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### **Course Description**

The purpose of this course is to provide students with the cross-cultural awareness, knowledge, and skills necessary to negotiate effectively with counterparts from other cultures and countries. Through weekly readings and videos, class discussions and case analyses, the course focuses on developing students' cultural intelligence (the ability to recognize and adapt to cultural differences) so that they can effectively navigate cross-cultural settings. The course is highly interactive and relies on practical class activities based on improvisations, role-playing exercises and film analyses. These activities are aimed at developing students' cross-cultural skills, exploring the role of communication (verbal and non-verbal) in cross-cultural negotiations, and preparing students to expand their repertoire of strategies when negotiating deals, resolving disputes, and making decisions in cross-cultural contexts.

### **Learning Objectives**

Upon successful completion of the course, students will be able to:

- Negotiate effectively in cross-cultural settings.
- Describe the process of negotiation and how it differs across cultures.
- Analyze representative national case studies related to cross-cultural negotiations from around the world.
- Communicate effectively in cross-cultural settings and diverse global environments.
- Interact with and learn from high-level negotiators from different sectors (business, government and non-profit).

### **Required Materials**

#### **Books:**

- 1) **Brett, J. (2014) *Negotiating Globally*, 3rd edition, Jossey-Bass.**  
Book is available through the library. Click on the link below and select "institution not listed." Then insert your USC information. You can download the entire book or select chapters as needed. You can also purchase a copy at the USC bookstore. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_elibro\\_books\\_ELB178696](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_elibro_books_ELB178696).
- 2) **Thomas D. & Inkson K. (2017) *Cultural Intelligence*, 3rd edition, Berrett Koehler.**  
Available on Amazon as well as at the USC bookstore

## **Cases and Articles (course pack):**

The course pack can be purchased here:

<https://hbsp.harvard.edu/import/1084361> [\$34.99]

## **Content of the Course Pack**

### **Cases:**

**Case 1:** Bresman, H. & Saint Leger, G. (2016) Camel's Milk and Lamb's Liver, INSEAD. (A, B and C)

**Case 2:** Grogan, C. & Brett, J. (2006) Google and the Government of China: A Case Study in Cross-Cultural Negotiations, Northwestern Kellogg School of Management.

**Case 3:** Mueller, U. & Young, M. (2011) Motors for Munchao, ESMT Berlin.

### **Articles:**

**Article 1:** Sebenius, J. (2002) Hidden Challenge of Cross-Border Negotiations, Harvard Business Review.

**Article 2:** Meyer, E. (2015) Getting to Si, Ja, Oui, Hai, and Da, Harvard Business Review.

**Article 3:** Meyer, E. (2014) Navigating the Cultural Mindset, Harvard Business Review.

**Article 4:** Susskind, L. (2004) What Gets Lost in Translation, Harvard Business School Publishing.

## **Prerequisites and/or Recommended Preparation:**

None

## **Course Notes:**

All copies of lecture slides and other class information will be posted on Blackboard.

## **Grading Policies:**

### **Course requirements:**

Mid-term exam	(20%)
Cross-cultural negotiation group project and scene presentation	(40%)
Final essay	(25%)
Active in-class contributions	(15%)

### **Description of course requirements:**

**Mid-term exam (20%):** The mid-term exam will be based on a case study on cross-cultural negotiations. The case will be similar to those analyzed in class in the first half of the semester. The exam will take place in class and will last one hour and twenty minutes.

**Cross-cultural negotiation group project and scene presentation (40%):** In groups of two or three, students will research two different cultures and their respective negotiation styles. Based on their research, they will write a paper consisting of three parts: a comparison of the two cultures and negotiation styles, a scene based on a negotiation between two or three characters from the two cultures, and a cross-cultural analysis of the scene. In class, at the end of the semester, students will present the comparison between the two cultures as well as the scene.

Peer Evaluations. Students will complete a peer evaluation of the members of their team with respect to the team project. A copy of the peer evaluation form will be posted to Blackboard and is due on the day of the final exam. Scores for individual student contributions to the team final project will be assigned by the instructor, based on the team's project quality, observations of the team's working dynamics, and thoughtful consideration of the information provided through your peer evaluations.

**Final essay (25%):** The exam will be in essay format (take-home) with students being asked to compare and contrast different negotiating styles, practices, and approaches based on readings, discussions, and lectures. The examination will be designed with special attention to analyzing the ways in which representatives from different cultures approach the process of negotiation based on different communication strategies.

