earn 0 negotiation experience points.**

### Here's Why I Want You to Do It

The purpose of these self-reflection activities is pretty straightforward: they ask you to apply what you are learning about conflict and negotiation to your life. Such reflection is absolutely essential for improving your skills in negotiation and conflict resolution.

As such, the self-reflection activities continually push you on your path towards achieving all four learning outcomes for this course:

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

### Here's How to Do It

When they are posted, be sure to **read the questions for each self-reflection activity carefully**, making sure you understand what each is asking you. This will ensure that your answers are comprehensive while demonstrating your understanding of and reflection on the relevant course material. For instance, **be sure to define any and all course terminology you use in your responses**.

Please, though, **don't create extra work for yourself by regurgitating information or performing tasks not relevant to the activity's questions**.

Since your responses should demonstrate *your* understanding of and reflection on conflict and negotiation, please **keep direct quotation to a minimum**. That is, quoting directly from the readings would show that you know where to locate relevant information, but it does not itself demonstrate that you understand what it means or have reflected on its significance. So be sure to **explain course material in your own words**.

Finally, **familiarize yourself with my expectations, which consist of a detailed list of specifications, for the self-reflection activities**. These should give you a further insight into how to do well on your self-reflections.



As always, if you have any confusions about how to succeed on these self-reflection activities, let me know!

## Here's How You'll Earn Negotiation Experience Points

Each self-reflection activity is worth 450 negotiation experience points.

If a self-reflection satisfies *all* of that activity's specifications, then it is marked "Accepted" and earns all 450 points. However, if a self-reflection preparation fails to satisfy *any one* of those specifications, then it is marked "Incomplete" and earns 0 points.

Partial credit is *not* awarded. So be sure that your self-reflections follow all the specifications very carefully.

## Specifications for Self-Reflections

In order to be Accepted (and earn the full 450 negotiation experience points) a self-reflection activity must satisfy *all* of the following eight specifications:

SR1: Make a serious effort to answer each and every reflection question as clearly and completely as possible.

**There is no expectation of perfection here.** Just make that real effort to answer all those questions.

SR2: Illustrate your major points with *real* (not merely hypothetical) examples of your behavior from your life outside of class and/or from your experiences during our in-class activities.

I will be the only one reading your self-reflections, and I will not share them with anyone else. That said, be sensitive about what you would *and would not* like me to know about yourself.

SR3: Break up your longer answers into multiple paragraphs so they are easier to understand and follow.

A good rule of thumb here is that a paragraph should not be longer than a full page. Even better: no paragraph is longer than half a page.

SR4: **Strictly follow the specified word count.** (The precise word count may vary from self-reflection to self-reflection.)

The cover page, title information, references, and acknowledgments, do not count.

SR5: Number your responses to each question.

SR6: Be in your own words.

In other words, please paraphrase material without directly quoting me, the text, or any other sources.

- SR7: Follow the formatting requirements, which include having a properly filled out Commitment to Academic Integrity Form. To help you with this, **please use the templates** for the self-reflection activities.
- SR8: Use APA-style citations to cite all your sources (this includes the required course readings) and acknowledge any assistance (this includes help from classmates, your friends and family, Center for Excellence in Writing (CEW), artificial intelligence (AI) tools, as well as from me).

If your submission fails to satisfy any one of those specifications, then it will be marked as Incomplete (and earn 0 negotiation experience points).

## Using Philosopher's Stones

The following two philosophical powers apply to the self-reflection activities:

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### *Time Stop (SR)*

**Cost:** 1 philosopher's stone.  
**Area of Effect:** 1 self-reflection activity.  
**Duration:** Up to 48 hours.

You select 1 self-reflection activity and give up 1 philosopher's stone. You then gain a 48-hour extension for completing that activity.

If you have enough stones, you may use this power multiple times for additional 48-hour extensions on the same self-reflection activity.

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### *Borrowed Knowledge*

**Cost:** 6 philosopher's stones.  
**Area of Effect:** 1 self-reflection activity.  
**Duration:** Instantaneous.

You select 1 self-reflection activity and give up 6 philosopher's stones. You then gain the full 450 negotiation experience points for that activity.

