

Seminar in International Negotiation and Conflict Resolution

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Course Description

Seminar Overview: The seminar in negotiation and conflict resolution will explore obstacles and possibilities for managing what are referred to as "deeply rooted conflicts," "protracted social conflicts," or "wicked conflicts." Our primary case study will be the Israeli-Palestinian conflict; we will also explore other cases such as the Cyprus conflict. Students will be encouraged to examine other similar conflicts for their final project. The final weeks of the seminar will be devoted to student presentations of their projects.

In addition to undertaking a general survey of negotiation techniques and their usefulness and limits in the management of deeply rooted conflicts, we will focus, in particular, on an emerging process of third party intervention referred to as "facilitated conflict management." Participants in this seminar will be "trained" to employ this process to help facilitate a six hour Israeli-Palestinian pre-negotiation simulation which the Professor will be conducting as part of his other class offered this fall.

This course is for Juniors and Seniors and faculty. It will meet weekly for two and a half hours. Prior experience and/or course work in Peace Studies, the Arab-Israel Conflict, Negotiation Theory, International Relations are desirable (or consult the instructor).

Seminar Methodology

This seminar will be participatory and interactive. All students will be expected to be prepared for each class. Preparation will include completing assigned readings and completing weekly writing assignment (3-5 pages each). For many class sessions a different student, or several students, will be asked to prepare a short critical/analytical presentation of the assigned readings.

Assignments/Grading

Grades will be based on three components. A quarter will be based upon demonstrated preparedness for seminar sessions through active participation in discussions, in-class presentations, and completed writing assignments. The second quarter will be based on a take-home mid-term exam in which students will be asked to compare theories and practices of negotiation and conflict resolution. The final half will be based on a term paper.

For the final paper students will choose an intercommunal or international conflict and discuss possibilities and obstacles for successful conflict management of the case. While students may want to use the particular conflict analysis and third party facilitation methodology taught during the first half of the seminar to write this paper, they are also welcome to employ different frameworks. Based on this paper, each student will also be expected to make a class presentation. Students are encouraged to begin defining their topics and upon approval from professor, initiating research within the first month of class. Detailed outlines of final papers must be submitted along with mid-term exams. These outlines should include title, research question, research methodology, initial narrative (e.g. introduction) and bibliography.

Course Reading

Books for purchase in Haverford bookstore:

1.) Roy J. Lewicki and Joseph A. Litterer, *Negotiation*, Irwin, Homewood, Ill. 1985.

- 2.) John W. Burton, *Conflict: Resolution and Prevention*. St. Martins Press, N.Y., 1990.
- 3.) Raymond Cohen, *Culture and Conflict in Egyptian-Israeli Relations: A Dialogue of the Deaf*, Indiana University Press, Bloomington, 1990.

Multiple copies of all other readings will be on reserve in library.

Course Schedule

September 4: Introduction and overview. Exercises (mini simulations in distributive and integrative bargaining). September 12: Negotiation: Theory and Practice

Readings: Roy J. Lewicki and Joseph A. Litterer, *Negotiation*. Irwin, Homewood, Ill. 1985 chapters 1,2,4,5.

Writing assignment (all writing assignments should be completed prior to class):

Describe two negotiation episodes of which you were part, or which you closely followed (e.g. in the media), that were successfully handled using two different approaches. Describe one which was handled primarily by employing distributive methods. Describe a second which was successfully handled primarily by employing integrative methods (if the situations were campus-connected, please fictionalize characters to protect confidentiality).

Use the following problem solving schema to describe each episode: What happened (e.g. what was the negotiation about)? Why was negotiation used? How was it applied (the integrative or distributive steps taken)? What were the results?

September 19: Conflict Resolution: Theory and Practice

Readings: *Negotiation* chapter 5; John W. Burton, *Conflict: Resolution and Prevention*. St. Martins Press, N.Y., 1990, parts I and II (to 137), Jay M. Rothman, "Supplementing Tradition: A Theoretical and Practical Typology for International Conflict Management," *Negotiation Journal*, July 1989 (pp. 265-277).

Writing assignment: Compare and contrast negotiation theory and practice with conflict resolution theory and practice. What are strengths and weaknesses of each? How do they compete with each other? How do they complement each other?

