

NCR

PHI 353 GRA | FALL 2026 | MONDAY, WEDNESDAY, FRIDAY: 1:00PM-1:50PM

Negotiation & Conflict Resolution

PROFESSOR DAVID EMMANUEL GRAY DEGRAY@BUFFALO.EDU



ADVANCE PRAISE FOR Negotiation & Conflict Resolution

DAVID EMMANUEL GRAY, PH.D.

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

—Sara A. (@shnaynaay)

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

—Wadha 🌤️ (@WadhaAlKhor)

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

—Fatma Al-Emadi (@TommyAlEmadi)

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

—Osama (@UlteriorMystery)

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

—Maruf (@m3aruf)

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

—Jellyfish 🍉 📱 (@FKAlSayed)

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

—Faisal 🌿 (@fmir97)



LETTER FROM THE PROFESSOR

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

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

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

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

For example, I know this course is a lot of work! However, you have the opportunity to earn "Philosopher's Stones" that you can then use to make up for missed activities. We all have bad days, but those days should not be the ones that ultimately define us.

So come prepared to engage with your classmates. Take risks. Experiment with different tactics and approaches during class activities. Think about all the ways in which you can apply course material to your own life. Do all that, while keeping an open mind, and I



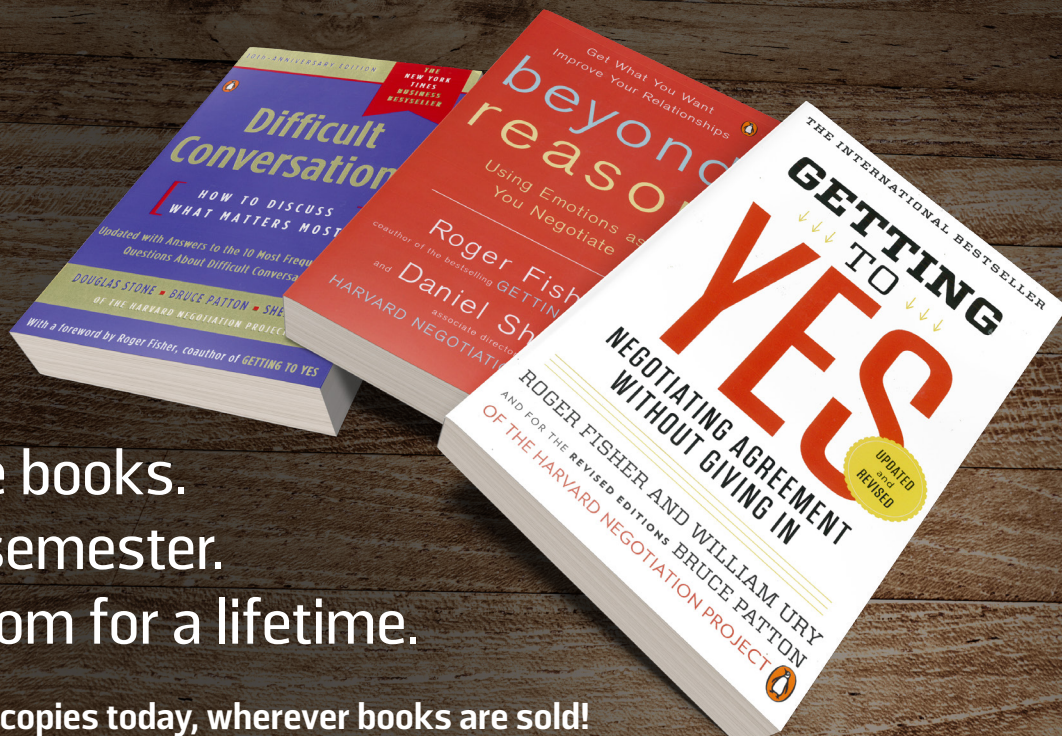
promise you will leave the course better able to handle disagreements and other difficult situations with others.

Otherwise, don't be shy and don't be a stranger! Please always feel free to chat with me about questions, concerns, or even an upcoming negotiation.

Sincerely,

David Emmanuel Gray, Ph.D.
Associate Teaching Professor

Introducing the NCR Book Club!



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One semester.
Wisdom for a lifetime.

