



# CDR

PHIL 184-70 | SPRING 2020 | MONDAY, WEDNESDAY: 2:00PM-3:15PM

# Conflict & Dispute Resolution

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PROFESSOR **DAVID EMMANUEL GRAY** [DEG54@GEORGETOWN.EDU](mailto:DEG54@GEORGETOWN.EDU) | GUQ 1D43 | [@PROFESSORDEG](https://twitter.com/PROFESSORDEG)

# ADVANCE PRAISE FOR **Conflict & Dispute Resolution**

DAVID EMMANUEL GRAY, PH.D.

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

— Sara • ساره (@shnaynaay)

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

—Wadha Alkhori 🇸🇦 (@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 Ali (@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 in CMU-Q & once in GU-Q, my fav class.”

— m3aruf (@m3aruf)

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

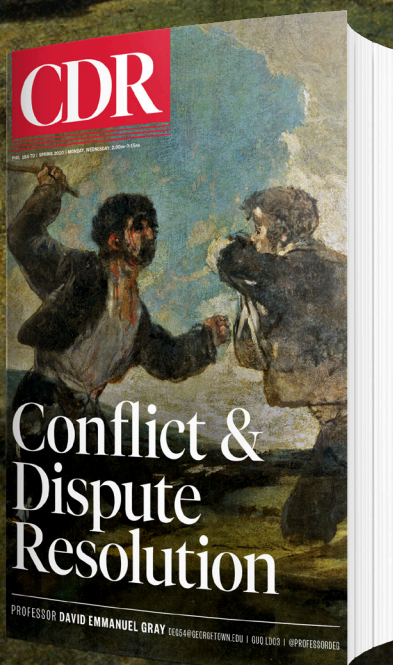
— Jellyfish ★ (@FKAlSayed)

“Do yourself a favor and register if you can...”

— Faisal Mir (@\_faisal97)

“CMU students can still register for it, right? 🙏🙏”

— Hari Krishna (@\_Cantzon\_)



## LETTER FROM THE PROFESSOR

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

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

Throughout this learning process, I embrace the fact that there is nothing

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

For example, there are a lot of writing assignments for this course along with your participation on Twitter. However, you have the opportunity to earn “free passes” to skip assignments, drop your lowest grades, and/or make up for missed tweets. We all have bad days, but those days should not be the ones that ultimately define us.

Show up to class prepared to engage with your classmates. Take risks. Experiment with different tactics and approaches during class ac-



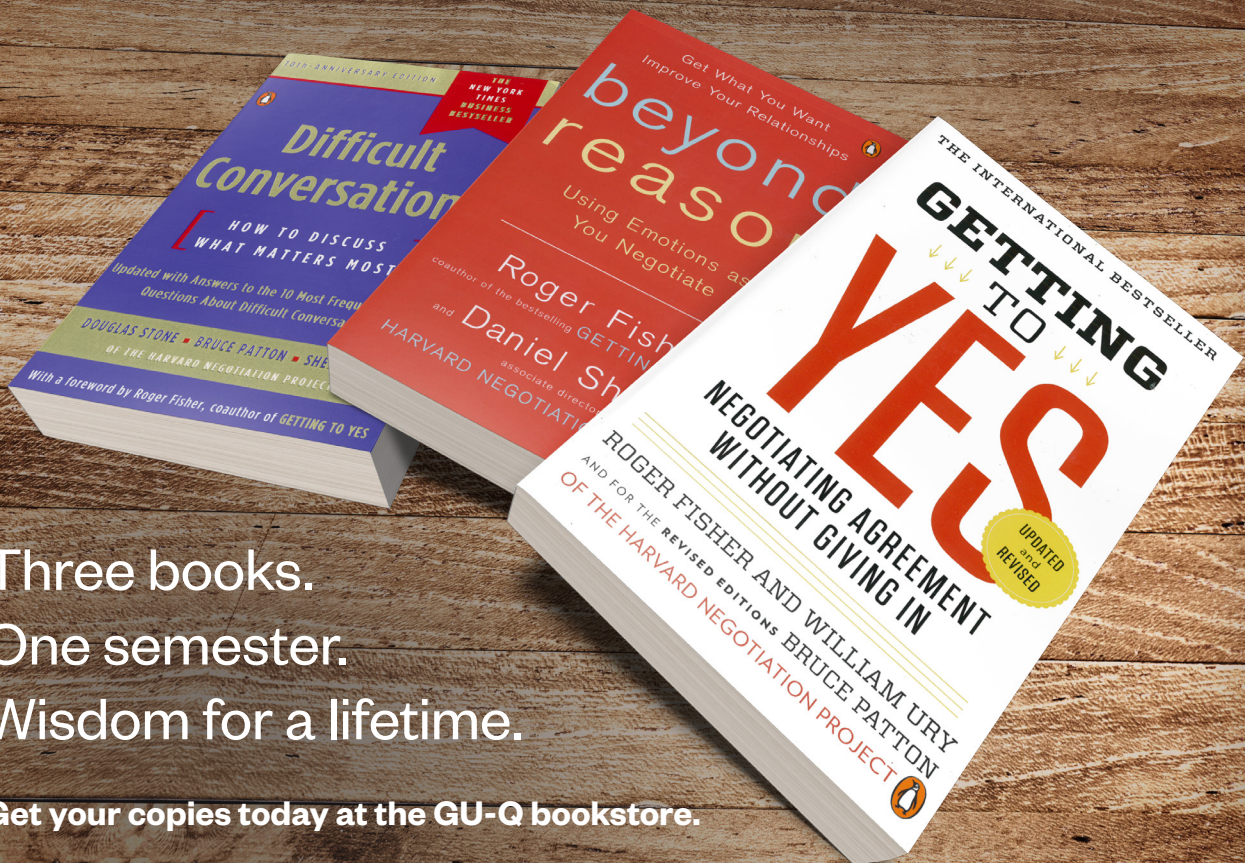
tivities. Think about all the ways in which you can apply course material to your own life. Do all that, while keeping an open mind, and I promise you will leave the course better able to handle disagreements and other difficult situations with others.

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

Sincerely,

David Emmanuel Gray

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One semester.  
Wisdom for a lifetime.

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SPRING 2020

## Highlights

### 007

#### LEARNING OBJECTIVES

##### Negotiation & Conflict Resolution

Conflict and Dispute Resolution develops your negotiation and conflict resolution skills by having you:

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

### 008

#### ASSESSMENT

##### Measuring Success

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

- In- and out-of-class participation for displaying your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings,
- Written preparations for organizing your thoughts about new course concepts and how to apply them during in-class negotiation simulations, and
- Short reflection papers connecting course concepts to your own experiences of conflict and negotiation.

### 008

#### REQUIREMENTS

##### Percentages

The course requirements for Conflict and Dispute Resolution are weighted as follows for calculating your final overall grade at the end of the semester:

- Participation (In Class and on Twitter) 20%
- 11 Negotiation Preparations 20%
- 14 Reflection Papers 60%

### 008

#### CALCULATING GRADES

##### 100-Point Grading Scale

The total possible score may vary from assignment to assignment. Therefore, your raw scores will be normalized to a 100-point scale for determining letter grades:

93.33–100.00	A
90.00–93.32	A-
86.67–89.99	B+
83.33–86.66	B
80.00–83.32	B-
76.67–79.99	C+
73.33–76.66	C
70.00–73.32	C-
66.67–69.99	D+
63.33–66.66	D
60.00–63.32	D-
0.00–59.99	F

### 010

#### ATTENDANCE

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

Given the importance of everyone's presence and attention during our class meetings for Conflict and Dispute Resolution, *students marked absent from more than 5 class meetings—whether these absences are excused or not—will automatically fail this course.*

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

### 015

#### LATE ASSIGNMENTS

##### Get Your Assignments in on Time

In order to encourage everyone to keep up with the course material, I do not accept late assignments. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date. I consider arrangements after the fact only in extraordinary, documented circumstances.

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## Course Overview

### 006

#### COURSE DESCRIPTION

Discovering Your Inner Negotiator

### 007

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Course Texts & Online Materials

### 007

#### CLASS STRUCTURE

Experiential Learning

### 007

#### ANNOUNCEMENTS & OTHER COMMUNICATION

## Course Requirements

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20% of final course grade.

### 013

#### Negotiation Preparations

20% of final course grade.

### 014

#### Reflection Papers

60% of final course grade.

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Criteria for Reflection Papers

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# COURSE OVERVIEW



## Discovering Your Inner Negotiator

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

**C**ONFLICT IS AN INTRACTABLE FEATURE OF LIFE, whether 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 negotiation and conflict resolution, this course will prepare you for these challenges. In doing so, 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 conflict, its ubiquitous nature, and the factors contributing to its escalation. Here you will also reflect on your own personal tendencies during disagreements with others while discovering where you may fruitfully expand your negotiation abilities. After that, we consider different negotiation strategies, ranging from simple bargaining to more nuanced conflict resolution techniques. Finally, we examine how to more productively approach interpersonal interactions that may cause stress, anxiety, or frustration.

