

International Negotiation

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Course Description and Requirements:

Welcome to the Graduate Seminar in International Negotiation. This course presents a survey of the theoretical literature on the history and practice of international negotiations. Contending approaches to conceptualizing international negotiations and the application of various methodologies and models to current conflict situations are examined. In addition, the role of culture and intercultural communication dynamics present during international negotiations is explored. International negotiation processes are examined in diverse conflict settings, including crisis negotiation (e.g., hostage/terrorist negotiation), international business negotiation (e.g., trade talks), diplomatic negotiations (e.g. Camp David Accords) and social conflict situations (e.g. protracted social conflicts, ethnic-based conflicts). Finally, skills development in international negotiation is included. The course relies primarily on group discussion but also uses role plays, simulations, case studies, films, and guest speakers.

What is a Seminar?

The title of this course identifies it as a *seminar* rather than a class. In a typical class the principal responsibility for the organization and presentation of course material is held by the faculty member. A seminar on the other hand involves a different format. Below are some definitions of a *seminar* taken from the Concise Edition of the *Oxford English Dictionary* and other sources.

A select group of advanced students associated for special study and original research under the guidance of a professor.

A group meeting to study a special subject, under the guidance of a professor. The members prepare essays and have tutorial supervision.

A group of advanced students under a professor with each doing original research and all exchanging results through reports and discussions—often featuring informality and discussion.

This course is a *seminar* and therefore the responsibility for its success rests with all parties involved - faculty and students. My responsibilities will entail the following: (1) providing the focus and basic conceptual underpinnings of the seminar; (2) providing scholarly assistance whenever requested or needed; (3) providing professional evaluation of the students' work; and (4) assisting seminar members in their professional development.

Thanks to Dr. J. R. Johnson for the excellent description of a seminar.

Your responsibilities will involve the following: (1) *Participation*. The nature of this course assumes your participation, not only for your benefit but for the benefit you will supply to other seminar members. In acquiring a balance between the readings and seminar activities it is imperative that you actively involve yourself with and show attentiveness toward classmates and seminar activities. All individuals involved in this seminar will be expected to make *qualitative* contributions to seminar discussions. Such contributions could include debating the author(s) thesis, elaborating on the thesis by using additional sources, or seeking clarification. (2) *Readings*. Throughout the semester there will be assigned readings for which you will be held responsible. Given the time constraints of this seminar, it is imperative that the readings be completed by the assigned dates. Quite simply, one cannot effectively discuss an article or book unless one has read it. (3) All members are responsible for *being present and on time at all seminar*

sessions.

Course Readings

The following are required texts for the class:

1. Pruitt, D.G. & Carnevale, P.J. (1993). *Negotiation in social conflict*. Pacific Grove, CA: Brooks/Cole.
2. Duryea, M.L. (1992). *Conflict and culture: A literature review and a bibliography*. University of Victoria Institute for Dispute Resolution, University of Victoria, Canada.
3. Fisher, G. (1980). *International Negotiation: A cross-cultural perspective*. Yarmouth, ME: Intercultural Press.
4. Cohen, R. (1991). *Negotiating across cultures*. WashingtonDC: United States Institute of Peace.
5. Binnendijk, H. (Ed.) (1987). *National negotiating styles*. Washington D.C.: Foreign Service Institute, Department of State, United States Government Printing Office.
6. Telhami, S. The Camp David Accords. 445-92-R, Pew Case Studies.
7. Snyder, R.A. Negotiating with terrorists: TWA flight 847. 32-88-0, Pew Case Studies.

Recommended Readings:

1. Kremenjuk, V.A. (Ed.) (1991). *International negotiation*. San Francisco, CA: Jossey-Bass.
2. Stein, J.G. (1989). *Getting to the table*. Baltimore, MD: John Hopkins.
3. Weaver, G. R. (Ed.) (1994). *Culture, communication and conflict: Readings in intercultural relations*. Needham Heights, MA: Ginn Press.

Additional readings are also required for the class. These readings can be purchased.

Course Requirements

1. *Attendance/discussion*. Your active participation in seminar sessions is critical in order for learning to take place. More than one unexcused absence can result in a lowering of your final grade. Repeated unexcused absences can result in a failure in the course.