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

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

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

008

COURSE REQUIREMENTS

Measuring Your Success

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

- An **orientation** for acquainting you with some essential course components.
- **Social annotation** of the readings on Perusall that have you work with your classmates to better understand what that material is trying to convey.
- **Negotiation preparations** for organizing your thoughts about new course concepts and how to apply them during the in-class negotiation simulations.
- **Negotiation simulations** 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.
- A **final activity**, scheduled during finals week (see UB's final exam schedule), for tying together everything that you have learned throughout the whole course.

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EARNING EXPERIENCE POINTS

The Value of Activities

As you complete course activities, you will earn experience points. The total possible number of points available for each activity is as follows:

Activity	Points Available
Orientation	500
Social Annotation	3,100
Negotiation Preparation	3,600
Negotiation	2,400
Participation	≈ 6,700
Final Activity	2,000
Total	18,300

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NEGOTIATOR ADVANCEMENT

Calculating Final Grades

As you earn experience points from the course activities, you will advance to higher levels of negotiation achievement. This will determine your final letter grade in the course as follows:

Experience Points	Level	Letter Grade
Less than 9,200	1	F1
9,200 to 9,699	2	D ⁻
9,700 to 10,299	3	D
10,300 to 10,899	4	D ⁺
10,900 to 11,599	5	C ⁻
11,600 to 12,299	6	C
12,300 to 13,099	7	C ⁺
13,100 to 13,899	8	B ⁻
13,900 to 14,799	9	B
14,800 to 15,699	10	B ⁺
15,700 to 16,699	11	A ⁻
16,700 to 17,699	12	A
17,700 or higher	13	A ⁺

UB does not allow final course grades of A⁺ or D⁻. So a final grade of A⁺ will be assigned an A while a final grade of D⁻ will be assigned a D.

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Course Overview

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Inner Negotiator

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COURSE OVERVIEW



Discovering Your Inner Negotiator

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

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 doing 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

Communication & Persuasion

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...

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

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

Learning Resources

Online Materials

THERE IS NO TEXTBOOK for this course: all the required and optional readings are found on the course website. I expect you to complete all the required reading activities, which are posted on the social annotations service Perusall, according to the class schedule (on page 12).

In addition to all the readings, the course website also has videos, reading guides, lecture slides, and all other course materials. Any updates to the course schedule will also be posted there.

Announcements & Other Communication

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

Please keep in mind that I primarily read and respond to 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 in the office. Of course, relatively simple requests may be answered more promptly.

Course Structure

Experiential Learning

THIS COURSE FOLLOWS THE PRINCIPLE OF EXPERIENTIAL LEARNING, where you learn not only from me but also from your discussions and interactions with your classmates. Like any activity, negotiation and conflict resolution must be learned through practice. Therefore, we will work 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. Time is also set aside for in-class activities. This gives you the chance to actively practice negotiation and conflict resolution, rather than passively absorb what others may say about them. To help keep you engaged, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your own views.

However, a few words of warning about this format:

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



COURSE REQUIREMENTS

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

- I** WILL MEASURE YOUR PROGRESS AND SUCCESS in Negotiation and Conflict Resolution by having you engage in a wide variety of different activities:
- An **orientation** for acquainting you with some essential course components.
 - **Social annotation** of the readings on Perusall that have you work with your classmates 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 understanding and application of course material.
 - A **final activity**, held during the final exam period (posted on UB's final exam schedule), for tying it all together.

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

This negotiation experience point structure means that *you are free to choose some activities and skip others*. This gives you the freedom to decide for yourself 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.



Negotiator Advancement: From New Nego

Negotiation Experience Points	Level
Less than 9,200	1
9,200 to 9,699	2
9,700 to 10,299	3
10,300 to 10,899	4
10,900 to 11,599	5
11,600 to 12,299	6
12,300 to 13,099	7
13,100 to 13,899	8
13,900 to 14,799	9
14,800 to 15,699	10
15,700 to 16,699	11
16,700 to 17,699	12
17,700 or higher	13

UB does not allow final course grades of A⁺ or D⁻. So a final grade of



ALEX WILCOX CHEEK / CARNEGIE MELLON UNIVERSITY IN QATAR

Earning Negotiation Experience Points

Activity	Negotiation Experience Points	Total Points Available
Orientation	50 per orientation activity	500
Social Annotation	100 per annotation activity	3,100
Negotiation Preparation	300 per preparation	3,600
Negotiation	200 per negotiation	2,400
Participation		≈ 6,700*
Final Activity		2,000
		Total 18,300

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

Philosopher's Stones

YOU INITIALLY HAVE THREE PHILOSOPHER'S STONES to use during this course. You may also earn even more through class participation. You may then exchange your philosopher's stones to unleash phenomenal philosophic powers!