Throughout, you will practice developing your powers of communication, persuasion, negotiation, and conflict resolution in various in- and out-of-class activities. Take these exercises 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. I can think of no better way to prepare you for a successful future in leadership.

## Learning Objectives

### Negotiation & Conflict Resolution

**CONFLICT AND DISPUTE RESOLUTION** develops your negotiation and conflict resolution skills.

By the end of the course, I expect that you will better be able to:

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

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



## Learning Resources

### Course Texts & Online Materials

**THE FOLLOWING THREE BOOKS ARE REQUIRED** for the course:

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

These should be available from the bookstore. You will find additional required and optional readings on Canvas. I expect you to read all assigned material according to the class schedule (on page 16).

In addition to the additional readings, Canvas also has guides, assignments, and other course materials. Any updates to the course schedule will also be posted there.

## Class 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 ultimately be learned through practice. Therefore, we will work in and out of class with a lot of 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 follow an instructor-guided seminar format, driven by discussion of the readings and their applications. Time is also set aside for in-class activities. This gives you opportunities to actively practice negotiation and conflict resolution, rather than passively absorb what others may say about these things. 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 with difficult problems and situations together, while not attacking each other. *Disrespectful behavior will not be tolerated.*
- To get the most out of our class meetings, *please do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

All this should explain the strict attendance policy (on page 10), along with my demanding expectations associated with your individual participation (also on page 10).

## Announcements & Other Communication

**I WILL EMAIL IMPORTANT INFORMATION** to you throughout the semester, so please routinely check your Georgetown email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office (1D43) or get in touch via email (deg54@georgetown.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 REQUIREMENTS

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

**I**

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

- In- and out-of-class participation for displaying your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings,
- Written preparations for organizing your thoughts about new course concepts and how to apply them during in-class negotiation simulations, and
- Short reflection papers connecting course concepts to your own experiences of conflict and negotiation.

When calculating your final grade for the course, these requirements will be weighted as follows:

- |                               |     |
|-------------------------------|-----|
| • Participation               | 20% |
| • 11 Negotiation Preparations | 20% |
| • 14 Reflection Papers        | 60% |

The total possible score may vary from assignment to assignment. Therefore, each assignment's raw score is normalized to a **100-point scale** for determining letter grades. Your final course grade will be on the same scale, with each assignment weighed using the above percentages.


A spreadsheet will be posted on Canvas to help you keep track of your grade. Otherwise, if you wish to know how you are doing in more specific terms than what you can infer from this information, do not hesitate to meet with me.

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



## Scale for Letter Grades

Normalized Points	Letter Grade
93.33–100.00	A
90.00–93.32	A <sup>-</sup>
86.67–89.99	B <sup>+</sup>
83.33–86.66	B
80.00–83.32	B <sup>-</sup>
76.67–79.99	C <sup>+</sup>
73.33–76.66	C
70.00–73.32	C <sup>-</sup>
66.67–69.99	D <sup>+</sup>
63.33–66.66	D
60.00–63.32	D <sup>-</sup>
0.00–59.99	F

A young man and woman are laughing joyfully. The man, in the center, is wearing a blue denim shirt over a grey t-shirt and has a black backpack strap visible. He is holding a green folder with a white card that has a red 'A' circled on it. To his left, a woman is laughing with her mouth wide open, holding a red folder with a white card that also has a red 'A' circled on it. The background is a blurred outdoor setting.

The distracted  
boyfriend in  
happier times.

## Reading

**READINGS ARE ASSIGNED** for most of our class meetings. You are expected to have read and thought about these *before* class. This allows us to devote more time to discussing the texts as a group rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey.

Required readings come from the textbooks and additional materials posted on Canvas, and these will be covered according to the class schedule (on page 16). Some days may also have *optional* materials assigned. These help enrich, or otherwise supplement, the required readings. I may allude to this optional material during our class meetings, but I will not punish you for not doing them.

I highly encourage you to bring the readings to class. This will make it easier for you to highlight important passages we talk about and to mark up the text with any of your own notes.

Keep in mind that reading this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread important sections if necessary. In some cases, multiple readings of the entire text may be necessary. I 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.

To assist you in this process, I have posted reading guides on Canvas. These guides highlight the concepts that will frame our class discussions. Most importantly, these guides also have questions that help you check your understanding of the readings' main claims about negotiation and conflict resolution and how you may apply them to your own experiences.

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

**Do the required reading using the posted reading guides before class, and come ready to discuss them with your classmates.**





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

## Participation 20% of final course grade.

**THIS COURSE CHALLENGES EACH OF US** to share in the difficult process of negotiation and conflict resolution. As a result, class attendance and participation (during and outside of class) are crucial in understanding and retaining the class material.

Out-of-class participation is done through the social media site Twitter, which will be used to determine your base participation grade at the end of the course. Meanwhile, your in-class participation influences that base participation grade based on consideration of the items below.

**Distracting behavior** during our class meetings lowers your participation grade. Distracting behavior includes, but is not limited to, sleeping in class, chatting with the person sitting next to you, using your phone or laptop without permission, leaving

the classroom, and doing homework for another class.

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

Each **unused free passes** also increases your participation grade by 1.00 point (one-tenth of a letter grade).

**Participation points** that are awarded throughout the semester will also affect your participation grade. You earn these points based on your class attendance and your performance during class activities. For instance, failing to effectively participate in an activity, due to absence or lack of preparation, earns you 0 participation points. Participation points cannot be made up.

At the end of the course, the total number of participation points you earned is compared to the class average. If you are above average for participation points, then your participation grade is increased by 5.00 points (one-half letter grade) per standard deviation you are above average. If you are below the class' average, then

your participation grade decreases by 5.00 points (one-half letter grade) per standard deviation you are below.

## Attendance

**GIVEN THE IMPORTANCE OF ATTENDANCE** for this class, I will take roll promptly at the start of each class meeting at 2:00PM. If you are seated and prepared to begin class, you will earn 2,000 participation points. If you show up after that—*even if you are only late by 5 seconds*—then you will be marked as late and earn 500 points. However, if you show up more than 10 minutes late, you are marked as absent. All absences earn 0 points.

This means that you get *no* “free” absences from class. There is one exception: You and I agree on a reasonable accommodation (see page 22) *prior* to the day you miss class. I will consider arrangements after the fact only in extraordinary, documented circumstances. Getting caught in traffic is not an excuse.

Regardless, **students marked absent from more than 5 class meetings—whether these absences are excused or not—will automatically fail this course.** For this calculation, 2 late arrivals will count as an absence.

**Make life easier by showing up on time to each of our class meetings and leaving home early if traffic is a concern.**

# Twitter

**WE WILL ALL BE USING SOCIAL MEDIA**, on Twitter, to engagement with each other about the course material. In particular, I want you to use Twitter to post your thoughts about the course readings and activities, ask questions when confused about any aspect of the course, discuss negotiation and conflict resolution with your classmates, and connect course topics to current events.

The course assistants and I will be regularly checking on and responding to your tweets while using them to structure what I cover during our class meetings. Feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow leaders within your future fields. You may be surprised to see them post about issues related to negotiation and conflict resolution!

**Instructions:** You are required to tweet a minimum of 5 times between each class meeting, which includes our meeting during final exams. There are 28 between-class periods this semester, so at least 140 tweets are expected from you.

When tweeting for this course, please always use the course hashtag #CDR20. This hashtag is essential since I will not be checking your non-course-related tweets. Instead, I will be using an automated program to collect all tweets for me to read. So using that hashtag allows me to collect your course-related tweets.

Just to repeat: if your tweet does not contain #CDR20, then it is extremely unlikely that I will see that tweet.

**Evaluation & Grading:** Each tweet is graded pass/fail. At the end of the course, I will determine your base participation grade by taking the number of tweets you posted

## Base Participation Grading Scale

#Tweets	Normalized Points	Letter Grade
139-140	93.33-94.00	A
135-138	90.64-92.66	A <sup>-</sup>
130-134	87.29-89.97	B <sup>+</sup>
125-129	83.93-86.61	B
120-124	80.57-83.26	B <sup>-</sup>
115-119	77.21-79.90	C <sup>+</sup>
110-114	73.86-76.54	C
105-109	70.50-73.19	C <sup>-</sup>
100-104	67.14-69.83	D <sup>+</sup>
95-99	63.79-66.47	D
90-94	60.43-63.11	D <sup>-</sup>
0-89	0.00-59.76	F

(capped at 5 tweets between each of our class meetings) and **normalizing** that number to the 100-point grading scale (from page 8), with a max possible base participation grade of 94.00 (a low A). The reason for this is that your other forms of participation, especially those done to earn participation points, determine how much higher (or lower) your overall participation grade will go.