You may do Borrowed Knowledge at *any time* during the semester. For example, in week 14 you may use your stones on one of the negotiation preparation activities from week 2. For that reason, **I encourage you to save your philosopher's stones until the end of the semester**. At that point, you may then decide whether to use them on any negotiation preparation activities.

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## Collaboration & Academic Integrity

Since the self-reflection activities are meant to assess *your* progress in achieving the learning outcomes, I expect you to write up your self-reflections on your own without resorting to artificial intelligence (AI) tools to do these for you. (Perhaps not too surprisingly, AI tools do a pretty bad job in completing these sorts of self-reflection activities.) After all, I am primarily interested in *your* reflections about what you are learning in this course!

Self-reflections are not group activities; you must write them up on your own. Let me know if you are struggling and I'll gladly help!

However, **I actually encourage you to talk to each other about these questions.** You might also do so with friends and family. Reflecting on those questions, and seeing the different ideas of others, is a great way to learn and grow! Just be sure that you write out the results of those conversations on your own and in your own words.

Above all, please be honest if you do receive any assistance or use the ideas of others. This includes using AI tools. In any of those cases, be sure to:

1. Note the assistance you received on the cover page's Commitment to Academic Integrity Form, and
2. Properly cite that assistance and/or acknowledge it at the end of your self-reflection.

If anyone asks you for help, direct them to me instead. I'll be glad to help them out!

## Formatting Requirements

All your written work (for negotiation preparation, self-reflection, and absence make-up activities) must have the following:

- A cover page consisting of a completed and signed Commitment to Academic Integrity Form (you "sign" it by typing your name). **Write ups without this form filled out correctly will automatically be marked Incomplete and earn 0 negotiation experience points.** See the posted templates containing a blank cover page that you can fill out.
- Double-spaced text.
- Use 12pt, "Cambria" (the default MS Word font), or another similar serif-type font.
- Tab indentation starting each paragraph.
- A title page (see the section on title pages).
- APA-style (a) in-text citations and (b) list of references (see the section on citing your sources).

The point of these requirements is to allow me to focus on the contents of your writing without being distracted by your skills (or lack thereof) in design.

Don't panic! I've posted templates satisfying all these requirements.

## Title Pages

Your title information should occur at the top of the second page of your write up, after your completed Commitment to Academic Integrity Form. This information should consist of the following:

- Your write up's word count (do not count the cover page, title information, references, and acknowledgments),
- The activity's name,
- Your name.
- The word count should be at the top left, while the rest should be centered. Everything should be single-spaced in the same font, size, and style as the rest of your write up.

For example:

Word Count: 525

Self-Reflection #1  
By Troy McClure

1.

The history of chocolate starts with the ancient Aztecs. In those days, instead of being wrapped in a hygienic package, chocolate was wrapped in a tobacco leaf...

## Citing Your Sources

You are required to properly cite all your sources (see the course academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. Please follow APA-style citation guidelines, keeping in mind that you must cite all sources, even if you are only putting their ideas into your own words.

### *In-Text Citations*

When you reference any source, you need to do an in-text citation with the following:

- Author, and
- Year of publication.

For example:

The state of nature is bad (Hobbes, 1651/1668/2007).

If you are directly quoting the source, then please also include the page number(s) when available:

“Blame is about judging” (Stone, Patton, & Heen, 2005, p. 74).

If no year of publication is available, use n.d. (for “no date”) instead, as in:

Construction regulations struggle to keep up (Kunji, n.d.).

If no author is credited, use the first few words of the source’s title, as in:

He “was an English philosopher” (“Thomas Hobbes”, 2021).

### *List of References*

The end of the write up must include a “References” section. For each reference, you need to include, as they are relevant/available, the following:

- Author;
- Date of publication;
- Chapter, article, or webpage title;
- Book, periodical, journal, or website title;
- Volume and issue of publication;
- Publisher; and
- URL.

Some examples:

Hobbes, T. (2006, July). *Leviathan, part 1: Man* (J. Bennett, Ed. & Trans.). Early Modern Texts.