Earning Philosopher's Stones: You will earn 0.25 of a philosopher's stone for every 200 negotiation experience points you earn from class participation.

Using Philosopher's Stones: There are several superpowers that your philosopher's stones may unleash!

- **Time Stop:** You select 1 social annotation activity and give up 1 philosopher's stone. You then gain a 24-hour extension for completing that activity. Please note that this extension begins *immediately after* the original due date/time.
- **Decipher Script:** 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. This may be done on a social annotation activity that you did not complete.
You may do Decipher Script at *any time* during the semester.
- **Gift of Gab:** You select 1 negotiation activity and give up 3 philosopher's stones. You then gain the full 200



THAI WILLIAMS/OF METAL AND MAGIC

negotiation experience points for that activity. This may be done on a negotiation that you have missed.

You may do Gift of Gab at *any time* during the semester.

- **Guidance:** 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. This may be done on a negotiation preparation that you did not complete.

You may do Guidance at *any time* during the semester.

*You use your philosopher's stones by emailing me. In your email, **please be specific** about what philosophical power you are using and what it is for.*

For each philosopher's stone that you do not use by the end of the course, you will automatically gain an additional 20 negotiation experience points.

negotiation Student to Negotiator Supreme!

Title	Letter Grade
New Negotiation Student	F1
Negotiation Student	D-
Negotiation Initiate	D
Novice Negotiator	D+
Apprentice Negotiator	C-
Marketplace Haggler	C
Used Car Salesperson	C+
Distributive Bargainer	B-
Negotiation Analyst	B
Principled Negotiator	B+
Master Negotiator	A-
Grandmaster Negotiator	A
Negotiator Supreme	A+

of A+ will be assigned an A while a D- will be assigned a D.

NCR

SEMEST

Regular class meetings are Mondays, Wednesdays, and Fridays from 1:00PM to 1:50PM.

Unless told otherwise, all class meetings will be in Talbert Hall 103.

The most up-to-date course schedule along with all course readings, reading questions, and other useful information can be found on the course website.

CALENDAR KEY

No Class

Orientation Due at 11:59PM

Final Activity

Social Annotations Due at Noon

Negotiation Preparation Due at Noon

August 2026

Sun	Mon	Tues	Wed
2	3	4	
9	10	11	
16	17	18	
23 Early Bird Orientation Activities Due	24 Zero-Sum Thinking	25 Prudent Commit Problem	
30	31 Initial Reflections on Conflict		

October

Sun	Mon	Tues	Wed	Thu	Fri	Sat
				1	2 Alternatives & Leverage	3
4	5 Managing Leverage	6	7 Inventing Options	8	9 Creative Problem Solving	10
11	12 <i>Fall Break</i>	13	14 Certainty vs. Curiosity	15	16 The Ladder of Inference	17
18	19 Intent vs. Impact	20	21 Blame vs. Contribution	22	23 Identity in the Workplace	24
25	26 The Feelings Conversation	27	28 Core Concerns	29	30 Respecting Autonomy	31

November

Sun	Mon	Tues	Wed
1	2 Building Affiliation	3 Forming Partner	
8	9 Delivering & Receiving Feedback	10 The Pow of Statu	
15	16 Having a Purpose	17 Beginni Convers	
22	23 Appreciating Others	24	
29	30 Expressing Yourself		

FALL CALENDAR

September

Wed	Thu	Fri	Sat
			1
5	6	7	8
12	13	14	15
19	20	21	22
26	27	28	29
Orientation Activities Due	Competition & Cooperation		

Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
			Empathy & Assertiveness		Tendencies When Faced With Conflict	
6	7	8	9	10	11	12
	<i>Labor Day</i>		Bargaining & Distributed Negotiation		Preparing to Negotiate	
13	14	15	16	17	18	19
	The Bargaining Process		Beyond Bargaining		Principled & Integrative Negotiation	
20	21	22	23	24	25	26
	Focusing on Interests		Creating & Claiming Value		Negotiating Uncertainty	
27	28	29	30			
	Legitimacy & Fairness		Arriving at Legitimacy			

