

IR 383—Conflict Mediation and Negotiation

Wednesday/Friday 12:30-1:50

Dr. Douglas Becker

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Office: CPA 231C

Office Hours: M: 12:00-2:00. F: 2:00-3:00 Also by appointment

This course delves into depth at the complex role of negotiations intended to reduce or end a conflict. We will explore theories of negotiations, with a particular eye toward the use of negotiations and the potential for mediation to end conflicts. We will examine with a critical lens the role of power, the role of techniques, the timing of negotiations, and the role of external powers as well as the specific combatants within 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. In short, while we will examine the theories of negotiations as well as the techniques, we will apply these to specific cases throughout the semester. The pedagogical questions we will address in class are:

- 1) Why do negotiations fail and why do they succeed? Under what conditions are negotiations most likely to succeed? And how many negotiations are actually the winner imposing terms on the loser and the loser negotiating the terms of their surrender?
- 2) What is the role of rationality, emotion, and information in negotiations? Specifically is game theory and rational choice approaches an effective analytic tool to understand and even perhaps predict negotiations? How much do emotions including vengeance play in the negotiations? And how important is the information the negotiating actors have in determining outcomes?
- 3) What roles do outside actors, whether they are states, organizations, or individuals, play in negotiated settlements of disputes? How important are they as mediators? How much can independent actors provide resources, or purchase an agreement. How much can they offer guarantees (such as security guarantees) to ensure success?
- 4) How do actors who seek to change the status quo force negotiations with recalcitrant partners? In particular, in intractable conflicts, how can actors change conditions to try to force an agreement. How much are these conditions altered by events out of the control of negotiators?
- 5) How much are international negotiators hindered by the constraints of domestic politics? How much are they freed? What techniques can either enhance or free the negotiator from pressures from internal actors, as well as external actors?
- 6) How much does the theory of negotiations predict actual cases? And specifically, how often are negotiation outcomes driven by the most powerful actors? Is power an effective tool to predict negotiation outcomes?
- 7) What is the relationship between peace and justice? How important is justice at determining outcomes?
- 8) Specifically how effective is the UN and in particular the UN Security Council at driving negotiated outcomes? How much is it a hindrance? And how much can it change if the nature of the threats of a failure to negotiate rises?
- 9) And how effective are you as a student in the class in negotiating? How much can the tools from the class improve your negotiation skills?

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. Many classes 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.

Some key norms and rules for the classroom. Please be aware of these as we progress throughout the semester:

- **Share responsibility for including all voices in the conversation.**
 - I want to hear from all of you this semester. These issues can be contentious—any good international relations class will have disagreements. Let's make sure everyone has a chance to speak. If you find yourself being shut out of conversations, please let me know privately and I will make adjustments.
- **Listen respectfully.**
 - In conversations, we tend to spend 25% listening and 75% thinking about how we want to respond. Let's reverse this! A great classroom is a dialogue. It is not simply my thoughts and you trying to memorize and reconstruct them for exams. I want to hear from all of you. And I want you to hear from one another. We need to listen respectfully but also actively and critically.
- **Be open to changing your perspectives based on what you learn from others.**
 - Nothing is more exciting than learning something new. This allows us to evolve our perspectives and develop as scholars. I have learned something new from students every semester I've taught. I change material from semester to semester based on what I have learned. Always be prepared to change your mind.
- **Understand that we are bound to make mistakes**
 - I may have been raised Roman Catholic, but I am not infallible. That's a joke I make throughout the semester. I will make mistakes. You will too. We learn from our mistakes, but we can't be afraid to present our work and our thoughts on an issue because we might make one. When we do, we will respectfully update the information and learn from them.
- **Understand that your words have effects on others.**
 - Respect is based on the understanding that words matter. Freedom of speech means we can express ourselves freely. But it does not mean we don't consider the effects these words have on others in the classroom. The classroom should never chill free expression and speech. But we all know there are different ways to express ourselves and we need to respect each other with our commentaries.
- **Understand that others will come to these discussions with different experiences from yours.**
 - The best thing about a campus like USC is the rich diversity of the student body. We have students from all over the world. And I think I learned as much as an undergraduate from the conversations I had with my classmates than even from class work. Toleration of different experiences is boring. Revel in them! Learn from one another. And be aware of them.
- **Make an effort to get to know each other.**
 - I like a class that's loud and boisterous before I come in. Spend some times getting to know each other. The real virtue of being back in person are the people we will meet, the social interactions, the long conversations, and learning from one another. Think of the big class as a chance to get to know a lot more people. And many of you are new to

the university experience. I don't want to hear that you are having trouble meeting new people. This class is a great place to meet everyone!

