



# USC University of Southern California

**PPD 690: Alternative Dispute Resolution**  
**School of Public Policy, Planning, and Development**  
**University of Southern California**  
**20203\_ppd\_690\_51300**  
**Updated - 07/27/2021**

**Term: Fall 2021**

**Units: 4**

**Dates: September 10th and 11th**

**October 8th and 9th**

**November 5th and 6th**

**Time: 10 am - 5 pm**

**Location: Price School of Public Policy, Rm TBD**

**Instructor: Helena Goto**

**Office: 310 628 8383**

**Office Hours: By appointment**

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[helena@helenagoto.com](mailto:helena@helenagoto.com)**

## **Course Description:**

**Theory, methods, and the practice of conflict analysis, negotiation, facilitation, mediation, and consensus-building in the public sector.**

This course is designed for graduate students with little or no prior background or experience in the field of Alternative Dispute Resolution (ADR). Through this course, you will develop the foundational skills that are required to navigate conflict and become a valuable, influential player at any table when people with different needs and wants are coming together to make important, creative, and durable decisions.

At the end of the course, students will leave with an understanding of the ADR tools and processes available to them, in addition to when and how to use them in the public sector.

Each student will identify what behaviors and skillsets are effective and or need improvement when in conflict.

Through theory, practical application, and analysis, students will increase their conflict navigation toolkit. With increased tolerance and confidence in conflict management, students will have learned not to avoid difficult conversations and decisions that need to be navigated in the public policy arena.

### **Learning Objectives**

At the end of this course you will be able to:

1. Identify when and how to de-escalate and navigate through a high conflict situation in a variety of settings, both individually and as a group participant
2. Assess individual characteristics and tendencies when in conflict and utilize this self-awareness to improve performance in ADR situations
3. Be an advocate for, and an effective participant in the chosen ADR process
4. Identify and coordinate an effective consensus-building process between individuals and within multi-party groups that promotes buy-in and durability
5. Identify, analyze and incorporate the needs, concerns, motivations, and desires of a diverse group of people
6. Apply the four fundamentals of an effective apology
7. Negotiate for something your desire

**Course Notes:** All readings and lectures will be done before class. The class will be spent on case studies, simulations, and discussions to build on existing knowledge.

**Communication:** All classes will be attended in person, All assignments, quizzes, and announcements will be handled electronically through the class Blackboard site.

**Labeling protocol:** Please label all file submissions by your last name and name of the assignment (e.g., goto\_peerinterview.zoom)

**Policy on late and missing assignments:** Late assignments will be graded down for each day late. Please inform me in advance if you must miss a deadline.

**Syllabus revision.** I will regularly assess progress and elicit student feedback regarding the course. **If necessary, I will revise the syllabus to make it more suitable for the class and the current environment.**

USC Technology Support Links:

- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)

### **Required Materials**

Where possible, I have attached links to books and materials on Blackboard in the 'content' section of PPD 690. If you prefer to buy a hard copy please do so.

- DeMarr, de Janasz, Negotiation and Dispute Resolution
  - You can purchase it here:  
<https://chicagobusinesspress.com/book/demarr?purchase>
  - Available at USC bookstore
- Susskind, McKernan, Thomas-Larmer, The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement, Sage Publications (1999)
  - Posted to Blackboard:  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_a\\_skewsholts\\_vlebooks\\_9781506319230](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_a_skewsholts_vlebooks_9781506319230)
  - Available at USC bookstore
- Case studies, exercises, materials posted on blackboard

## Description of Assessment and Assignments

### 1. PREPARATION AND CONTRIBUTION: 25%

The class formally meets for 6 days of intensive sessions. Students are required to attend (or make prior arrangements with your professor) and be prepared for participation in class discussion, simulations, and role-plays.

You are required to watch all videos, and complete all assignments and quizzes assigned in class and posted on Blackboard.