December

Wed	Thu	Fri	Sat
4	5	6	7
		The Identity Conversation	
11	12	13	14
		Adopting Roles	
18	19	20	21
		Having a Learning Conversation	
25	26	27	28
<i>Thanksgiving Break</i>			

Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
			Difficult Tactics		Negotiation Aikido	
6	7	8	9	10	11	12
	Negotiation Leadership	<i>Reading Day</i>	<i>Final Exams</i>			
13	14	15	16	17	18	19
<i>Final Exams</i>	Coordination Without Communication	<i>Final Exams</i>				
20	21	22	23	24	25	26
27	28	29	30	31		

CLASS SCHEDULE

wk	Date	Units & Readings	Activities
1	8/23 (Sun)		Early-bird activities due by 11:59PM (midnight).
		Approaching Conflict (Unit #1)	
	8/24 (Mon)	de Montaigne, M. (2017). One man's profit is another man's loss. In J. Bennett (Ed. & Trans.), <i>Essays, book I</i> (p. 42). Early Modern Texts. https://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf (Original work from 1580–1595). <i>Optional</i> : Gallo, A. (2018, January 3). Why we should be disagreeing more at work. <i>Harvard Business Review</i> . https://hbr.org/2018/01/why-we-should-be-disagreeing-more-at-work	Hand to Hand.
	8/26 (Wed) 	Frank, R. H. (1996). Evolutionary models of one-shot cooperation. In D. M. Messick & A. E. Tenbrunsel (Eds.), <i>Codes of conduct: Behavioral research into business ethics</i> (pp. 88–91). Russell Sage Foundation.	Oil Exports.
	8/27 (Thu)		Orientation activities due by 11:59PM (midnight).
	8/28 (Fri)	Hobbes, T. (2006, July). <i>Leviathan, part 1: Man</i> (J. Bennett, Ed. & Trans.). Early Modern Texts. https://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf (Original work from 1651/1668)	
2	8/31 (Mon)	<i>Optional</i> : Pruitt, D. G., & Kim, S. H. (2004). Some good news and some bad news about conflict. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 9–13). McGraw-Hill.	Negotiation preparation #1 due by 12:00PM (noon). Getzville Apartment.
	9/2 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Overview. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 3–14). McGraw-Hill. Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (1996, July). The tension between empathy and assertiveness. <i>Negotiation Journal</i> , 12(3), 217–230. <i>Optional</i> : Machiavelli, N. (2010, August). Cruelty and mercy. Is it better to be loved than feared? In J. Bennett (Ed. & Trans.), <i>The prince</i> (pp. 35–37). Early Modern Texts. https://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf (Original work from 1532)	
	9/4 (Fri)	Pruitt, D. G., & Kim, S. H. (2004). Defining components of conflict. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 15–19). McGraw-Hill. Pruitt, D. G., & Kim, S. H. (2004). Strategic choice. In <i>Social conflict: Escalation, stalemate, and settlement</i> (3rd ed., pp. 37–62). McGraw-Hill.	
3	9/7 (Mon)	 Labor Day	
		From Bargaining to Principled Negotiation (Unit #2)	
	9/9 (Wed)	<i>Optional</i> : Galinsky, A. D. (2004, July). Should you make the first offer? <i>Negotiation</i> , 7(7).	Negotiation preparation #2 due by 12:00PM (noon). Halfa Degheim Complex.
	9/11 (Fri)	Shell, G. R. (2018). Your goals and expectations. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 27–40). Penguin Books.	
4	9/14 (Mon)	Shell, G. R. (2018). Opening and making concessions. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 131–144). Penguin Books. <i>Optional</i> : Peck, E. (2021, December 30). What do you think you should be paid? <i>The New York Times</i> . https://www.nytimes.com/2021/12/30/business/salary-negotiation-pay.html	
	9/16 (Wed)	Fisher, R., Ury, W., & Patton, B. (2011). Don't bargain over positions. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 3–15). Penguin Books. Patton, B. (2004, April). Building relationships and the bottom line: The circle of value approach to negotiation. <i>Negotiation</i> , 7(4).	
	9/18 (Fri)	<i>Optional</i> : Shell, G. R. (2018). Exchanging information. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 117–130). Penguin Books.	Negotiation preparation #3 due by 12:00PM (noon). Border Dispute.

