This course delves into depth at the complex role of negotiations intended to reduce or end a conflict. We will start with theories of negotiation and then move into an in-depth analysis of a series of ongoing conflicts and negotiations. We will ask the following:

1) What is the role of rationality, emotion, and information in negotiations?
2) What role do/should rights and international law play in negotiated settlements?
3) How do actors force negotiations, particularly with the role of escalation?
4) What roles do outside actors, whether they are states, organizations, or individuals, play in negotiated settlements of disputes?
5) When are negotiations possible and when are they problematic if not impossible and what do we mean by deadlocks and ripeness?

This course fully utilizes active learning techniques with a significant hands-on, role-playing approach. In short, rather than simply reading about negotiations, students will engage in negotiations. Each class requires significant preparation to the level that the student will demonstrate knowledge of the material publicly, often in a role-playing setting. As such the grading reflects this preparation requirement for each class.

The grades for this course are as follows:

- 5 position papers: 4% each (20% total)
- 2 take-home essay exams: 20% each (40% total)
- 2 in-class exams: 15% each (30% total)
- class participation: 10%

Each class meeting will consist of two parts: The first half of each meeting will be an active learning technique, and the second half will be a debrief/discussion/lecture. Five of these class meetings are comprehensive role-playing simulations. Each student will be assigned a role for these simulations. Prior to the simulation, each student will prepare a position paper outlining what his/her actor seeks to gain in a negotiation. This will require researching the actor’s historical position as well as contemporary interests. Following the simulation, each student will then prepare a debriefing paper based on the simulation, with an emphasis on a theoretical lesson from the class. 10% of the grade is based on general class participation, with half of this grade determined by the in-class simulation and the other half on general class participation. This includes attendance of the class, demonstration of prior completion of the reading, fully active participation in the exercises, and thoughtful response to questions posed. We then will have a cumulative final based on the materials covered in class.

The penalty for late work is 5 points a day. The only excuses accepted are documented, University sanctioned excuses. Also, this course will follow all of the guidelines for reasonable accommodations laid out in the University Handbook.

The books for this class are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Introductions, Distribute syllabi, some initial negotiations</td>
</tr>
</tbody>
</table>
| 16     | Martin Luther King’s birthday, no class  
Read Zartman, Chapter 1, pgs 3-60 as background |
| 23     | The psychological elements of conflict and negotiations  
Zartman, Chapter 2-3, pgs 61-162  
Faure, “Deadlocks” *On Blackboard*  
Aggestam, “Enhancing Ripeness” *On Blackboard* |
| 30     | Construction of identities in Cyprus  
Papadakis et al, Chapters 1-6, pgs 30-139  
Zartman, Chapter 8, pgs 327-354 |
| February 6 | **1st negotiation: Reunification of Cyprus?**  
Papadakis et al, Chapters 7-11, pgs 140-224  
Zartman, Chapter 9, pgs 355-382  
**1st position paper due** |
| 13     | Techniques in Conflict Resolution  
Zartman Chapters 4-5, 6-7, pgs 163-226, 227-323 |
| 20     | President’s Day, no class |
| 27     | **2nd negotiation: Consolidating Peace in Sri Lanka**  
Holt, entire book  
**2nd position paper due** |
| March 5 | Economic and Military Tools of Statecraft  
Zartman, Chapters 10-11, pgs 385-463  
**In-Class Mid-Term, 1st half of class** |
| 12     | Spring Break |
| 19     | Nuclear Non-Proliferation and the IAEA  
Paul W. Meerts, “Entrapment” *On Blackboard*  
Daniel Druckman, “Conflict Escalation” *On Blackboard*  
Lisa J. Carlson, “Escalation” *On Blackboard*  
Patrick M Morgan, “Deterrence”, *On Blackboard*  
**Take-Home Essay due** |
| 26     | **3rd negotiation: Avoiding a Nuclear Iran**  
Caravelli, Entire Book  
**3rd position paper due** |
April 2: The Origins of the Israeli/Palestinian Conflict
Dowty, selected reading, *On Blackboard*
Akram et al, Chapters 1-4, pgs 1-144
Sung Hee Kim, “Role of Vengeance” *On Blackboard*

9: **4th negotiation: A Rights Based Settlement of the Palestinian Refugee Crisis**
Akram, Chapters 5-11, pgs 147-329
4th position paper due

16: The Peace vs Justice Debate
Akhavan, “Peace vs Justice” *On Blackboard*
Schabas, “International Criminal Court” *On Blackboard*
Becker, “ICC in Uganda” *On Blackboard*

23: **5th negotiation: Joseph Kony and the ICC**
Allen, entire book
5th position paper due

30: Optional Study Session

Final Exam: May 7th, 4:30-6:30 pm, Take-Home Essay due on this date