In order to pass, a tweet must be (1) relevant, (2) substantive, and (3) respectful.



**Do not forget to have fun while tweeting at least 5 times between each class meeting using the #CDR20 hashtag.**

By *relevant*, I mean that it your tweet is clearly connected to some aspect of negotiation, conflict resolution, or this course.

By *substantive*, I mean more than generic commentary, a retweet, or simply quoting from the course reading. For instance, do not simply say that you agree or disagree with something; provide some of your own reasoning behind that judgment instead. Similarly, a relevant retweet is great, but be sure to include some of your own thoughts or what you found interesting about the original tweet. The same holds with quoting from the course readings. Such a quote should be followed up with some commentary of your own. While I will only count your substantive comment as one of your tweets, the retweet or quote will provide valuable context.

By *respectful*, I mean that you critically assess the claims others are making but not attack the people making those claims. It is fine to disagree with others—even with me!—but it is disrespectful to besmirch another person’s integrity or character. Indeed, personal attacks suggest that your position is weak and unsound.

**Considerations for Your Account:** All this means that you need access to a Twitter account. If you do not have one—or if you prefer not to use a personal account for this class—*please do not hesitate to create a new, disposable account. I strongly encourage you to create a disposable account if for any reason you prefer not to share your personal account for classroom activities.* You are not required to have an account connected to your real name or any other personal details.

In making these decisions, *please keep in mind that people outside of this class—and even outside of the Georgetown University community—can see what you are saying.*

For my part, I will never reveal to anyone which student is connected to which Twitter account. I want you to be comfortable in having open and honest engagement with the course material.

Alternatively, it is also fine if you use multiple Twitter accounts for this course. That is, you might use your regular account to tweet about

# Free Passes



You initially have one free pass to use during this course. For every 5 class meetings in a row that you *fully* attend (you are not absent, not late, not leaving early, and not asleep) you will earn a free pass. As a result, you have the opportunity to earn up to 5 more free passes this semester.

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

- Any (up to 5) missed tweets for one between-class period,
- Automatically passing one negotiation preparation (including a preparation not turned in), or
- A 24-hour extension for a reflection paper.

Two free passes may be exchanged for the following:

- Dropping your lowest reflection paper grade.

Four free passes may be exchanged for the following:

- Dropping your two lowest reflection paper grades.

Six free passes may be exchanged for the following:

- Dropping your three lowest reflection paper grades.

For each free pass that you do not use by the end of the course, I will boost your overall participation grade by +1.00 point.

things that your Twitter followers and friends may find interesting, while also using a disposable account to tweet about things you would rather not connect to your name. While juggling two different accounts can be tricky, this offers you the potential of having the best of both options.

I do require that you send me the name(s) of the account(s) you want me to track for this class and that you make sure the contents of your account is publicly viewable. So even if your account is not connected to your

real name, I still know that account belongs to you and can determine your base participation grade. Once more: *I will never share your account information with anyone.* Please email this information to me by Thursday, 9 January at 5:00PM.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates.

**Using Free Passes:** If you forget to tweet, you may use one free pass to make up any missed tweets (up to 5) for a between-class period.

Preparation is key for effective negotiation!



## Negotiation Preparations 20% of final course grade.

**YOU ARE EXPECTED TO PREPARE IN ADVANCE** for the 12 in-class negotiation simulations this semester. To assist you in your preparations, you will have to submit a write up before each negotiation. These will help you organize your thoughts around new course concepts and consider how you may apply them during that negotiation. Each write up is due at 12:00PM (noon) before you negotiate that day. Since the negotiations are talked about in depth during class, late preparations would have an unfair advantage and so are not accepted. (But do see below on using free passes for these assignments.)

**Instructions:** A list of preparation questions is posted on Canvas for each negotiation. You must answer these in a short write up of at least 500 words in length, using APA-style citations as needed, acknowledging any assistance, and otherwise conforming to the course's "Formatting Requirements" (on page 28 and posted on Canvas).

Please use the MS-Word or Pages template for negotiation preparations posted on Canvas that satisfies the formatting requirements. *Negotiation preparations without a cover page (i.e., a completed Commitment to Academic Integrity Form) will not be read and will earn an automatic failure (F).*

Organize your negotiation preparations around the assigned questions, being sure that you answer each one as clearly and completely as possible. In doing so, feel free to number your responses to the questions. Apart from that basic requirement, your negotiation preparations should not waste space with an introduction, a conclusion, or any unnecessary digressions like typing out all the questions.

**Evaluation & Grading:** There is no expectation of perfection with these. Each of the 12 negotiation preparations is only graded pass/fail (P or F). However, I do expect that you make a serious effort to answer all the topic's ques-

### Negotiation Prep Grading Scale

#Passed	Normalized Points	Letter Grade
12	100.00	A
11	91.67	A <sup>-</sup>
10	83.33	B
9	75.00	C
8	66.67	D <sup>+</sup>
0-7	0.00-58.33	F

tions. Not turning in a preparation or *not answering all the questions will earn an automatic failure (F).*

Your overall negotiation preparations grade is determined at the end of the course by (1) taking the number of preparations you passed and dividing this by 12, and (2) **normalizing** this ratio to the 100-point scale (from page 8).

**Using Free Passes:** You may use one free pass to automatically pass (P) a negotiation preparation. (This includes not turning in a write up at all for that negotiation.)

**Collaboration & Academic Integrity:** Please do not reveal to anyone anything contained in your confidential negotiation instructions. This will ensure no one has an unfair advantage during the negotiation simulations.

When it comes to writing up your negotiation preparations, I expect you to do this work on your own. However, if you do receive any outside assistance, you must be honest about that. This includes help from classmates, your friends and family, the Writing Center, as well as from me. Of course, if you use any ideas from another person, you must properly cite that person and/or acknowledge them at the end of your write up. Completing the cover page with its Commitment to Academic Integrity form, will remind you to do all this.



**You may be surprised  
at what you learn  
about yourself as you  
write these papers.**

## Reflection Papers 60% of final course grade.

**THERE WILL BE 14 REFLECTION PAPERS** due this semester. Each reflection paper consists of a response to a topic prompt asking you to connect course material to your own experiences of conflict and negotiation.

**Instructions:** For each reflection paper, the topic prompt is posted on Canvas. You must respond to each prompt in 700–900 words, using APA-style citations as needed, acknowledging any assistance, and otherwise conforming to the course’s “Formatting Requirements” (on page 28 and posted on Canvas).

Please use the MS-Word or Pages template for reflection papers posted on Canvas that satisfies the formatting requirements. *Reflection papers without a cover page (i.e., a completed Commitment to Academic Integrity Form) will not be read and will automatically earn a 0.00 (F).*

Organize these papers with an introduction and body, but *no* conclusion.

The *introduction* of each paper should be extremely brief with one or two sentences of background introducing the topic, followed by a one-sentence thesis statement presenting your general answer(s) to the topic prompt’s question(s). (So, in total, the introductory paragraph should be no more than two or three sentences long.)

After that, the *body* of the paper should then present reasoned justifications and clear explanations in support of that thesis statement.

Finally, these papers should have *no conclusion*. Each

paper should end once you have finished justifying and explaining its thesis statement.

**Evaluation & Grading:** I will provide feedback by writing some comments on your papers and filling out a rubric (on page 24). Rubrics help me assess the quality of your work based on a set of standards and lets you know the extent to which you met those expectations. I will then use this rubric to assign the paper a letter grade based on the 100-point scale (from page 8). Not turning in a paper will earn a 0.00 (F).

Your overall reflection paper grade is determined at the end of the course by taking the average of all 14 papers, excluding any dropped by using any free passes.

**Using Free Passes:** You may use one free pass to gain a 24-hour extension for a reflection paper. You may use two passes to drop your lowest reflection paper grade. You may use four to drop your lowest two. You may use six to drop your lowest three.

**Collaboration & Academic Integrity:** Ultimately, I expect you to write your own papers. However, I actually encourage you to talk to each other about each paper topic. You might also talk about them with friends and family. Reflecting on these topics, and seeing the different ideas that others may have is a great way to learn and grow!

In doing all of this, you must be honest about any outside assistance you may receive. This includes help from classmates, your friends and family, the Writing Center, as well as from me. Of course, if you use any ideas from another person, you must properly cite that person and/or acknowledge them at the end of your reflection paper. Completing the cover page with its Commitment to Academic Integrity form, will remind you to do all this.