- **Understand that there are different approaches to solving problems.**

This is what we mean by interdisciplinary. We do more than just study different material. We also approach issues differently. In particular, some of us have a background in business. Most have a background in social sciences. But it may be international relations, or it may be economics. Some of us study the humanities. But it is truly exciting to see the different ways we solve problems and wrestle with material.

And one particularly important norm for THIS class: Fridays will be active learning. We will negotiate. We will role-play. We will have case discussions. No matter what technique I use, I will not lecture on Fridays. I know how much you all love coming to class in the afternoon on Friday. So I will make them more fun and all active. BUT you have to take these classes, in particular the role play and the fictional cases we use, very seriously. It may feel like we are playing a game, but each activity has a very specific pedagogical purpose.

The assignments for the class is as follows:

4 papers (10% each)	40%
Midterm:	25%
Final:	30%
Participation	5%

We will have 4 in depth negotiations that will require preparation prior to the class. These are case briefings that demonstrate research prior to the class. But you will also answer a question about the negotiations that serve as essay questions with some details. So these papers are 5-7 pages and replace a longer research project for the class. There is an in-class scheduled midterm and final. These will be bluebook exams with an objective portion and a more subjective essay. And finally participation, with a particular eye toward the Friday classes, round out the graded work. **The penalty for late work is 5 points a day.** When work is turned in late, you may email me a copy only to establish when it was completed. I do not accept emailed copies of papers, but only hard copies. The only excuses accepted are University sanctioned excuses and must be documented. Also, this course will follow all of the guidelines for reasonable accommodations laid out in the University Handbook.

Grading and Correction of Grades

Excerpts for this section have been taken from the University Grading Handbook, located at <http://www.usc.edu/dept/ARR/grades/gradinghandbook/gradingpolicies.html>

Please see the link for the course before the semester ends. All missing grades must be resolved by the instructor through the Correction of Grade Process. One calendar year is allowed to resolve a MG. If an MG is not resolved [within] one year the grade is changed to [Unofficial Withdrawal] UW and will be calculated into the grade point average a zero grade points.

A grade of Incomplete (IN) "is assigned when work is not completed because of documented illness or other 'emergency' occurring after the twelfth week of the semester (or 12th week equivalency for any course scheduled for less than 15 weeks)."for more details on grading concerns.

A grade of Missing Grade (MG) “should only be assigned in unique or unusual situations... for those cases in which a student does not complete work

The books for the class, all available for purchase are as follows. All are also available via the library in an online format.

Fitzpatrick, Mark, Michael Elleman and Pauline Izewicz. *Uncertain Future: The JCPOA and Iran’s Nuclear and Missile Programmes*. Routledge, 2019; ISBN: 978-0367197056

Judah, Tim. *Kosovo: What Everybody Needs to Know*. Oxford University Press, 2008; 2020. ISBN: 978-0195373455

Zartman, I. William. *How Negotiations End*. Cambridge University Press, 2019. ISBN: 978-1108475839

Zunes, Stephen and Jacon Mundy. *Western Sahara: Conflict, Nationalism and Conflict Irresolution*. Syracuse University Press, 2010; 2022. ISBN: 978-0815636908

Plus readings posted to Blackboard.

8/23: Introductions, Should Ukraine Negotiate with Russia?

Should Ukraine Negotiate with Russia? Foreign Affairs, **Blackboard**

8/25: Some Negotiation Games

Zartman **Introduction**

8/30 Two-Level Games and Domestic Constituencies

Zartman Chapter 3

Robert Putnam Diplomacy and Domestic Politics: The Logic of Two-Level Games, **Blackboard**,

9/1: From Theory to Practice: The Complexity of Two-Level Games

Harry Noone “Two-Level Games and the Policy Process: Assessing Domestic–Foreign Policy Linkage Theory **Blackboard**

Gordon Friedrichs, Conceptualizing the Effects of Polarization for US Foreign Policy Behavior in International Negotiations: Revisiting the Two-Level Game **Blackboard**

9/6: War and Negotiations, Should Russia and Ukraine negotiate an end to the war

Oriana Skylar Mastro. The Cost of Conversation: Onstacles to Peace Talks in Wartime. Introduction, Chapter 1, Conclusion **Blackboard**

9/8: First Mover Advantage in Negotiations? Or Disadvantage?