[https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1\\_2.pdf](https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf)  
(Original work from 1651/1668)

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

Kunji, J. (n.d.). *Building a culture of safety in Qatar*. Qatar Under Construction.  
<http://www.qatarunderconstruction.org/category/articles/building-culture-safety-qatar/>

Thomas Hobbes. (2021, January 21). In *Wikipedia*.  
[https://en.wikipedia.org/w/index.php?title=Thomas\\_Hobbes&oldid=1001765388](https://en.wikipedia.org/w/index.php?title=Thomas_Hobbes&oldid=1001765388)

### *Citing Other People*

You must also cite ideas coming from classmates, friends, family members, and anyone else. This includes help from course assistants, the Center for Excellence in Writing (CEW), and even me (if I helped you outside of our usual class meetings).

In-text citations must reference the following:

- The person whose idea it was, and
- When you got that idea from them.

For example:

Contentious escalation often generates hostile perceptions and attitudes (Fontaine, 2024).

When listing these out in the “References” section at the end of the write up, you need to include the following:

- The person’s name,
- When you got the idea from them, and
- How you got the idea from them.

For example:

Fontaine, J. (2024, September 3). [Class notes].  
Gray, D. E. (2024, September 12). [Personal conversation].

### *Citing Artificial Intelligence (AI) Tools*

You must also cite assistance and/or ideas coming from any artificial intelligence (AI) tools.

In-text citations must reference the following:

- The creator of the artificial intelligence (AI) tool that you used, and
- The year of the version that you used.

For example:

Conflict may be understood as “a struggle or disagreement between two or more individuals” (OpenAI, 2023).

When listing these out in the “References” section at the end of the write up, you need to include the following:

- The creator of the artificial intelligence (AI) tool,
- The year of the version that you used,
- The name (and version) of that tool,
- The type of tool, and
- URL.

For example:

OpenAI. (2023). *ChatGPT* (March 14 version) [Large language model].  
<https://chat.openai.com/chat>

In addition, also **include an appendix that contains the full transcript** of the prompt(s) you gave to the AI tool along with the full response(s) you got from it.

For example:

### **Appendix: Full ChatGPT Transcript**

MY PROMPT: What is a useful definition of conflict?

CHATGPT RESPONSE: A useful definition of conflict is:

**Conflict is a situation in which two or more parties perceive their interests, goals, values, or needs to be incompatible or in opposition, leading to a struggle, disagreement, or clash.**

This definition encompasses several key elements:

1. **Perception:** Conflict often arises from how parties perceive their interests or goals, not necessarily from objective reality.
2. **Incompatibility:** It involves a sense of incompatibility or opposition between the parties' interests, goals, values, or needs.
3. **Parties:** It can occur between individuals, groups, organizations, or nations.

4. **Interaction:** Conflict includes interactions that can range from verbal disagreements to physical confrontations.

This comprehensive definition highlights the subjective nature of conflict and its occurrence at various levels and intensities.

MY PROMPT: Why is conflict subjective?

CHATGPT RESPONSE: Conflict is subjective for several reasons:

1. **Perception:** Individuals and groups have different perspectives and interpretations of situations based on their experiences, beliefs, and values. What one party sees as a threat or incompatible interest might not be viewed the same way by another.
2. **Emotions:** Emotions play a significant role in conflict. Feelings such as anger, fear, jealousy, or frustration can influence how a person perceives a situation and reacts to it. These emotional responses are subjective and can vary widely among individuals.
3. **Interests and Needs:** The underlying interests and needs that drive conflict are often personal and unique to each party. What is crucial to one person or group might be of lesser importance to another.
4. **Communication:** Misunderstandings and miscommunications are common sources of conflict. Different communication styles, cultural backgrounds, and personal biases can lead to differing interpretations of the same message or action.
5. **Values and Beliefs:** Deeply held values and beliefs can create conflict when they clash with those of others. These are inherently subjective and shaped by personal experiences, culture, religion, and upbringing.
6. **Context and Situations:** The context in which a conflict arises can influence how it is perceived. Historical relationships, power dynamics, and environmental factors can all contribute to the subjective nature of conflict.

Because conflict is rooted in perceptions, emotions, and personal or group interests, it inherently involves a level of subjectivity that makes each conflict unique to the parties involved.