# Criteria for Reflection Papers

THESE ARE THE GENERAL REQUIREMENTS expected throughout each of your reflection papers:

- **Technical Requirements:** Does the paper follow all the “Formatting Requirements” on page 28 and posted on Canvas? (Remember, there are also templates on Canvas that you should use.)
- **Clarity:** Does the paper follow the standards of written English? Are words are chosen and used for their precise meanings?
- **Context:** Does the paper clearly and correctly define all new or unusual terms necessary for understanding the paper’s response to the topic question? Is any necessary background information (key concepts, theories, etc.) for understanding that response explained?
- **Reflection:** Does the paper demonstrate creative and sustained introspection into the topic by connecting the course material to the author’s life and experiences?
- **Academic Integrity:** Does the paper properly cite and/or acknowledge all outside sources? Are the standards of academic integrity followed? (If you have any questions about what these standards entail, please ask.)

*Depending on the severity of the circumstances, a problem here may*

*also be treated as an academic integrity violation (see page 23).*

The next two criteria apply to each paper’s introduction of its topic and answer to the topic’s question(s):

- **Background:** Does the paper begin with a brief introduction to the topic/issue that the paper will address? Is the introduction no more than three sentences long?
- **Thesis Statement:** Does the paper’s introduction clearly state its main thesis in answering the paper topic’s question(s)?

The next six criteria apply to the body of each paper, which presents the justification and explanations in support of the thesis statement:

- **Organization:** Is the paper easy to follow? Are different claims (reasons, explanations, etc.) clearly distinguished and introduced separately?
- **Premises:** Does the paper clearly present the principle premises (reasons, assumptions, evidence, etc.) offered in support to justify the main thesis?
- **Support:** Does the paper clearly explain how each claim (reason, explanation, etc.) are supposed to justify or otherwise support the thesis statement?
- **Examples:** Does the paper use effective, real-life examples to illustrate its more important points?

- **Relevance:** Does the paper clearly show how each of its parts is relevant for justifying and/or explaining the thesis statement?
- **Overall Synthesis:** Overall, does the paper integrate all its parts into a coherent and compelling response to the paper topic’s question?

The final criterion, perhaps the easiest, applies to the conclusion of each paper:

- **No Conclusion:** Does the paper immediately end once it has finished defending and/or explaining the thesis statement?

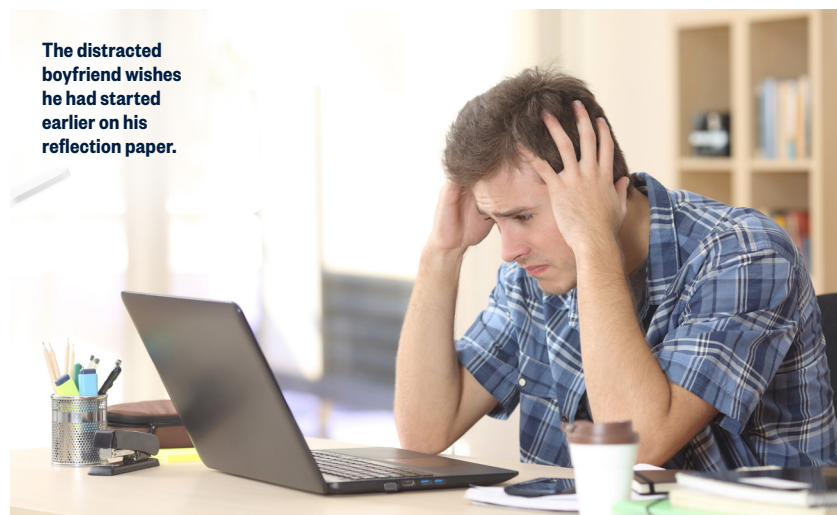
Reflection papers will be judged as either “Excellent”, “Satisfactory”, “Mediocre”, or “Unacceptable” according to each criterion (see page 25).

## Late Assignments

**I DO NOT ACCEPT LATE ASSIGNMENTS** without the use of free passes. This is done in order to encourage everyone to keep up with the course material and not fall behind. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment’s due date. I will only consider arrangements after the fact in extraordinary, documented circumstances. I strongly recommend saving up your free passes for such emergencies.

## Rough Drafts

**ROUGH DRAFTS ARE NOT REQUIRED**, unless I say otherwise. Of course, I highly encourage you to schedule a face-to-face meeting with me to talk about any specific areas in your papers where you are struggling. Doing so will almost certainly make a huge difference in the quality of your final paper. However, if you are not asking a relatively simple technical question, *please do not just email me your paper*. Instead, schedule time with me and together we will go over the areas of the paper where you need my assistance. Past experience shows that this method is most effective.



The distracted boyfriend wishes he had started earlier on his reflection paper.

# CDR

# SEMESTER CALENDAR

Regular class meetings are Mondays and Wednesdays from 2:00PM to 3:15PM.

Unless told otherwise, all class meetings will be in classroom LD03.

Please check the finals week schedule (when announced) for the date and location of the final negotiation.

Additional required and optional readings, reading guides, lecture slides, and the most up-to-date course schedule can be found on Canvas.

## January 2020

Sat	Sun	Mon	Tue	Wed	Thu	Fri
				1	2	3
4	5	6	7	8 Course Introduction	9 Classes run as Sunday schedule	10
11	12 Reflection Paper #1 Due at Noon	13 Competition & Cooperation	14	15 Initial Reflections on Conflict	16	17
18	19 Reflection Paper #2 Due at Noon	20 Between Empathy & Assertiveness	21	22 Conflict Strategies	23	24
25	26 Reflection Paper #3 Due at Noon	27 Contending & Competition	28	29 Deception & Honesty in Negotiation	30	31

## February

Sat	Sun	Mon	Tue	Wed	Thu	Fri
1	2 Reflection Paper #4 Due at Noon	3 Escalation & Structural Changes	4	5	6	7 Bargaining & Distributed Negotiation
8	9 Reflection Paper #5 Due at Noon	10 Creating & Claiming Value	11 Sports Day	12	13	14 Focusing on Interests
15	16 Reflection Paper #6 Due at Noon	17 Knowing Your Alternatives & BATNA	18	19	20	21 Inventing Options
22	23 Reflection Paper #7 Due at Noon	24 Using Objective Criteria	25	26	27	28 Intent vs. Impact
29						

## March

Sat	Sun	Mon	Tue	Wed	Thu	Fri
	1	2 Spring Break	3	4	5	6
7	8	9 Certainty vs. Curiosity	10	11 Blame vs. Contribution	12	13
14	15 Reflection Paper #8 Due at Noon	16 The Feelings Conversation	17	18 Building Affiliation	19	20
21	22 Reflection Paper #9 Due at Noon	23 Respecting Autonomy	24	25 The Identity Conversation	26	27
28	29 Reflection Paper #10 Due at Noon	30 Status & Roles	31			

## April

Sat	Sun	Mon	Tue	Wed	Thu	Fri
				1 Beginning the Conversation with Purpose	2	3
4	5 Reflection Paper #11 Due at Noon	6 Having a Learning Conversation	7	8 Communicating & Appreciating	9	10
11	12 Easter Reflection Paper #12 Due at Noon	13 Team Dynamics & Decision Making	14	15 Negotiation Aikido	16	17
18	19 Reflection Paper #13 Due at Noon	20 Negotiation Leadership	21	22 Classes run as Thursday schedule	23	24
25	26 Reflection Paper #13 Due at Noon	27 Final Exams	28	29	30	

## May

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3 Grades Posted	4	5 QF Convocation	6	7 GU-Q Commencement	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

# CLASS SCHEDULE

wk	Date	Topic/Readings	# Pages	Assignments/Activities
1	1/8 (Wed)	<b>Approaching Conflict (Unit #1)</b>		
2	1/12 (Sun)			<b>Reflection paper #1</b> due by 12:00PM (noon).
	1/13 (Mon)	de Montaigne, M. (2017). One Man's Profit is Another Man's Loss. In J. Bennett (Trans.), <i>Essays, Book I</i> (p. 42). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf">http://www.earlymoderntexts.com/assets/pdfs/montaigne1580book1_1.pdf</a> . (Original work from 1580).  Hobbes, T. (2006). <i>Leviathan, Part 1: Man</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf">http://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1_2.pdf</a> . (Original work from 1651/1668).	10	
	1/15 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Overview. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>RD</sup> ed., pp. 3–14). New York: McGraw-Hill.	12	<b>Negotiation preparation #1</b> due by 12:00PM (noon). <b>In-class negotiation #1.</b>
3	1/19 (Sun)			<b>Reflection paper #2</b> due by 12:00PM (noon).
	1/20 (Mon)	Machiavelli, N. (2010). Cruelty and Mercy. Is It Better to be Loved than Feared? In J. Bennett (Trans.), <i>The Prince</i> (pp. 35–37). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf">http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf</a> . (Original work from 1532).  Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (1996, July). The Tension Between Empathy and Assertiveness. <i>Negotiation Journal</i> , 12(3), 217–230.	16	
	1/22 (Wed)	Pruitt, D. G., & Kim, S. H. (2004). Strategic Choice. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>RD</sup> ed., pp. 37–62). New York: McGraw-Hill.	20	
4	1/26 (Sun)			<b>Reflection paper #3</b> due by 12:00PM (noon).
	1/27 (Mon)	Pruitt, D. G., & Kim, S. H. (2004). Contentious Tactics. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>RD</sup> ed., pp. 63–84). New York: McGraw-Hill.  <i>Optional:</i> Winter, J. (2013, August 14). The Kindly Brontosaurus. <i>Slate</i> . Retrieved January 22, 2018 from <a href="http://www.slate.com/articles/life/culturebox/2013/08/the_kindly_brontosaurus_the_amazing_prehistoric_posture_that_will_get_you.html">http://www.slate.com/articles/life/culturebox/2013/08/the_kindly_brontosaurus_the_amazing_prehistoric_posture_that_will_get_you.html</a> .	21	
	1/29 (Wed)	Machiavelli, N. (2010). How Princes Should Keep Their Word. In J. Bennett (Trans.), <i>The Prince</i> (pp. 37–38). Early Modern Texts. Retrieved November 20, 2018, from <a href="http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf">http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf</a> . (Original work from 1532).  Shell, G. R. (1991, Spring). When Is It Legal to Lie in Negotiations? <i>Sloan Management Review</i> , 32(3), 93–101.	12	