### 2. PERSONAL NEGOTIATION PROJECT: 25%

#### Assignment description

This assignment involves a "real-life" negotiation. Students will plan, execute and provide a written debrief of an actual negotiation for something of personal importance/value during the span of the semester. Potential subjects for negotiation include, but are not limited to: resolving a conflict with a co-worker, teammate, spouse/significant other, or friend; negotiating a new job assignment, salary, or working conditions with an employer; coming to terms with family members on important life choices (e.g., living arrangements, moving to another state or country, the decision to forego traditional employment for a nonprofit or entrepreneurial opportunity) or the purchase of something significant (e.g., an automobile, jewelry, furniture). Be creative! By **September 2nd** (12 PM), all students must submit, in writing (email is fine), a personal negotiation topic and a paragraph describing the outcome sought and the expected date that the negotiation will take place (5 points). Approvals (or requests for changes) will be returned by September 9th.

**Final paper due by Dec 10th 11.59pm**

### 3. ONLINE MENTOR ASSIGNMENT: 25%

#### Assignment description

All students are required to identify and develop an online business mentor relationship with a business professional - ideally someone in an aspiration role for the student - with whom they will periodically correspond on course-related topics. The purpose of this assignment is to augment class materials and discussions by providing insight into how course topics play out in the real world and how knowledge and skills in understanding, preventing and resolving conflict impact the careers of business professionals.

Additionally, students will practice their communication and networking skills in a non-threatening, technology-aided environment.

**Final Paper due by Dec 10th 11.59pm**

#### **4. FINAL 25%**

Multiple choice quiz reviewing all material covered

#### **Grading Breakdown**

<b>Assignment</b>	<b>% of Grade</b>
Participation and Contribution	25
Online Mentor Assignment	25
Personal Negotiation	25
Final	25
<b>Total</b>	<b>100</b>

#### **Grading Scale**

Final course grades will be determined using the following minimum thresholds (percent of weighted total score), with the caveat that I reserve the right to lower (but not raise) the cutoffs for any or all categories:

A	94
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D	60
F	below 60

## **Course-specific Policies**

**Assignment Submission:** Please submit all work to Blackboard on or before the date due.

**Grading Timeline:** Grades will be posted within two weeks past the due date of the assignment.

### **Classroom Norms:**

In this course, you are expected to read the text and other assigned materials thoroughly. Not all readings will be covered in class, as I see more value in building on and furthering discussion about these materials and not restating what you are able to easily read and digest.

Readings are listed in the schedule. You are expected to come to class having read the assigned materials and be prepared to answer or propose questions that will help expand your own and your classmates' understanding and application of the concepts presented. Such questions are expected and appreciated throughout the course. If no questions are forthcoming, I will assume that you have read and understood the material. Class assignments are expected to be completed and necessary to effectively participate in-class activities. Some of these assignments/homework will be uploaded to Blackboard (see next section). If it is clear that some students are unprepared, that observation will be noted as a reduction in their participation grade for that class session. Clearly, your course grade can be positively influenced by outstanding contributions and negatively impacted by low-quality participation levels.

**Sharing of Course Materials Outside of the Learning Environment** USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

### **Campus Section 11.12(B)**

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the Internet, or via any other media. (See section C.1 Class Notes Policy).

## Course Schedule: A Weekly Breakdown

Dates	Topics/Daily Activities	Readings and Homework	Assignment Dates
<b>Week 1</b> August 23rd	<b>Introduction</b>  Introduction to Alternative Dispute Resolution; course structure, assignments, and readings.	<b>Homework</b> 1. Book zoom with Professor Goto 2. Identify a potential mentor 2. Identify personal negotiation  <b>Required readings:</b>  <u>Negotiation and Conflict Resolution, DeMarr and de Janasz:</u> Chapter 1  Blackboard –Video: <a href="https://www.youtube.com/watch?v=WfQeH3092Sc">https://www.youtube.com/watch?v=WfQeH3092Sc</a>	
<b>Week 2</b> August 30th	<b>The Language of Negotiation</b>	<b>Required reading:</b> <u>Negotiation and Conflict Resolution, DeMarr and de Janasz:</u> Chapter 2/3	Post top 5 takeaway and learnings from Chapters 1/2/3 to Blackboard <b>Due by Sep 3rd 11.59pm</b>