wk	Date	Units & Readings	Activities
5	9/21 (Mon) 	Fisher, R., Ury, W., & Patton, B. (2011). Focus on interests, not positions. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 42–57). Penguin Books. Shell, G. R. (2018). The other party's interests. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 71–81). Penguin Books.	
	9/23 (Wed)	Lax, D. A., & Sebenius, J. K. (1986). The negotiator's dilemma: Creating and claiming value. In <i>The manager as negotiator: Bargaining for cooperation and competitive gain</i> (pp. 29–45). Free Press.	
	9/25 (Fri)	<i>Optional</i> : Bazerman, M. H., & Gillespie, J. J. (1999, September–October). Betting on the future: The virtues of contingent contracts. <i>Harvard Business Review</i> , 77(5), 155–160.	Negotiation preparation #4 due by 12:00PM (noon). Imperial Brewing Company.
6	9/28 (Mon)	Fisher, R., Ury, W., & Patton, B. (2011). Insist on using objective criteria. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 82–95). Penguin Books. Shell, G. R. (2018). Authoritative standards and norms. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 41–55). Penguin Books.	Joint Venture Ultimatum.
	9/30 (Wed)	<i>Optional</i> : Rawls, J. (1999). [Procedural justice]. In <i>A theory of justice</i> (Revised ed., pp. 74–75). Belknap Press. (Original work from 1971)	Negotiation preparation #5 due by 12:00PM (noon). Lake Erie Cleanup.
	10/2 (Fri)	Fisher, R., Ury, W., & Patton, B. (2011). What if they are more powerful? In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 99–108). Penguin Books. Shell, G. R. (2018). Leverage. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 82–100). Penguin Books.	
7	10/5 (Mon)	<i>Optional</i> : Hewlin J. A. (2017, September 18). The most overused negotiating tactic is threatening to walk away. <i>Harvard Business Review</i> . https://hbr.org/2017/09/the-most-overused-negotiating-tactic-is-threatening-to-walk-away	Negotiation preparation #6 due by 12:00PM (noon). Baranski Sports Club.
	10/7 (Wed)	Fisher, R., Ury, W., & Patton, B. (2011). Invent options for mutual gain. In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 58–81). Penguin Books.	Florence Mall Water Tower.
	10/9 (Fri)	<i>Optional</i> : Basu, S., & Savani, K. (2017, June 28). To make better choices, look at all your options together. <i>Harvard Business Review</i> . https://hbr.org/2017/06/to-make-better-choices-look-at-all-your-options-together	Negotiation preparation #7 due by 12:00PM (noon). Buffalo Waterfront.
8	10/12 (Mon)	🌟 Fall Break 🌟	
		From Principled Negotiation to Conflict Resolution (Unit #3)	
	10/14 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Stop arguing about who's right. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 25–43). Penguin Books.	
	10/16 (Fri)	<i>Optional</i> : Heffelfinger, L., & Jackman, J. (2020, October 15). <i>Productive conflict: How leaders stay low on the ladder of inference</i> . The Heffelfinger Company Blog. https://www.heffelfingerco.com/blog/productive-conflict-how-leaders-stay-low-on-the-ladder-of-inference	Negotiation preparation #8 due by 12:00PM (noon). Let's Go Hollywood.
9	10/19 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). Don't assume they meant it. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 44–57). Penguin Books.	
	10/21 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Abandon blame. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 58–82). Penguin Books.	
	10/23 (Fri)	<i>Optional</i> : Bowles, H. R., & Thomason, B. (2015). Using research to generate advice for women: Examples from negotiation research. In Welpel, I., Brosi, P., Ritzenhöfer, L., & Schwarzmüller, T. (Eds), <i>Auswahl von männern und frauen als führungskräfte</i> . Springer Gabler.	Negotiation preparation #9 due by 12:00PM (noon). Monte Carlo.