## TEXTBOOK KEY

**GY:** *Getting to Yes* by Fisher, Ury & Patton

**DC:** *Difficult Conversations* by Stone, Patton & Heen

**BR:** *Beyond Reason* by Fisher & Shapiro

These three books should be available at the GU-Q bookstore or from online sellers. All other readings will be made available in PDF on Canvas.





wk	Date	Topic/Readings	# Pages	Assignments/Activities
5	2/2 (Sun)			<b>Reflection paper #4</b> due by 12:00PM (noon).
	2/3 (Mon)	Pruitt, D. G., & Kim, S. H. (2004). Escalation and Its Development. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>RD</sup> ed., pp. 87–100). New York: McGraw-Hill. Pruitt, D. G., & Kim, S. H. (2004). The Structural Change Model. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 <sup>RD</sup> ed., pp. 101–120). New York: McGraw-Hill.	21	
	2/5 (Wed)	<b>From Bargaining to Principled Negotiation (Unit #2)</b> Shell, G. R. (2018). Your Goals and Expectations. In <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i> (3 <sup>RD</sup> ed., pp. 27–40). New York: Penguin Books. Shell, G. R. (2018). Opening and Making Concessions. In <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i> (3 <sup>RD</sup> ed., pp. 131–144). New York: Penguin Books. <i>Optional:</i> Galinsky, A. D. (2004, July). Should You Make the First Offer? <i>Negotiation</i> , 7(7), 3–5.	30	<b>Negotiation preparation #2</b> due by 12:00PM (noon). <b>In-class negotiation #2.</b>
6	2/9 (Sun)			<b>Reflection paper #5</b> due by 12:00PM (noon).
	2/10 (Mon)	GY: Fisher, R., Ury, W., & Patton, B. (2011). Don't Bargain Over Positions. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>RD</sup> ed., pp. 3–15). New York: Penguin Books. Lax, D. A., & Sebenius, J. K. (1986). The Negotiator's Dilemma: Creating and Claiming Value. In <i>The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain</i> (pp. 29–45). New York: Free Press.	27	<b>Negotiation preparation #3</b> due by 12:00PM (noon). <b>In-class negotiation #3.</b>
	2/12 (Wed)	GY: Fisher, R., Ury, W., & Patton, B. (2011). Focus on Interests, Not Positions. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>RD</sup> ed., pp. 42–57). New York: Penguin Books. <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.	16	<b>Negotiation preparation #4</b> due by 12:00PM (noon). <b>In-class negotiation #4.</b>
7	2/16 (Sun)			<b>Reflection paper #6</b> due by 12:00PM (noon).
	2/17 (Mon)	GY: Fisher, R., Ury, W., & Patton, B. (2011). What If They Are More Powerful? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>RD</sup> ed., pp. 99–108). New York: Penguin Books.	10	<b>Negotiation preparation #5</b> due by 12:00PM (noon). <b>In-class negotiation #5.</b>
	2/19 (Wed)	GY: Fisher, R., Ury, W., & Patton, B. (2011). Invent Options for Mutual Gain. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>RD</sup> ed., pp. 58–81). New York: Penguin Books.	24	<b>Negotiation preparation #6</b> due by 12:00PM (noon). <b>In-class negotiation #6.</b>
8	2/23 (Sun)			<b>Reflection paper #7</b> due by 12:00PM (noon).
	2/24 (Mon)	GY: Fisher, R., Ury, W., & Patton, B. (2011). Insist on Using Objective Criteria. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 <sup>RD</sup> ed., pp. 82–95). New York: Penguin Books. Shell, G. R. (2018). Authoritative Standards and Norms. In <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i> (3 <sup>RD</sup> ed., pp. 41–55). New York: Penguin Books.	30	<b>Negotiation preparation #7</b> due by 12:00PM (noon). <b>In-class negotiation #7.</b>
	2/26 (Wed)	<b>From Principled Negotiation to Conflict Resolution (Unit #3)</b> DC: Stone, D., Patton, B., & Heen, S. (2010). Sort Out the Three Conversations. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 3–20). New York: Viking Penguin. DC: Stone, D., Patton, B., & Heen, S. (2010). Don't Assume They Meant It. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 44–57). New York: Viking Penguin.	32	

## CLASS SCHEDULE

wk	Date	Topic/Readings	# Pages	Assignments/Activities
	3/2, 4	 <b>Spring Break</b>		
9	3/9 (Mon)	DC: Stone, D., Patton, B., & Heen, S. (2010). Stop Arguing About Who's Right. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 25–43). New York: Viking Penguin.	9	<b>Negotiation preparation #8</b> due by 12:00PM (noon). <b>In-class negotiation #8.</b>
	3/11 (Wed)	DC: Stone, D., Patton, B., & Heen, S. (2010). Abandon Blame. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 58–82). New York: Viking Penguin.	25	<b>Negotiation preparation #9</b> due by 12:00PM (noon). <b>In-class negotiation #9.</b>
10	3/15 (Sun)			<b>Reflection paper #8</b> due by 12:00PM (noon).
	3/16 (Mon)	DC: Stone, D., Patton, B., & Heen, S. (2010). Have Your Feelings. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 85–108). New York: Viking Penguin.  <i>Optional:</i> Sutherland, A. (2006, June 25). What Shamu Taught Me About a Happy Marriage. <i>The New York Times</i> . Retrieved March 9, 2019, from <a href="https://www.nytimes.com/2006/06/25/fashion/what-shamu-taught-me-about-a-happy-marriage.html">https://www.nytimes.com/2006/06/25/fashion/what-shamu-taught-me-about-a-happy-marriage.html</a> .	24	
	3/18 (Wed)	BR: Fisher, R., & Shapiro, D. (2005). Build Affiliation. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 52–71). New York: Viking Penguin.  Shell, G. R. (2018). Psychological Strategies for Building Working Relationships. In <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i> (3 <sup>RD</sup> ed., pp. 65–68). New York: Penguin Books.	25	<b>Negotiation preparation #10</b> due by 12:00PM (noon). <b>In-class negotiation #10.</b>
11	3/22 (Sun)			<b>Reflection paper #9</b> due by 12:00PM (noon).
	3/23 (Mon)	BR: Fisher, R., & Shapiro, D. (2005). Respect Autonomy. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 72–93). New York: Viking Penguin.	22	
	3/25 (Wed)	DC: Stone, D., Patton, B., & Heen, S. (2010). Ground Your Identity. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 111–128). New York: Viking Penguin.	18	
12	3/29 (Sun)			<b>Reflection paper #10</b> due by 12:00PM (noon).
	3/30 (Mon)	BR: Fisher, R., & Shapiro, D. (2005). Acknowledge Status. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 94–114). New York: Viking Penguin.  BR: Fisher, R., & Shapiro, D. (2005). Choose a Fulfilling Role. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 115–140). New York: Viking Penguin.  <i>Optional (BR):</i> Mahuad, J. (2005). On Using These Ideas in the “Real World”. In R. Fisher & D. Shapiro (Authors) <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 183–199). New York: Viking Penguin.	47	<b>Negotiation preparation #11</b> due by 12:00PM (noon). <b>In-class negotiation #11.</b>
	4/1 (Wed)	DC: Stone, D., Patton, B., & Heen, S. (2010). What's Your Purpose? In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 131–146). New York: Viking Penguin.  DC: Stone, D., Patton, B., & Heen, S. (2010). Getting Started. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 <sup>ND</sup> ed., pp. 147–162). New York: Viking Penguin.  <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.	32	



