

WWS 596a/b

Fall Term, 2003-2004

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The course is designed to teach negotiation skills, and to provide the conceptual tools for analyzing negotiations, whether as a participant or as an observer. Social science researchers have made important discoveries about the ways in which persons are caused to alter their opinions and behaviors by social interaction with others, and it will be valuable for the Woodrow Wilson Students to have a conceptual understanding of these processes as they relate to negotiation. Approximately one hour of course time per week will be devoted to these general topics.

About two hours of each week's class time and much of the work done between meetings will be devoted largely to in-class negotiation exercises, and to discussions of those exercises. Experience with this course makes it quite clear that students learn the most from their personal role-playing experiences of negotiating, and from opportunities to discuss these experiences in detailed debriefing sessions. This experiential learning must be supplemented by a set of conceptual and analytic tools, which will be provided by brief lectures and focused readings.

Although artificial in the sense that they are simulations, students do find that the exercises are highly involving and that they translate well into real life situations. This may be your only opportunity to practice your negotiation skills, and to learn from your failures, without paying a high price in actual outcomes. Gaining maximum benefit from the exercises does require public discussion of your experiences and your outcomes, so all students should be prepared to engage in frank class discussions.

Homework will consist of the following:

1. Preparation and execution of bargaining exercises.
2. Readings from the text and class packet.
3. Maintenance of a negotiations journal

The journal has been found to be a very useful learning tool. It is used for several purposes: (i) to make notes in preparation for bargaining exercises; (ii) to make a record of personal and general lessons that have been drawn from the exercises; (iii) to identify especially useful 'pearls of wisdom' about negotiations, from the readings, and from the classroom lectures and discussions. The journals will be read periodically by the instructor, and the quality of the thinking and learning they reflect will be an important element in the grading of the course. To permit candid reflection, the journals will be treated as confidential communications between each student and the faculty teaching the course.

There will be a final paper, in which students will be asked to relate their particular areas of interest (e.g., international affairs, urban planning, developing countries) to lessons learned in the two components of the class.

The negotiation exercises will be conducted in pairs or in small groups. The assignment of roles will be determined in advance, with the intention of allowing each student to interact in bargaining with many other students over the course of the semester. Smooth running of the class requires regular participation in both in-class and out-of-class exercises. *Students who suspect they may not be able to participate regularly should not take the course.* If one student is absent, the scheduled exercise becomes impossible for two to four other students. **For this reason, attendance at every class is required.**

#### Texts:

Roger Fisher , William Ury and Bruce Patton. *Getting to Yes*, 2nd edition. New York: Penguin Books, 1991.

Howard Raiffa, *The Art and Science of Negotiating*. Belknap/Harvard, 1982.

Avinash Dixit and Barry Nalebuff, *Thinking Strategically*, Norton, 1991.

Additional readings will be available on line through the course Blackboard site, including excerpts from several texts and shorter articles, primarily focusing on the analysis of the processes and considerations underlying negotiation.

#### Sequence of negotiation topics:

The cases and discussions of negotiations will deal with four main topics, in the following sequence:

1. Distributive negotiations over fixed “pies.” Often called “zero sum” negotiations.
2. Integrative negotiations, where joint gains are possible.
3. Multi-party negotiations, coalitions.
4. Varieties of third-party interventions, especially mediation.
5. To the extent that time permits, we will consider issues that arise in negotiations across different cultures.

#### Grading components:

#### **Participation in all negotiations is required**

Journal of negotiations analyses: 40%

Final interest area paper: 30%

Contributions to negotiation exercises and to class discussions of cases: 30%

Notice that there is not a final exam. The final paper substitutes for it.