### *Acknowledgments*

If you do receive help from classmates, friends, family, or anyone else, you must thank them for their assistance in an “Acknowledgments” section at the end of the write up. When thanking them, be sure to also specify exactly how they helped you with your work.

For instance:

Thanks to Sarah Sgro from the CEW who helped me with my spelling, organization, and grammar. Thanks also to Julie Fontaine for lending me her course notes. Finally, thanks to Professor Gray for clarifying this activity's requirements.

**If you are ever uncertain about citing sources, acknowledging assistance, or any other element of academic integrity, please ask; do not assume.**

## Course Policies

### Late Work

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 your activities are done on time.

That said, there may be times when you cannot get things done as expected. If that happens, **do not panic!** Philosopher's stones are there to help. If the situation is truly extraordinary, please do see me about a reasonable accommodation.

### 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 philosopher's stones or do additional work. This is done to keep things fair between you and your classmates—after all you are asking for extra time that they do not get. So when you propose a reasonable accommodation, please reflect on what would preserve that fairness.

### Challenging an Activity's Assessment

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 online 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.

## 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. You are also expected to sign an honor agreement to adhere to that code.

In this class, there are two typical violations of academic integrity. The first is *sharing confidential information* for an in-class negotiation 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, borrowing ideas from a classmate without reference and/or acknowledgment, and using artificial intelligence (AI) tools to generate responses.

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), from artificial intelligence (AI), and from me. Please see the course Formatting Requirements for more information on how to properly cite the claims and ideas of others in your writing.

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 writing.

To help you facilitate this, all writing activities require you to include a completed Commitment to Academic Integrity Form. To help you in filling out that form, templates for the assignments are posted that include this form.

**Please note that writing activities without a properly filled out Commitment to Academic Integrity Form will automatically earn 0 negotiation experience points.**

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, please visit their website:

<https://www.buffalo.edu/academic-integrity.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 will be far more generous in these ways.

## Academic Honor Code

Students at the University at Buffalo, because they part of a community of scholars, must share its commitment to learning and discovery. The nature of this commitment generates fundamental obligations to the highest standards of academic integrity, honesty, and ethics. Adhering to these principles ensures that the academic endeavors we undertake garner us the greatest personal satisfaction and intellectual gain.

The University at Buffalo academic community is composed of learners—individuals dedicated to an open exchange of ideas and who share their ideas for the purpose of improving knowledge for all people. In order for this academic enterprise to be successful, we must embrace personal, ethical, and moral principles to guide our interactions.

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

The discovery, advancement, and communication of knowledge are not possible without these commitments. 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, our academic community cannot exist.

The commitment of its faculty, staff, and students to the highest of personal, ethical, and moral standards also contributes to the respect in which the University at Buffalo degree is held. Students must not destroy or otherwise diminish that respect by their failure to meet these standards.

## Student Responsibilities

For this course, it is important that no one gains an unfair advantage through academic misconduct. Academic misconduct is any act that does or potentially could improperly distort student grades or other academic records. Such acts include, but are not limited to, the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any assignment for the course;
- Revealing and/or requesting the confidential information associated with a negotiation simulation or other activity;
- Unauthorized collaboration with others and/or use of artificial intelligence (AI) tools in the commission of coursework;
- False claims of performance or work that has been submitted by the student; and
- Submission of material that is wholly or substantially identical to that created or published by another person, without adequate citations.

In addition, each student enrolled in this class must sign an honor agreement affirming their commitment to uphold this code. This agreement may reappear on assignments to remind everyone of their responsibilities.

## Faculty Responsibilities

As the instructor, I am also expected to help create an environment where honesty flourishes. To that end, I will do my utmost to make it known as specifically as possible, on multiple occasions, what constitutes appropriate academic conduct as well as what comprises academic misconduct in this course.

Throughout all this, I will also provide clarification to any student questions concerning any of the above.

## 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 the website for Accessibility Resources at Student Life:

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

## 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 their website:

<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.

## Support for Students' Health & Wellness

Take care of yourself. Of course, I know this may be easier said than done, but please 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 better 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.