wk	Date	Topic/Readings	# Pages	Assignments/Activities
13	4/5 (Sun)			<b>Reflection paper #11</b> due by 12:00PM (noon).
	4/6 (Mon)	<p><b>DC:</b> Stone, D., Patton, B., &amp; Heen, S. (2010). Learning. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2<sup>ND</sup> ed., pp. 163–184). New York: Viking Penguin.</p> <p><i>Optional:</i> Epley, N. (2018, March 22). Invisibilia: We All Think We Know The People We Love. We're All Deceived. <i>Shots: Health News From NPR</i>. Retrieved December 23, 2018, from <a href="https://www.npr.org/sections/health-shots/2018/03/22/594023688/invisibilia-to-understand-another-s-mind-get-perspective-don-t-take-it">https://www.npr.org/sections/health-shots/2018/03/22/594023688/invisibilia-to-understand-another-s-mind-get-perspective-don-t-take-it</a>.</p> <p><i>Optional:</i> Listening. (2017, March 3). [Radio series episode]. In D. Navanayagam (Host), <i>The Why Factor</i>. United Kingdom: BBC World Service. Retrieved March 9, 2017, from <a href="http://www.bbc.co.uk/programmes/p04tv665">http://www.bbc.co.uk/programmes/p04tv665</a>.</p>	22	
	4/8 (Wed)	<p><b>BR:</b> Fisher, R., &amp; Shapiro, D. (2005). Express Appreciation. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 25–51). New York: Viking Penguin.</p>	27	<b>Negotiation preparation #12</b> due by 12:00PM (noon). <b>In-class negotiation #12.</b>
14	4/12 (Sun)			<b>Reflection paper #12</b> due by 12:00PM (noon).
	4/13 (Mon)	<p><b>Managing Difficult Situations (Unit #4)</b></p> <p>Kantor, D. (2012). Level I: Action Stances. In <i>Reading the Room</i> (pp. 23–47). San Francisco: Jossey-Bass.</p>	16	
	4/15 (Wed)	<p><b>DC:</b> Stone, D., Patton, B., &amp; Heen, S. (2010). Problem-Solving. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2<sup>ND</sup> ed., pp. 201–216). New York: Viking Penguin.</p> <p><b>GY:</b> Fisher, R., Ury, W., &amp; Patton, B. (2011). What If They Won't Play? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3<sup>RD</sup> ed., pp. 109–130). New York: Penguin Books.</p> <p><b>GY:</b> Fisher, R., Ury, W., &amp; Patton, B. (2011). What If They Use Dirty Tricks? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3<sup>RD</sup> ed., pp. 131–145). New York: Penguin Books.</p>	53	
15	4/19 (Sun)			<b>Reflection paper #13</b> due by 12:00PM (noon).
	4/20 (Mon)	<p>Salacuse, J. W. (2006, May). Real Leaders Negotiate. <i>Negotiation</i>, 9(5), 3–5.</p>	3	
16	4/26 (Sun)			<b>Reflection paper #14</b> due by 12:00PM (noon).
	TBA			<b>Final negotiation.</b>



### TEXTBOOK KEY

**GY:** *Getting to Yes* by Fisher, Ury & Patton

**DC:** *Difficult Conversations* by Stone, Patton & Heen

**BR:** *Beyond Reason* by Fisher & Shapiro

These three books should be available at the GU-Q bookstore or from online sellers. All other readings will be made available in PDF on Canvas.



# COURSE POLICIES



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

## Reasonable Accommodations Course Assistants

**YOU ARE A HUMAN BEING** with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation.

Please recognize that most reasonable accommodations still carry a penalty: your grade on the assignment may be reduced (since you may be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal.

Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

## Challenging an Assignment's Grade

**I AM A HUMAN ALSO:** mistakes may occasionally occur when grading your assignments. Therefore, you have one week after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted.

Of course, if you are not satisfied with your grade, I encourage you to talk with me to learn how to improve on future assignments.

**THIS COURSE HAS TWO ASSISTANTS (CAs).** The primary duties of the CAs is to help me by taking attendance, keeping track of participation, setting up the room before class, and clearing the room when class is over. Please only contact the CAs with questions or issues regarding classroom mechanics or clarification about my general expectations. More specific questions, issues, or confusions about the course material or your performance should be directed towards me.

Please respect the course assistants as you would any other Georgetown professor. After all, the CAs are students just like you, and so they have their own courses that they are also working on. Respect their time and schedule. CA office hours will be by appointment only.

## Sharing Course Materials

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

## Destruction of Your Coursework

**I PLAN TO DESTROY ALL COMPLETED COURSEWORK** still in my possession on Sunday, 10 May, 2020. If you wish for me to set aside any coursework belonging to you, please let me know via email sometime before then. I will then be sure to save it for you to collect.

## Mobile Phones, Laptops, & Related Technologies

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

## Photography & Recording Etiquette

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

## Academic Integrity

**ACADEMIC INTEGRITY IS EMBODIED BY COMMITMENTS** to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. As always, I expect you abide by the Georgetown University Honor System and embody the Honor Pledge you swore upon matriculation.

In this class, there are two typical violations of academic integrity. The first is **sharing confidential information** for an in-class activity. In real life, you never know for sure the other party's true motivations and actual interests. There is always this element of uncertainty and risk. So that everyone learns how to navigate such obstacles, it is essential that no one shares 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 from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Writing Center. Please see page 28 for more information on how to properly cite the claims and ideas of others in your assignments.



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

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I first meet with the student for an explanation. If I remain concerned, I will inform the Executive Director of the Georgetown University in Qatar Honor Council. The Honor Council will then investigate, and determine whether a violation has indeed occurred. If the Honor Council finds an academic integrity violation, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written that paper at all.

Plagiarism is also a violation of the Georgetown University Honor Code. As such, there may be further penalties imposed by the Honor Council. For more information, please visit

<https://qatar.sfs.georgetown.edu/programs/honor-system>

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

## REFLECTION PAPER: RUBRIC

Student:  
Evaluator:

Raw Score:  
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements Expected Throughout</b>				
Technical Requirements	0	-2	-4	-10
Clarity	0	-2	-4	-10
Context	10	8	4	0
Reflection	20	16	8	0
Academic Integrity*	0	-10	-100	-1000
<b>Introduction: Background &amp; Thesis Statement</b>				
Background	10	8	4	0
Thesis Statement	5	4	2	0
<b>Body: Justification &amp; Explanation of the Thesis Statement</b>				
Organization	5	4	2	0
Premises	15	12	6	0
Support	25	20	10	0
Examples	10	8	4	0
Relevance	10	8	4	0
Overall Synthesis	20	16	8	0
<b>Conclusion</b>				
No Conclusion	0	-2	-4	-10

*\*Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Executive Director of the Georgetown University in Qatar Honor Council (see page 23).*

# RUBRIC EXPLANATION

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements Expected Throughout</b>				
Technical Requirements	The paper follows all the "Formatting Requirements" from page 28 and posted on Canvas.	The paper generally follows those formatting requirements.	The paper does not follow some of the more important formatting requirements.	The paper suggests a complete lack of awareness concerning the formatting requirements for this assignment.
Clarity	The paper follows the conventions of standard written English, with no errors hindering comprehension. All words are chosen for their precise meanings.	The paper generally follows the conventions of standard written English, with errors not hindering comprehension. Most words are chosen for their precise meanings.	The paper generally follows the conventions of standard written English, with errors hindering comprehension. Words are not chosen for their precise meanings.	The paper does not follow the conventions of standard written English, with major errors hindering comprehension. The paper does not acknowledge that key words have precise meanings.
Context	The paper ensures all new or unusual terms are well-defined. Any necessary background information (key concepts, theories, etc.) is accurately and completely explained.	The paper ensures that most new or unusual terms are well-defined. Any necessary background information (key concepts, theories, etc.) is explained.	The paper generally fails to clearly define new or unusual terms. Any necessary background information (key concepts, theories, etc.) is poorly explained or not explained at all.	The paper uses new or unusual terms incorrectly or in ways that make no sense. Any necessary background information (key concepts, theories, etc.) make no sense or are used inaccurately.
Reflection	The paper displays in-depth reflection on, and personalization of, the paper topic's question(s) and course material, meaningfully connecting them to the author's own life and experiences.	The paper displays a general reflection on, and personalization of, the paper topic's question(s) and course material, making some good connections between them and the author's own life and experiences.	The paper displays a minimal reflection on, and personalization of, the paper topic's question(s) and course material, making few connections between them and the author's own life and experiences.	The paper displays a lack of reflection on, or personalization of, the paper topic's question(s) and course material, and makes no real connections between them and the author's own life and experiences.
Academic Integrity*	The paper properly cites and/or acknowledges all its sources using APA-style formatting. As relevant, the paper includes "References" and "Acknowledgments" sections at the end.	The paper cites and/or acknowledges its sources, but with sloppy or inconsistent APA-style formatting.	The paper displays a minimal effort to cite and/or acknowledge its sources, but without any clear formatting.	The paper commits plagiarism or another academic integrity violation.