2. *National Negotiating Style Class Discussion*. Groups of 4-6 students will be responsible for leading a 30 minute class discussion of the national negotiation styles as described in Binnendijk (1987) text. It is expected that all students in class will have thoroughly read the articles in Binnendijk such that the group presentation should not attempt to simply re-state what is already in the article. The groups have the choice of the following national styles: China, Russia, Japan, France, Egypt and Mexico. While additional readings are available, they are not necessary for this assignment. Rather, the purpose is to identify the major cultural factors that influence international negotiations. Also, the groups are expected to present an informed critique of the writer's cultural analysis. It is expected that the primary cultural factors are identified and a critique of the cultural analysis be presented in a summary of 4-6 pages per national style. This summary should be written as an operational code for U.S. negotiators to use when preparing for an important negotiation with a counterpart from the specific culture. It is also expected that each group will facilitate a brief discussion with the class. You might want to focus on the following:

- (1) What are the primary cultural factors the author identifies?
- (2) How are these factors related to the etic intercultural frameworks reviewed in class (e.g., high/low context)?
- (3) To what extent does the writer of the particular national negotiation style incorrectly attribute personality characteristics as cultural characteristics? Give examples of this.

(4) Are you aware of other compelling cultural characteristics not identified by the author which you feel impact on international negotiation? Briefly describe these.

Not completing this assignment or unsatisfactory completion of the assignment will result in a *lowering* of your final grade one full grade level (e.g., a final grade of "A" can be lowered to a "B").

3. *Essay on Hostage Crisis Simulation.* This essay should be 15 pages in length (double-spaced, typed) and written on the topic listed below:

Essay : What insights concerning international negotiation have you derived from your participation in the simulation, Hostage Crisis?

Think about what you learned after participating in the Hostage Crisis simulation. Identify the major insights/learnings you obtained from the simulation. In what ways were these insights/learnings reflective of or connected to information presented in the class concerning the dynamics of international negotiation? Your essay should have proper references for all concepts, quotes, etc. Also, the essay should include the following: (1) introduction: clear and detailed thesis statement, e.g., in this paper I will . . . (2) The body of the paper: clearly stated sub-headings which function as an effective transition of ideas, main points stated at the beginning of each paragraph, appropriate transitional phrases used, support directly from readings or other identified sources for main points, and (3) a summary which not only concludes by re-stating main direction and points of paper but also leaves the reader with one overriding thought or image which powerfully captures the fundamental focus of your analysis. Your essay is worth 100 points.

3. *Group case study final paper and oral report* . Groups of 4-6 students will be formed. Each group will develop an oral and written report on a specific case study of international negotiation. Your preparation for this assignment can involve library research, interviewing, surveys, etc. Your group is expected to teach the class something significant about this specified topic in a manner which is both *informative* (that means it should have strong content) and *interesting* (that means it should be creatively presented in both the written and oral presentation formats). The oral report/presentation should last approximately 45-60 minutes. A 20-30 page written analysis of your group project is also required. There are no individual grades given--each person receives the same group grade. This oral presentation is worth 100 points and the written report is worth 100 points. The written report is due on the final class session.

4. *Extra Credit* . Students are encouraged to volunteer for extra credit assignments. These can be individually arranged with Dr. Hammer. Completion of extra credit work can raise your final grade by 1/3 (e.g., a final grade of "B+" would be raised to "A-"). It is up to each student to take the initiative in contacting Dr. Hammer and making arrangements for extra credit work. This must be completed *prior to the final week of class* .

Grading :

Hostage crisis essay 100 points

Group project oral report: 100 points

Group project written report: 100 points

Class Schedule

NOTE: The schedule presented below is a guideline and should not be viewed as an exact indication of the material that will be presented in each session. This is a guideline due to the fact that a number of guest speakers have agreed to speak to the class. However, due to the stature of these speakers and their busy schedules, we may have to shift some of course material in order to accommodate their availability.

PART 1: OVERVIEW OF INTERNATIONAL NEGOTIATION

Jan. 18

1. Subject: course introduction; syllabus review; participant introductions; understanding the nature of conflict and the role of negotiation in conflict resolution

2. Activity: Oil pricing exercise.

READINGS:

No readings.

Jan. 25

1. Subject: Substantive aspects of international negotiation: A view from international relations

READINGS:

* Pruitt & Carnevale text, chapters 1-7

1. Dupont, C. & Faure, G.O. (1991). The negotiation process. In V.A. Kremenyuk (Ed.), *International negotiation* (pp. 40-56). San Francisco, CA: Jossey Bass.