<p><b>Week 3</b> September 6th <b>Intensive One:</b> 10th/11th Negotiation</p>	<p><i><b>Distributive and Integrative Negotiation</b></i></p> <p><b>CASE STUDIES</b> <b>INTENSIVE: 18/19</b></p>	<p><b>Required reading:</b> <u>Negotiation and Conflict Resolution.</u></p> <p><i>DeMarr and de Janasz:</i> Chapter 4/5 Distributive Negotiations</p>	<p><b>Post <u>top 5 takeaway and learnings</u> from Chapters 4/5 to Blackboard</b> <b>Due by Sep 10th 11.59pm</b></p>
<p><b>Week 4</b> September 13th</p>	<p><b>Conflict styles</b></p>	<p><b>Required reading:</b> <u>Negotiation and Conflict Resolution.</u></p> <p><i>DeMarr and de Janasz:</i> Chapter 6/7</p>	<p><b>Submit: <u>Personal Negotiation proposal</u> Due Sep 17th, 11.59 pm</b></p> <p><u>Mentor Identified and Questions submitted</u> <b>Due Sept 17th, 11.59 pm</b></p>
<p><b>Week 5</b> September 20th</p>	<p><b>Communication in Negotiation</b></p>	<p><b>Required reading:</b> <u>Negotiation and Conflict Resolution</u></p> <p><i>DeMarr and deJanasz:</i> Chapter 8/9</p>	<p><b>Post take aways from chapters 6/7</b> <b>Due by Sep 25th 11.59pm</b></p>



<p><b>Week 6</b> September 27th</p>	<p><b>Process Overview</b></p>	<p><b>Required reading:</b>  <b><u>Handbook Suskind</u></b>  Introduction, 1-57 (overview of processes).</p>	<p><b>Post</b> take aways from chapters 8/9 <b>Due by Oct 1st 11.59pm</b></p>
<p><b>Week 7</b> October 4th <b>Intensive Two 8th/9th Mediation</b></p>	<p><b>The Practice of Mediation</b>  <b>INTENSIVE: 8/9TH</b></p>	<p><b>Required reading:</b>  <b><u>Handbook Suskind</u></b>  Chapter 3 and 5</p>	
<p><b>Week 8</b> October 11th</p>	<p><b>The Art of Apology</b></p>	<p>Watch lesson by Peter Robinson</p>	
<p><b>Week 9</b> October 18th</p>	<p><b>Consensus Building</b></p>	<p><b>Required reading:</b>  Chapter 6: Representation of Stakeholder Interest</p>	
<p><b>Week 10</b> October 25th</p>	<p><b>Consensus Building</b></p>	<p>Watch interview with Lloyd Everad</p>	

<b>Week 11</b> November 1st Intensive three 5th/6th	<b>Consensus Building</b> Large Group Consensus building Role-plays		
<b>Week 12</b> November 8th	<b>Careers in Public Policy.</b>	Watch Lali DeAtzlan's interview posted to BB	
<b>Week 13</b> November 15th	<b><i>Cross-Cultural  Negotiation</i></b>	<i>Watch Jason Harper's interview  posted to BB</i>	
<b>Week 14</b> November 22nd	<b>Meetings</b>	<b><i>Handbook Susskind</i></b>  Chapter 7 Managing meetings	
<b>Week 15</b> November 29nd	<b>The Future of ADR</b>	TBD	
<b>Week 16</b> December 6th	<b>Study Days</b>		<b>Online mentor  Assignment  Due Dec 10th 11.59pm  Personal Negotiation  Due Dec 10th 11.59pm</b>
<b>Week 17</b> Dec 13th	<b>Finals</b>		

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on-call

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213)

740-9355(WELL), press “0” after hours – 24/7 on call

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.