\*Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Executive Director of the Georgetown University in Qatar Honor Council (see page 23).

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>Introduction: Background &amp; Thesis Statement</b>				
Background	The paper and its topic is introduced with minimal fanfare in at most three sentences.  Any relevant background information for understanding the paper's thesis statement is clearly presented.	The paper and its topic is introduced with little fanfare in at most three sentences.  Some relevant background information for understanding the paper's thesis statement is presented, but some ambiguities remain.	The paper and its topic is introduced with too much fanfare, in more than three sentences.  Very little relevant background information is presented, making the paper's thesis statement difficult to understand.	The paper and its topic has no discernible introduction at all.
Thesis Statement	The paper's thesis statement clearly answers the paper topic's question(s), and is presented in the introductory paragraph.  (In general, the thesis statement is one sentence that clearly states the position that the body of the paper will defend and/or explain. For example, there is nothing wrong with the last sentence of your introduction simply saying, "In this paper, I will argue [thesis statement].")	The paper's thesis statement is obvious, but there is no single clear statement of it in the introductory paragraph.  The thesis statement is not obviously answering the topic's question(s). A connection between thesis statement and the question(s) seems to exist, but requires further clarification and/or explanation.	The paper's thesis statement is not contained in the introduction, but must be uncovered or reconstructed from what is actually written in the paper.  The thesis statement is only partially relevant to the topic's question(s). It seems to be responding to a somewhat different topic.	The paper's thesis statement is not contained in the introduction, and the paper is never clear on what that thesis might be.  The paper is not responding to the topic's question(s). The majority of the paper addresses an unrelated topic.
<b>Body: Justification &amp; Explanation of the Thesis Statement</b>				
Organization	The paper's justification and explanation of its thesis statement is very easy to follow.  It is made explicit how the paper's claims (reasons, explanations, etc.) are supposed to support the thesis statement.  Important claims supporting the thesis are each distinguished and introduced separately.	The paper's justification and explanation is generally easy to follow.  It is pretty clear how the paper's claims are supposed to come together in support of the thesis statement.  Usually, important claims supporting the thesis are distinguished and introduced separately.	The paper's justification and explanation is somewhat difficult to follow.  It is somewhat unclear how the paper's claims are supposed to come together in support of the thesis statement.  Important claims are lumped together without being clearly distinguished.	The paper's justification and explanation is impossible to follow.  It is completely unclear how the paper's claims are supposed to come together in support of the thesis statement.  Important claims are presented and discussed randomly.



	Excellent	Satisfactory	Mediocre	Unacceptable
<b>Body: Justification &amp; Explanation of the Thesis Statement (Continued)</b>				
Premises	The paper clearly presents each premise (reason, assumption, evidence, etc.) offered in support of the thesis statement.	The paper is generally clear about the premises supporting the thesis statement.	The paper is unclear about the premises supporting the thesis statement, and they must be uncovered or reconstructed from what is actually written in the paper.	The paper never identifies any premises—it merely repeats and restates the thesis statement in different ways.
Support	As much as possible, each premise is presented in a single statement. The paper's premises (reasons, assumptions, evidence, etc.) clearly support the thesis statement, and the author is aware of exactly the kind of support those premises provide.	Each premise, however, may not be presented in a single statement. The paper's premises support the thesis statement, and the author is aware of the general kind of support those premises provide.	The paper's premises somewhat support the thesis statement, but the author does not seem aware of the kind of support those premises actually provide.	The paper's premises do not support the thesis statement in any meaningful way.
Examples	The paper provides good, clear examples from the author's life and experiences to illustrate important concepts and issues. They are relevant, insightful, and well-used.	The paper's examples are clear, relevant, and well-used.	The paper's examples are not clear, only somewhat relevant, and/or not well-used.	The paper's examples are confusing, irrelevant, misused, and/or altogether missing.
Relevance	The paper clearly and insightfully shows the relevance of its parts for justifying and/or explaining its thesis statement.	The paper is generally clear in showing the relevance of all its parts, though some inessential details appear.	The paper is somewhat unclear in the relevance of its parts, and inessential details repeatedly appear.	The paper has significant parts that do not seem relevant, and there are too many inessential details throughout.
Overall Synthesis	Overall, the paper successfully integrates all its parts into a coherent and compelling response to the paper topic's question(s). In doing so, the paper provides a complete response to that topic.	Overall, the paper integrates most of its parts into a fairly coherent and compelling response to the paper topic's question(s). The paper provides a nearly complete response to that topic.	Overall, the paper integrates some of its parts into a somewhat coherent and compelling response to the paper topic's question(s). The paper fails to respond to some important points required by the paper's topic.	Overall, the paper fails to come together as a coherent and compelling response to the paper topic's question(s). The paper fails to respond to the paper's topic and/or misunderstands that topic.
<b>Conclusion</b>				
No Conclusion	There is no conclusion. Once the defense and explanation of the thesis statement has been made, the paper immediately ends without any further summary or discussion.	There is a very brief (one- or two-sentence) conclusion, where earlier points are summarized and/or nothing new for the argument is introduced.	There is a short (three- or four-sentence) conclusion, where earlier points are summarized and/or nothing new for the argument is introduced.	There is a lengthy (more than four-sentence) concluding paragraph, where earlier points are summarized and/or nothing new for the argument is introduced.

# FORMATTING REQUIREMENTS

All written assignments must satisfy the following:

- Have a cover page consisting of a completed and signed Commitment to Academic Integrity Form (you “sign” it by typing your name). **Assignments without this form filled out correctly will automatically earn a 0.00 (F).** See Canvas for MS Word and Pages templates containing a sample cover page.
- Be double-spaced.
- Be written in 12pt, “Cambria” (the default MS Word font), or another similar serif-type font.
- Have side-margins of 1 inch.
- Have horizontal alignment that is fully justified.
- Have no extra space between paragraphs.
- Have each paragraph begin with a tab indentation.
- Have the paper’s total word count at the top left corner of the title page.
- Have a descriptive title (see the section on title pages).
- Have page numbers (see the section on page numbering).
- Follow the APA-style for (A) in-text citations and (B) the last page’s list of all references (see the section on citing your sources).

The point of these requirements is to allow me to focus more on the *contents* of your writing and not on your skills (or lack thereof) in design. Fortunately, these should be easy to follow when using most word processing software.

## Title Pages

For the purposes of this course, your title information should occur *at the top of the second page* of your paper (after your completed copy of the Commitment to Academic Integrity Form) and consist of (1) your paper’s word count, (2) the assignment’s name, (3) a descriptive and meaningful title, and (4) 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 paper.

The following is an example:

Troy McClure – 2
Word Count: 683
<p>Short Reflection Paper #1 A Frustrating Conflict With My Sister By Troy McClure</p>
Since the dawn of time, sisters have been a pain. In the

In order to be descriptive and meaningful, the title should give a good indication as to the contents of the paper—and you will have a better idea of this once you complete the paper. So do it last. Feel free to personalize it but do not go crazy.

## Page Numbers

Page numbers should appear on the top-right of each page, starting on the second page (i.e., there should be *no* page number on the cover page with the Commitment to Academic Integrity Form). Page numbers should otherwise be in the same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number.

The following is an example:

Troy McClure – 3
sisters, like we have today, they are mixed with tobacco

## Citing Your Sources

You are required to properly cite all your sources (see page 23 for my 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 (1) the author and (2) the year of publication, as in:

The state of nature is bad (Hobbes, 1651/1668/1994).

If you are directly quoting the source, then please include the page number 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 are cannot 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”, 2016).

**List of References:** The last page must include a “References” section. For each reference, you need to cite, as they are relevant/available, (1) the author, (2) the date of publication, (4) the chapter, article, or webpage title, (5) the book, periodical, journal, or website title, (6) the volume and issue of publication, (7) book publishing location and publisher, and (8) the URL with date of retrieval.

Some examples:

Hobbes, T. (1994). *Leviathan* (E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651/1668).

Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most* (2nd ed.). New York: Penguin Books.

Kunji, J. (n.d.). *Building a Culture of Safety in Qatar*. Qatar Under Construction. Retrieved 10 January, 2014, from <http://www.qatarunderconstruction.org/category/articles/building-culture-safety-qatar/>.

Thomas Hobbes. (2016, 11 December). Wikipedia. Retrieved 16 December, 2016, from [https://en.wikipedia.org/wiki/Thomas\\_Hobbes](https://en.wikipedia.org/wiki/Thomas_Hobbes).

The course schedule contains the full reference for each assigned text, which should make this process much easier for you, while providing you with lots of examples for any additional outside sources that you may use.

**Citing Other People:** You must also cite ideas coming from classmates, friends, family members, course assistants, the Writing Center, or anyone else.