September 26: Protracted Social Conflict: Theory and Cases

Readings. Anthony D. Smith, "Conflict and Collective Identity: Class, Ethnicity and Nation." In Edward E. Azar and John W. Burton, (eds.) *International Conflict Resolution: Theory and Practice* Lynne Rienner Pub., Boulder, Co., 1989 (pp. 63-84); Terrell Northrup, "Dynamic of Identity in Personal and Social Conflict." In Louis Kriesberg, Terrell Northrup. and Stuart Thorson (eds.), *Intractable Conflicts and their Transformation*. Syracuse University Press, Syracuse, N.Y. 1989; Herbert C. Kelman, "The Political Psychology of the Israeli-Palestinian Conflict: How Can We Overcome the Barriers to A Negotiated Solution," *Political Psychology*, Vol. 8, #3, 1987 (pp. 347-363); Jay M. Rothman, "Conflict Research and Resolution in Cyprus," *The Annals of The American Academy of Political and Social Sciences*, fall, 1991.

Writing assignment: Pick one of the many ethnic/intercommunal conflicts on-going in the world today (excluding the Cypriot or Israeli-Palestinian cases) and apply conflict resolution theory to describe why these problems exist and how they might be better addressed.

October 3: Negotiation, Conflict Resolution and Pre-Negotiation

Readings: *Negotiation*, chapter 12; *Prevention and Conflict Resolution* parts iv and v; Jacob Bercovitch, "International Negotiations and Conflict Management: The Importance of Pre-negotiation." In Special Issue on Pre Negotiation, *The Jerusalem Journal of International Relations*, Vol. 13, #1, March 1991 (pp. 7-21); Jay M. Rothman, "Negotiation as Consolidation: Pre-negotiation in the Israeli-Palestinian Conflict." In Special Issue on Pre Negotiation, *The Jerusalem Journal of International Relations*. Vol. 13, #1, March 1991 (pp. 22-44).

Writing assignment: Pre-negotiation sits between traditional negotiation and the emerging field of conflict resolution. How does it attempt to build on the strengths and addresses the weaknesses of each?

October 10: Framing Conflict (epistemology of practice)

Readings. Raymond Cohen, *Culture and Conflict in Egyptian-Israeli Relations: A Dialogue of the Deaf*, Indiana University Press, Bloomington, 1990.

Writing assignment: In the first writing assignment you described two negotiation episodes. One was conducted primarily with distributive techniques; the other primarily employed distributive techniques. Reframe the situations so that the opposite technique would be more appropriate for handling each episode.

October 17: Inventing Solutions (fostering pieces of peace)

Readings: Albie Davis, An Interview with Mary Parker-Follett, *Negotiation Journal*, July 1989 (pp. 223-235); Muzafer Sherif, "Superordinate Goals in the Reduction of Intergroup Conflict." *American Journal of Sociology*. 1958, Vol. 63, #4 (pp. 349-356). Additional readings TBA.

Writing assignment: Working in teams of at least two, invent pieces of peace to the various sub-problems in the Israeli-Arab conflict (e.g. Palestinian refugees, Jewish settlers, water, economic development, trade, security, borders, etc.).

October 24: Structuring Peace

Readings: *Negotiation*, Chapter 3; Additional readings TBA.

Writing assignment: The Israeli-Arab Peace Conference is about to open. Still working in your teams, structure the negotiation process. Include the agenda (justify order of agenda items, justify both your inclusions and exclusions), discuss the types of participants - if possible give specific names - required for addressing and implementing solutions around each agenda item, discuss venue and negotiating procedures.

October 31: No Class (November make-up) November 7: Third Party Intervention/Facilitation: Theory and Practice (part i)

Readings: Jay M. Rothman, *Thinking and Acting for Peace: Conflict Resolution in the Israeli-Palestinian Case and Beyond*, (forthcoming). chapters 3-6.

Writing assignment: Describe a real situation in which you informally or formally played the role of third party intervener in a conflict situation. Describe what you did, why you did it, what worked well and what you would do differently next time.

November 14: Third Party Intervention/Facilitation: Theory and Practice (part ii)

Readings. John W. Burton, *Resolving Deep Rooted Conflict: A Handbook*. University Press of America, Lanham Md, 1987.

Writing Assignment: Abstracts of final paper due.

November 21: No Class (evening simulation, final session)

[Week of November 17 - On Tuesday, Wednesday, and Thursday evenings students will help facilitate 3 evening sessions of approximately 3 hours each, devoted to an Israeli-Palestinian Pre-Negotiation Simulation. Writing assignment: following each session keep a detailed log of what happened, provide one or more explanations for why you think the events you describe happened as they did, what went well in the simulation, what could be improved in the future, and your critical (e.g. both positive and negative) evaluation of your own contributions.

November 28: No Class (Thanksgiving vacation)

December 5: Student Presentations

Readings: Paper abstracts (in library).

December 12: Student Presentations and seminar "debriefing."

Readings. Paper abstracts (in library).

Papers Due December 20