**Active in-class contributions (15%):** Because this course relies heavily on class activities such as case discussions, film analyses and improvisations, students are expected to actively participate in class. Students who are not comfortable with oral participation should notify the professor at the beginning of the semester to explore alternative ways to participate in the class.

In addition, some weeks, in groups (the same groups of the paper above), students will work on specific tasks related to cross-cultural negotiations. The purpose of these tasks is to give students the opportunity to analyze, discuss and experience the different issues related to negotiating in cross-cultural settings. These tasks will be related to the group project, and should be seen as opportunities for the group to work together on their final project. All students are expected to participate in these tasks.

### **Description of class activities:**

**Chapter, case and article discussions:** All students are expected to read the assigned chapters, cases and articles before class. Each class will have one assigned reading. Class time will be devoted to discuss the assigned reading in detail.

**Films:** short films will be shown and analyzed in class from a cross-cultural perspective starting in Week 2. The purpose of the films is to increase students' knowledge of different cultures as well as to give them the opportunity to analyze the films from a cross-cultural perspective. The ultimate purpose of the activity is to develop the students' cultural intelligence.

**Improvisations:** guided improvisations based on cross-cultural negotiations will be conducted in class in weeks 1, 3, 5, 10, 12 and 13. They will be followed by class discussions on the negotiation and cross-cultural elements observed in the improvisations.

### **Additional information:**

#### **Course Policies**

**Attendance.** Students are expected to attend all classes. If a student needs to miss a class, the absence must be reported to the instructor prior to the class.

**Course Communication: Blackboard.** A Blackboard website has been created for this course at [blackboard.usc.edu](https://blackboard.usc.edu). You should check Blackboard on a regular basis. The course syllabus, PowerPoints, lecture notes, assignment information, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to ensure that my emails are forwarded to your preferred email account such as your personal Gmail account.

**Open Expression and Respect for All.** An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/about/open-expression-statement)" (<https://www.marshall.usc.edu/about/open-expression-statement>).

**Use of AI Policy:** In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

## **Statement on Academic Conduct and Support Systems**

### **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **Support Systems:**

[\*Counseling and Mental Health\*](#) - (213) 740-9355 – 24/7 on call

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

[\*988 Suicide and Crisis Lifeline\*](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[\*Relationship and Sexual Violence Prevention Services \(RSVP\)\*](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[\*Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)\*](#) - (213) 740-5086

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

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

[\*The Office of Student Accessibility Services \(OSAS\)\*](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[\*USC Campus Support and Intervention\*](#) - (213) 740-0411

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

[\*Diversity, Equity and Inclusion\*](#) - (213) 740-2101

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 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) 442-1200 – 24/7 on call  
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**Course Calendar:**

	Mon	Wed
Week 1 (8/21 & 8/23)	Intro	CH1 (Brett) + Improv
Week 2 (8/28 & 8/30)	CH1 (Thomas) + Film1	CASE1 + TASK1
Week 3 (9/4 & 9/6)	LABOR DAY	CH2 (Brett) + Improv
Week 4 (9/11 & 9/13)	CH2 (Thomas) + Film2	CASE2 + TASK2
Week 5 (9/18 & 9/20)	CH3 (Thomas) + Film3	CH3 (Brett) + Improv
Week 6 (9/25 & 9/27)	CH4 (Thomas) + Film4	CASE3 + TASK3
Week 7 (10/2 & 10/4)	CH4 (Brett) + Film5	MIDTERM
Week 8 (10/9 & 10/11)	CH5 (Thomas) + Film6	RECESS
Week 9 (10/16 & 10/18)	CH5 (Brett) + Film7	ART1 + TASK4
Week 10 (10/23 & 10/25)	CH6 (Thomas) + Film8	CH6 (Brett) + Improv
Week 11 (10/30 & 11/1)	CH7 (Thomas) + Film9	ART2 + TASK5
Week 12 (11/6 & 11/8)	CH8 (Thomas) + Film10	CH7 (Brett) + Improv
Week 13 (11/13 & 11/15)	ART3 + Film11	CH8 (Brett) + Improv
Week 14 (11/20 & 11/22)	ART4 + Film12	THANKSGIVING
Week 15 (11/27 & 11/29)	Presentations	Presentations