Optional Material: Any items in the schedule marked optional are just that. While I may discuss optional material 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.

wk	Date	Units & Readings	Activities
10	10/26 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). Have your feelings. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 85–108). Penguin Books. <i>Optional:</i> Mlodinow, L. (2022, January 4). What we get wrong about emotions. <i>The Atlantic</i>. https://www.theatlantic.com/family/archive/2022/01/emotion-isnt-the-enemy-of-reason/621148/ <i>Optional:</i> Zomorodi, M. (Host). (2025, March 7). A neuroscientist’s guide to managing our emotions [Audio podcast episode]. In <i>TED Radio Hour</i>. National Public Radio. https://www.npr.org/2025/03/07/1236538103/ted-radio-hour-ethan-kross-neuroscientist-guide-managing-your-emotions	
	10/28 (Wed)	Fisher, R., & Shapiro, D. (2005). The big picture. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 3–21). Penguin Books. <i>Optional:</i> Sutherland, A. (2006, June 25). What Shamu taught me about a happy marriage. <i>The New York Times</i>. https://www.nytimes.com/2006/06/25/fashion/what-shamu-taught-me-about-a-happy-marriage.html <i>Optional:</i> Hamilton, D. M. (2015, December 22). Calming your brain during conflict. <i>Harvard Business Review</i>. https://hbr.org/2015/12/calming-your-brain-during-conflict	
	10/30 (Fri)	Fisher, R., & Shapiro, D. (2005). Respect autonomy. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 72–93). Penguin Books.	
11	11/2 (Mon)	Fisher, R., & Shapiro, D. (2005). Build affiliation. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 52–71). Penguin Books.	
	11/4 (Wed)	<i>Optional:</i> Shell, G. R. (2018). Psychological strategies for building working relationships. In <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> (3rd ed., pp. 65–68). Penguin Books.	Negotiation preparation #10 due by 12:00PM (noon). Buffalo Niagaras.
	11/6 (Fri)	Stone, D., Patton, B., & Heen, S. (2010). Ground your identity. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 111–128). Penguin Books.	
12	11/9 (Mon)	<i>Optional:</i> Stone, D., & Heen, S. (2014). Separate appreciation, coaching, and evaluation. In <i>Thanks for the feedback: The science and art of receiving feedback well</i> (pp. 29–45). Penguin Books.	Negotiation preparation #11 due by 12:00PM (noon). Walleye Pro Shop.
	11/11 (Wed)	Fisher, R., & Shapiro, D. (2005). Acknowledge status. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 94–114). Penguin Books. <i>Optional:</i> Mahuad, J. (2005). On using these ideas in the “real world”. In R. Fisher & D. Shapiro (Authors) <i>Beyond reason: Using emotions as you negotiate</i> (pp. 183–199). Penguin Books.	
	11/13 (Fri)	Fisher, R., & Shapiro, D. (2005). Choose a fulfilling role. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 115–140). Penguin Books.	