Zartman Chapter 7

- 9/13 Short Term vs Long-term Interests and Ripeness.
Zartman chapter 5, 8,
Karen Aggastam "Enhancing Ripeness: Transition from Conflict to Negotiation **Blackboard**;
- 9/15: Forcing a negotiation: or Was Robert Oppenheimer right?
Zartman Chapter 14
- 9/20 The Iran nuclear deal:
Wednesday Zartman Chapter 1, JCPOA 9-88
- 9/22: Mediation and the JCPOA, Can the JCPOA be saved?
Zartman Chapter 10; JCPOA 89-143
Paper 1 assigned
- 9/27 Game Theory and Breaking Deadlocks
Zartman Chapters 11-12
- 9/29: Environmental Negotiations
Acid Rain Negotiations **Blackboard**
Paper 1 due
- 10/4: Peace vs Justice: Can Amnesties Lead to Peace?
Schiff Chapter 2; Chapter 6 **Blackboard**
Payam Akhavan "Beyond Impunity: Can International Criminal Justice Prevent Future Atrocities?"
Blackboard
- 10/6: Peace vs Justice vs Vengeance
Sung Hee Kim, "The Role of Vengeance in Conflict Escalation **Blackboard**
Geoff Dancy. "Deals with the Devil? Conflict Amnesties, Civil War, and Sustainable Peace"
Blackboard
Paper 2 assigned
- 10/11 Midterm**
- 10/13: No Class, Fall Recess
- 10/18 The Rambouillet Negotiations and NATO airstrikes
Judah, Kosovo Chapters 1-8
Zartman Chapter 9
Paper 2 due

- 10/20: Kosovo Independence simulation
 Judah, Kosovo Chapter 9-13
Paper 3 assigned
- 10/25 Business Negotiations
 Zartman Chapter 2, 4, 6
- 10/27: Negotiating the Trans-Pacific Partnership
 The Trans-Pacific Partnership and the Management of Globalization, Parts 1-2 **Blackboard**
Paper 3 due
- 11/1: Negotiating the end to the Western Sahara war
 Zunes and Mundy, Intro, Chapter 1-6
 Scholars Circle Podcast, December 20, 2020 **Link posted to Blackboard**
- 11/3 Western Sahara Simulation
 Zunes and Mundy, Chapters 7-9
Paper 4 assigned
- 11/8 Entrapment and the Singapore Summit
 Paul W Meerts. Entrapment in International Negotiations **Blackboard**
 Matteo Dian. "Trump's Mixed Signals toward North Korea and US-led Alliances in East Asia"
Blackboard
Paper 4 due
- 11/10 no class, Veterans Day
- 11/15 Sub-Optimal Agreements and ending the war
 Zartman Chapter 14-15
- 11/17 Ending a Civil War? A Simulation
 Reed Wood and Jacob Kathman. "Too Much of a Bad Thing? Civilian Victimization and Bargaining in Civil War" **Blackboard**
- 11/22, 24 no classes, Thanksgiving Holiday
- 11/29: Lessons for Theory and Practice
 Zartman Chapters 16-17
- 12/1 Security Council Zombie Simulation
 Douglas Becker and Marcelo Valenca, "World War Z brief" **Blackboard**

Douglas Becker "UNHCR report and the principle of non-refoulement" **Blackboard**

Review Session: Monday, Dec 4 12:30-1:30 (this is optional)

Final: Friday Dec 8, 11am – 1 pm

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Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. These outcomes are based on the severity of the violation, but recognize that the best outcome you can expect from academic dishonesty is a failure of that graded assignment. This is a big deal. Please come talk with me with concerns, questions, or clarifications.

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](#).

And the Policy on the use of AI (welcome to 2023!)

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

And notes on the distribution of class material, including recordings of the class and distribution of notes:

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. We live in an age of recording of classes for clickbait online stories. This is a free space of discussion and is intended as such to be nurturing of new ideas. You can find more on this university policy at: ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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 relationship to the class, whether obtained in class, via email, on the internet, or via any other media. There will be some classroom distribution, usually a Google Doc for studying purposes. But obviously selling any of this material for future use is prohibited. And don't bother keeping old exams in files for future classes. I change them every semester. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

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. You may contact OSAS at (213) 740-0776 or via email at 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

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