In-text citations must reference (1) the person whose idea it was, and (2) when you got that idea from them, as in:

Escalation often causes hostile attitudes (Al-Thani, 2020).

When listing these references, you need to cite (1) the person's name, (2) when you got the idea from them, and (3) how you got the idea from them, as in:

Al-Thani, M. (2020, 3 February). [Class notes].

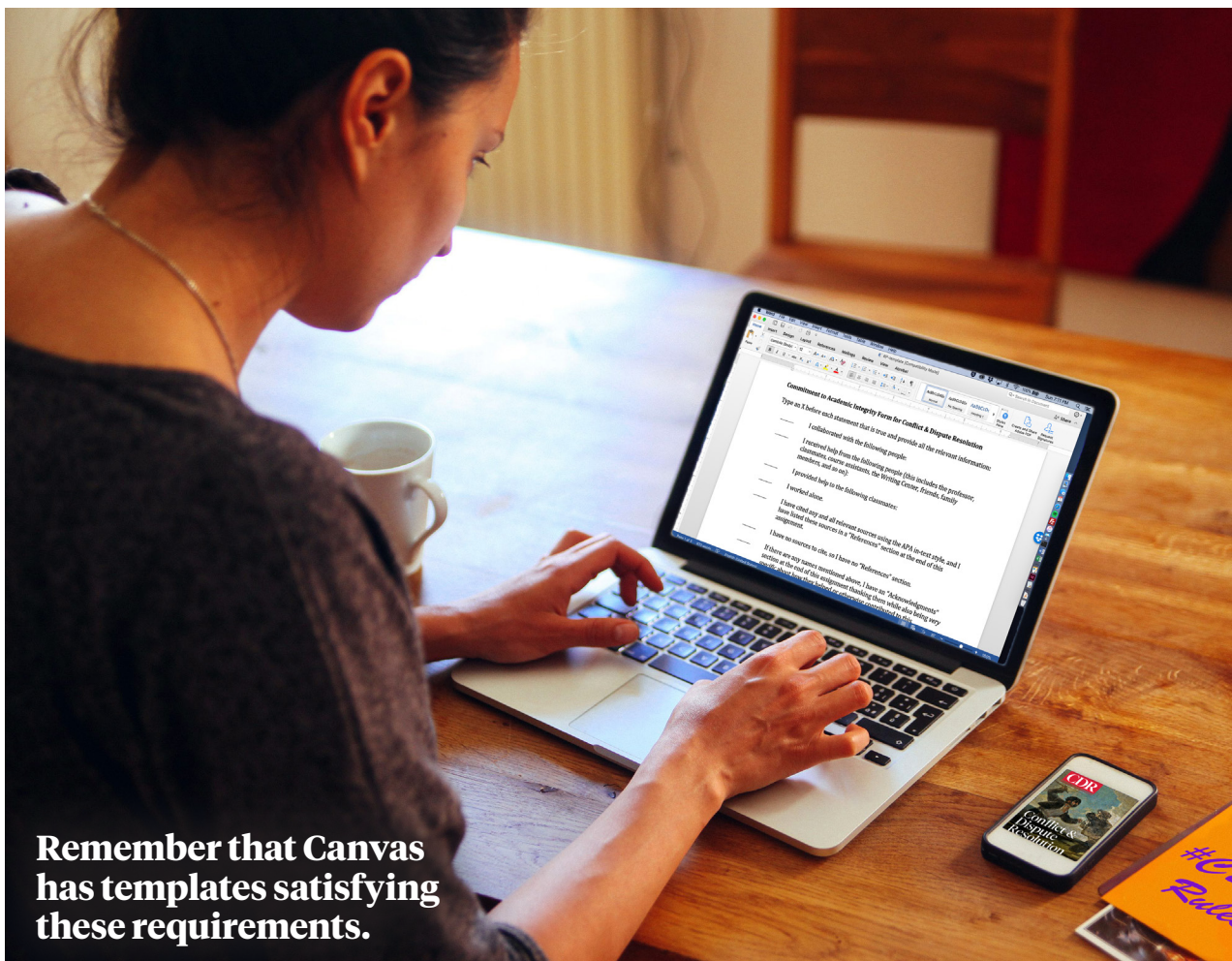
Gray, D. E. (2020, 13 February). [Personal conversation].

**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 paper. When thanking them, be sure to also specify exactly how they helped you with the assignment.

For instance:

Thanks to Sana Tariq from the Writing Center who helped me with my spelling. Thanks also to Mohammed Al-Thani for lending me his course notes. Finally, thanks to Professor Gray for clarifying this assignment's requirements.

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



**Remember that Canvas has templates satisfying these requirements.**

## UNIVERSITY POLICIES

## Accommodations for Students with Disabilities

Georgetown University is committed to providing reasonable accommodations for all persons with disabilities. To access accommodation services, you are expected to initiate the request and bring the Required Documentation for Academic Accommodation to the Student Wellness & Counseling Center.

In order to receive services/accommodations, verification of a disability is required as recommended in writing by a doctor, licensed psychologist or psycho-educational specialist. A member of the Student Wellness and Counseling Center will review all documentation to determine whether you are eligible to receive accommodation services.

Once the accommodations have been approved, you must arrange to meet with the Associate Director of Academic Services to discuss what your accommodations mean, how to use them, and policies and procedures for implementing accommodations, including an overview of the Accessibility Information Management System (AIM).

After that, you must then notify Office of Academic Services (OAS) of the courses for which you would like to use accommodations and provide permission for a letter to be sent to your professor(s) detailing the accommodation. OAS issues a notification letter to faculty outlining the recommendations and procedures for implementation.

Keep in mind that you are still ultimately responsible for speaking with your professors to discuss your learning needs and when you elect to use accommodations.

For more information on policies and procedures, please visit

<https://qatar.sfs.georgetown.edu/programs/academic-services/accommodations>

## Sexual Harassment Policy

Georgetown University strives to maintain a community characterized by a respect for others. At a minimum, this means a community that is free from sexual and discriminatory harassment. Our culture of respect means that no type of sexual or discriminatory harassment is tolerated, and all incidents of intolerant or disrespectful conduct reported to a non-confidential resource will be addressed.

The University is dedicated to responding quickly and thoroughly to all reports of sexual or discriminatory harassment, and to enforcing the University's Non-Retaliation Policy to protect those who report and/or are involved in an investigation of sexual or discriminatory harassment.

For more information, please visit

<https://sexualassault.georgetown.edu/sfsq-policies>

## Support for Students' Health & Wellness

Take care of yourself. Do your best to maintain a healthy lifestyle this semester 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.

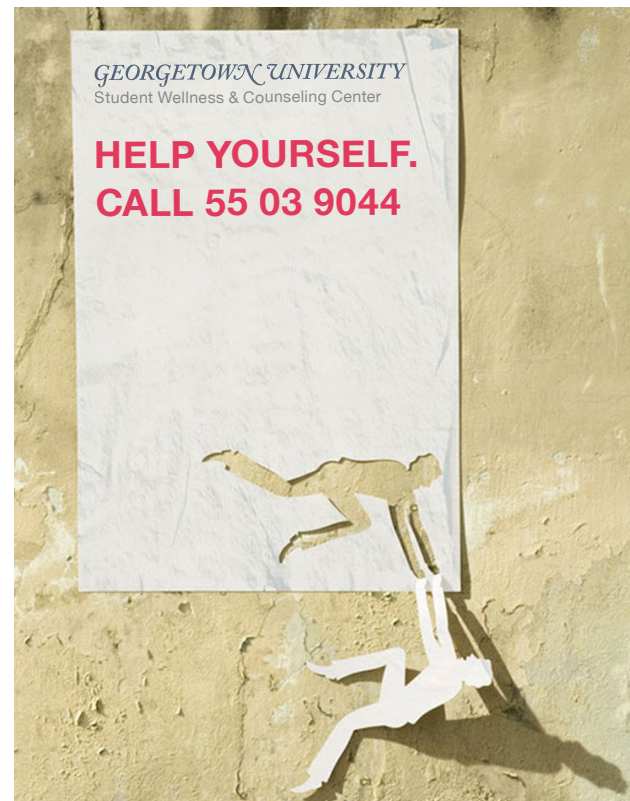
All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty, or family member you trust for help.

In addition, the Student Wellness and Counseling Centre (SWCC) is here to help. To schedule an appointment with a counselor, call **44 57 8330**, visit their office in **1G09**, or email [guqstudentwellness@georgetown.edu](mailto:guqstudentwellness@georgetown.edu).

If you or someone you know is feeling suicidal or in danger of self-harm, call **55 03 9044** immediately, day or night. This phone is answered 24/7.

If the situation is life threatening, call **999**.



# ETHICS

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since c. 470 BCE

# THERE'S AN EPIDEMIC SPREADING PHILOSOPHY




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




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



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



**Thinking is a gateway to despair.**



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



**Know the warning signs of philosophy.**