## Class Attendance

The university is committed to promoting student responsibility; therefore, there is no rule for student class attendance. However, every class instructor shall provide students a course syllabus during the first week of class that specifies attendance policies and dates and times for classes, exams and all other required activities. Classes are to meet at the time and location listed in the official university course schedule, unless changed with the consent of the entire class. Instructors may take account of unexcused absences in determining course grades. However, participation in various university activities (e.g., athletics) may require class absence.

Students may be justifiably absent from classes due to military obligations, religious observances, illness documented by a physician or other appropriate health care professional, conflicts with university-sanctioned activities documented by an appropriate university administrator, public emergencies, and documented personal or family emergencies. The student is responsible for notifying the instructor in writing with as much advance notice as possible. Instructors may determine a reasonable amount of coursework that should be completed to make up the student's absence. Students are responsible for the prompt completion of any alternative assignments.

If a student absence situation cannot be resolved between the student and the class instructor, or either party feels unfairly treated by the process, the Academic Grievance Policy and Procedures for Undergraduate Students should be followed.

For information regarding procedures for military call-up during the semester, please refer to the Undergraduate Leave of Absence forms.

## Attendance on Religious Holy Days

Students who belong to religious faiths that require observance during work or school days will be excused from class without penalty if they have provided advanced instructor notification. If such a requested absence results in a student's inability to fulfill the academic requirement of a course scheduled on that particular day, the instructor must provide an opportunity for the student to make up the requirement without penalty. Students shall not be charged any fees or experience any adverse or prejudicial effects due to absence from coursework due to religious observance.

If a student absence situation cannot be resolved between the student and the class instructor, or either party feels unfairly treated by the process, the Academic Grievance Policy and Procedures for Undergraduate Students should be followed.

## Resources

### Accessibility

I have endeavored to ensure that all course materials that I have personal control over (e.g., this website, the syllabus, and assignments) have been formatted so that they are easily accessible in different formats. If I have made mistakes on any of this, let me know immediately and I will get it fixed! Beyond that, there may remain material that I have limited control over, such as other webpages I may ask you to read.

**“The University at Buffalo is committed to providing equal access to individuals with disabilities, including physical access to programs and reasonable accommodations for members of the university community.”**

One potential issue is that a majority of the course readings are scanned PDFs, and so you may have challenges adapting them into different formats. If this is a problem for you, let me know! We can work with the University Libraries and/or Accessibility at UB to get you access to those materials. I have also provided the full citations for all course readings (found in the syllabus), in case you already have experience tracking down accessible formats.



Once more, **please do not be shy about seeing me** (or even the folks at Accessibility Resources) about any of this. Philosophy is already hard enough as it is; I do not wish to pile on any further difficulties!

## Technical Support

Here is a list of resources for technical support that should cover everything that you will be using for this course:

- UB Learns Technical Support:
  - <http://www.buffalo.edu/ubit/service-guides/teaching-technology/learning-resources-for-students/ublearns.html>
- Adobe Acrobat Reader Technical Support:
  - <https://helpx.adobe.com/support.html>
- Panopto Technical Support from UB:
  - <http://www.buffalo.edu/ubit/service-guides/teaching-technology/learning-resources-for-students/viewing-video-recorded-courses-panopto.html>
- Box Technical Support from UB:
  - <http://www.buffalo.edu/ubit/ubbox.html>
- Perusall Technical Support:
  - <https://support.perusall.com/hc/en-us/categories/360002173133-Students>
- Microsoft Word Technical Support from UB:
  - <http://www.buffalo.edu/ubit/service-guides/software.html>
- Zoom Technical Support from UB:
  - <http://www.buffalo.edu/ubit/services/zoom.html>
- UB Tech Squad & Help Center:
  - <http://www.buffalo.edu/ubit/get-help/services.html>
- Google Docs Technical Support:
  - [https://support.google.com/docs/topic/9046002?hl=en&ref\\_topic=1382883](https://support.google.com/docs/topic/9046002?hl=en&ref_topic=1382883)
  - Be aware that UBIT does not currently support Google Docs. So if something goes wrong, you may be on your own 🤖. This is why I suggest using Microsoft Word instead.