wk	Date	Units & Readings	Activities
13	11/16 (Mon)	Stone, D., Patton, B., & Heen, S. (2010). What's your purpose? In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 131–146). Penguin Books.	
	11/18 (Wed)	Stone, D., Patton, B., & Heen, S. (2010). Getting started. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 147–162). Penguin Books. <i>Optional:</i> Manzoni, J.-F. (2002, September). A better way to deliver bad news. <i>Harvard Business Review</i> , 80(9), 114–9, 126.	
	11/20 (Fri)	Stone, D., Patton, B., & Heen, S. (2010). Learning. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 163–184). Penguin Books. <i>Optional:</i> Abrahams, R., & Groysberg, B. (2021, December 21). How to become a better listener. <i>Harvard Business Review</i> . https://hbr.org/2021/12/how-to-become-a-better-listener <i>Optional:</i> Itzhakov, G., & Kluger, A. N. (2018, May 17). The power of listening in helping people change. <i>Harvard Business Review</i> . https://hbr.org/2018/05/the-power-of-listening-in-helping-people-change <i>Optional:</i> Epley, N. (2018, March 22). <i>Invisibilia: We all think we know the people we love. We're all deluded</i> . Shots: Health News From NPR. https://www.npr.org/sections/health-shots/2018/03/22/594023688/invisibilia-to-understand-another-s-mind-get-perspective-don-t-take-it <i>Optional:</i> Navanayagam, D. (Host). (2017, March 3). Listening [Audio podcast episode]. In <i>The Why Factor</i> . BBC World Service. https://www.bbc.co.uk/programmes/p04tv665	
14	11/23 (Mon)	Fisher, R., & Shapiro, D. (2005). Express appreciation. In <i>Beyond reason: Using emotions as you negotiate</i> (pp. 25–51). Penguin Books.	Gratitude Tree.
	11/25, 27	 Thanksgiving Break 	
15	11/30 (Mon)	<i>Optional:</i> Stone, D., Patton, B., & Heen, S. (2010). Expression. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 185–200). Penguin Books. <i>Optional:</i> Babcock, L., & Laschever, S. (2008). Why you need to ask. In <i>Ask for it: How women can use the power of negotiation to get what they really want</i> (pp. 1–16). Bantam Books.	Negotiation preparation #12 due by 12:00PM (noon). Leadership House.
		Managing Difficult Situations (Unit #4)	
	12/2 (Wed)	Fisher, R., Ury, W., & Patton, B. (2011). What if they use dirty tricks? In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 131–145). Penguin Books.	
	12/4 (Fri)	 Fisher, R., Ury, W., & Patton, B. (2011). What if they won't play? In <i>Getting to yes: Negotiating agreement without giving in</i> (3rd ed., pp. 109–130). Penguin Books. Stone, D., Patton, B., & Heen, S. (2010). Problem-solving. In <i>Difficult conversations: How to discuss what matters most</i> (2nd ed., pp. 201–216). Penguin Books.	
16	12/7 (Mon)	Salacuse, J. W. (2006, May). Real leaders negotiate. <i>Negotiation</i> , 9(5). 	
17	12/14 (Mon)	 Final activity (laptops will be useful!) from 11:45AM to 2:45PM Schelling, T. C. (1980). Tacit coordination (common interests). In <i>The strategy of conflict</i> (2nd ed., pp. 54–58). Harvard University Press. (Original work from 1960)	Making Contact.



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COURSE POLICIES



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

Reasonable Accommodations

YOU ARE A HUMAN BEING with all the usual challenges associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will be unable to complete your coursework on time, please notify me as soon as possible (preferably via email in advance) and we can agree on a reasonable accommodation.

Please recognize that most reasonable accommodations will require that you use philosopher's stones (see page 9), receive reduced points, 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 assessing your coursework. Therefore, you have *one week* after an activity is assessed 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 assessment. 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 activities!

Sharing Course Materials

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

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 for activities, completing all quizzes and unit exams on your own without outside assistance, and seeking help from me whenever you are struggling. This is laid out in the academic honor code (posted online) for this course. You are also expected to sign an honor agreement (also posted online) to adhere to that code.

In this course, 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 (including large-language models (LLMs) and generative artificial intelligence (AI) tools, such as ChatGPT) without attribution, and borrowing ideas from a classmate without acknowledgment.

To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes the ideas of your classmates and any assistance you receive from the Center for Excellence in Writing (CEW), from LLMs and generative AI tools, and from me.

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.

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. Doing all this protects the student's right to appeal.



Beyond that, I typically impose a sanction that exceeds the penalty of not having done the work at all. For instance, the sanction 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 consult their website:

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. Use a philosopher's stone for an extension or turn in partially completed work. I assure you that the impact will be far more generous in these ways.

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:

www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html

Support for Students' Health & Wellness

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

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

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

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

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

Sex Discrimination & Sexual Harassment

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

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination and harassment. I am also committed to supporting those impacted by intimate partner violence, sexual assault, 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:

www.buffalo.edu/equity/support/obtaining-assistance/sex-discrimination-and-sexual-harassment.html

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

Class Attendance

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.

For more information, please visit:

catalogs.buffalo.edu/content.php?catoid=1&navoid=19#class-attendance

PHILOSOPHY
POLITICS
ECONOMICS
IS
COMING

FALL



University
at Buffalo
The State University
of New York

THERE'S AN EPIDEMIC SPREADING PHILOSOPHY

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

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

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

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

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

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

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

**Thinking is
a gateway
to despair.**

A close-up of a woman's face. She has a thoughtful or perhaps distressed expression, resting her chin on her hand.

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

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

**Know the
warning signs
of philosophy.**