Feb. 1

1. Subject: Substantive aspects of international negotiation: A communication based approach; analyzing international negotiation discourse.

2. Activity: participants will listen to actual negotiation discourse and review results of quantitative coding of interaction goals (instrumental, relational and identity goal behavior patterns), as well as analyze overall strategies employed and specific tactics used to accomplish interaction goals. Participants will also examine discourse analytic frameworks for assessing level of emotional excitation and its impact on conflict escalation/deescalation.

READINGS:

2. Putnam, L.L. & Roloff, M.E. (1992). Communication perspectives on negotiation. In L.L. Putnam & M.E. Roloff (Ed.) *Communication and negotiation* (pp.1-17). Newbury Park, CA: Sage.

3. Putnam, L. L. (1994). Challenging the assumptions of traditional approaches to negotiation. *Negotiation Journal*, 10, (4) 337-346.

4. Rogan, R.G. & Hammer, M.R. (in press). Crisis negotiation: a preliminary investigation of facework in naturalistic conflict discourse. *Journal of Applied Communication Research* .

5. Rogan, R.G. & Hammer, M.R. (in press). Assessing message affect in crisis negotiations: An exploratory study. *Human Communication Research* .

Feb. 8

1. Subject: Substantive concerns in international negotiation con't; the role of prenegotiation in international negotiations.

2. Guest Speaker: Mr. Lewis Rasmussen, Research Associate, The United States Institute of Peace

READINGS:

6. Stein, J.G. (1989). Getting to the table: The triggers, stages, functions and consequences of prenegotiation. In J.G. Stein (Ed.), *Getting to the table: The processes of international prenegotiation* (pp. 238-268). Baltimore, MD: John Hopkins University Press.

7. Saunders, H.H. (1985). We need a larger theory of negotiation: The importance of pre-negotiating phases. *Negotiation Journal*, 1, (3), 249-262.

8. Bercovitch, J. (1991). International negotiations and conflict management: The importance of prenegotiation. *The Jerusalem Journal of International Relations*. 13, (1), 7-21.

9. Rasmussen, J.L. & Hammer, M.R. *Toward a communicative theory of prenegotiation and conflict resolution: Managing uncertainty and anxiety*.

Feb. 12

1. 9:00-1:30: EXPERIENTIAL SESSION: HOSTAGE SIMULATION

Feb. 15

1. Subject: Conflict escalation and de-escalation, conditions that lead to entrapment, relationship aspects of international negotiation

2. Activity: Escalation of a conflict, videotape, Dr. Jeffrey Rubin.

READINGS:

* Pruitt & Carnevale text, Ch. 8 & 9

10. Kriesberg, L. (1986). Timing and the initiation of de-escalation moves. *Negotiation Journal*. 3, (4), 375-384.

Feb. 22

1. Subject: Group factors in international negotiation; multilateral negotiation

2. Guest Speaker: Ambassador John McDonald, The Institute for Multilateral Diplomacy.

READINGS:

* Pruitt & Carnevale text, Ch. 10

11. Touval, S. (1991). Multilateral negotiation: An analytic approach. *Negotiation Journal*. 5, (2), 159-173. Reprinted in J.W. Breslin & J.Rubin (Eds.), *Negotiation theory and practice*. Cambridge, MA: Program on Negotiation Books.

12. Kremenyuk, V. (1991). The emerging system of international negotiations, *Negotiation Journal*, 4, (3), 211-218.

PART 2: INTERCULTURAL COMMUNICATION DYNAMICS OF INTERNATIONAL NEGOTIATION

March 1

1. Subject: Culturally based patterns of difference: Gender and international negotiation

2. Activity: Women Negotiate, videotape by Dr. Deborah Kolb, Professor of Management, Simmons College

READINGS:

13. Breslin, J.W. (1989). Breaking away from subtle biases. *Negotiation Journal*, 219-223.

14. Kolb, D. & Coolidge, G. (1988). Her place at the table: A consideration of gender issues in negotiation. Program on negotiation working paper series 88-5, October.

15. Watson, C. (1994). Gender versus power as a predictor of negotiation behavior and outcomes. *Negotiation Journal*. 10, (2), 117-128.

March 8

1. Subject: Cultural considerations in international negotiation

2. Activity: Diplomatic negotiation simulation

READINGS:

* Duryea text. Duryea, M.L. (1992). *Conflict and culture: A literature review and bibliography*. Victoria, Canada: University of Victoria Institute for Dispute Resolution, University of Victoria Press.

* Fisher text. Fisher, G. (1980). *International Negotiation: A cross-cultural perspective*. Yarmouth, ME: Intercultural Press.

16. Nadler, L.R., Nadler, M.K. & Broome, B. (1985). Culture and the management of conflict situations. In W.B. Gudykunst, L.P. Stewart & S. Ting-Toomey (Eds.), *Communication, culture and organizational processes* (pp. 87-113), Newbury Park, CA: Sage.

17. Okabe, R. (1983). Cultural assumptions of East and West: Japan and the United States. In W. B. Gudykunst (Ed.). *Intercultural Communication theory*. Beverly Hills, CA: Sage, 21-44.

18. Cohen, R. (1988). International communication: An intercultural approach. *Journal of Cooperation and Conflict*, 63-80.

19. Glenn, E., et. al. (1977). Cultural styles of persuasion. *International Journal of Intercultural Communication*

20. Cohen, R. (1987). Problems of intercultural communication Egyptian-American diplomatic relations. *International Journal of Intercultural Relations*, 11, 29-47

March 15 SPRING BREAK!!!

March 22

1. Subject: Cultural considerations in high stress negotiations

2. Activity: Review cross-cultural hostage negotiation events

3. Guest Speaker: Mr. Clint Van Zandt, Supervisory Special Agent, Behavioral Sciences, FBI

READINGS:

21. Ury, W.I. & Smoke, R. (1985). Anatomy of a crisis. *Negotiation Journal*, 93-100.

22. Hammer, M.R., Van Zandt, C.R. & Rogan, R.G. (1994). Crisis/hostage negotiation team profile. *FBI Law Enforcement Bulletin*, March, 8-11.

23. Hammer, M.R. & Weaver, G. (1994). Cultural considerations in hostage negotiations. In Weaver, G.R. (Ed.), *Culture, communication and conflict: Readings in intercultural relations* (Chapter 56, pp. 499-510). Needham Heights, MA: Ginn Press.

March 29

1. Subject: Application of Hall's high and low context theory to international negotiations: Reviewing Cohen's analysis, negotiating international crisis situations: The Camp David negotiations

READINGS:

* Cohen text, *negotiating across cultures* (read all)

* Telhami text. Telhami, S. The Camp David Accords. 445-92-R. Pew Case Studies.

24. Stein, J.G. (1985). Structures, strategies, and tactics of mediation: Kissinger and Carter in the Middle East. *Negotiation Journal*, 331-347.

April 5

1. Subject: National negotiating styles
2. Activity: Group presentations of selected national negotiation styles

READINGS:

* Binnendijk text. Binnendijk, H. (1987). *National negotiating styles*. Washington DC: United States Government Printing Office, Foreign Service Institute, United States Department of State.

April 12

1. Subject: The role of the intercultural mediator, competencies of international negotiators
2. Guest Speaker: Dr. Steve Piecznik, leading expert in international crisis negotiation for the United States government, best selling author, television producer, currently affiliated with the United States Institute of Peace

READINGS:

* Pruitt & Carnevale text, chapters 11, 12, 13

25. Bercovitch, J. (1992). Mediators and mediation strategies in international relations. *Negotiation Journal*, 99-111.

26. Fisher, R. & Davis, W.H. (1987). Six basic interpersonal skills for a negotiator's repertoire. *Negotiation Journal*, 117-123.

27. Fisher, G. (1989). Diplomacy. In M.K. Asante & W.B. Gudykunst (Eds.), *The handbook of intercultural communication* (revised edition) (pp. 407-422). Newbury Park, CA: Sage.

28. Meerts, P. (1991). Training of negotiators. In V.A. Kremenyuk (Ed.), *International negotiation* (pp. 400-408). San Francisco, CA: Jossey Bass.

PART 3: IN CLASS PRESENTATIONS

April 19 1. In class presentations: case studies of international negotiation, G1, G2, G3 2. *DUE: HOSTAGE CRISIS PAPER*

April 26 1. In class presentations: case studies of International negotiation, G4, G5 2. *DUE: GROUP PROJECT WRITTEN REPORTS*

May 1. Continue, if needed, in class presentation during exam period