

**Communication 3330  
Negotiation and Interviewing  
TR 9:10-10:30  
OSH 103**

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**Office Hours  
Thursday 10:45-11:45  
And by appt.**

**Purpose:** The purpose of this class is to engage students both in understanding conflict, negotiation and interviewing on a personal and public level.

**Required Texts:** Fisher, R. & Ury, W. (1991). *Getting to yes: Negotiating agreement without giving in*. (2d Ed.). New York: Penguin

Kellet, P. M. & Dalton, D. G. (2001). *Managing conflict in a negotiated world: A narrative approach to achieving dialogue and change*. London: Sage.

Stewart, C.J. & Cash Jr., W. B. (2003). *Interviewing: Principles and practices*. (10<sup>th</sup> Ed.) Boston, MS: McGraw-Hill

**Readings on reserve in library**

**Goals and Objectives:**

- Develop an in-depth understanding of how conflict functions in communication
- Begin to cross-apply that understanding to various spheres: including, interpersonal/familial relationships, professional/work related relationships, community development, and cultural and international spheres.
- Be able to engage a wide-range of literature on negotiation and interviewing strategies and skills
- Begin to develop fundamental negotiation and interviewing skills
- Develop critical and analytical thinking skills and self-reflexivity in negotiation and interviewing processes

- Improve upon overall critical writing and communication skills.

### **Attendance and Participation:**

This is a highly participatory class. Students will be involved in multiple areas of inquiry in class. This means that students must be present in class in order to grasp the basic concepts that are being developed in lecture, discussion and various activities.

Therefore, the attendance policy is as follows. For every day that you miss class, you lose points in your participation, regardless of whether your absence is excused or not. Since participation is contingent upon your physical presence in the classroom, you must be here in order to get any kind of participation credit for that day in class. Therefore, it is up to you to judge how many days you can or cannot miss. I'm not going to determine whether or not the absence should be excused or not, if you are not here, you do not receive those points, regardless of your excuse, so be sure that you save your absences for emergency situations. Additionally, participation is not achieved by attendance alone. Students need to ask questions, and provide substantive answers in class. Additionally, when negotiation/interviewing case studies or projects are conducted, students should be enthusiastic and contribute to the class as a whole. Simply being present does not guarantee you an "A." This is negotiation and interviewing, a performance/skills oriented class. If you want to improve upon those skills, your participation will need to significantly reflect the performative ideas that we discuss in relationship to negotiating and interviewing.

### **Assignments and Class Requirements:**

All work in this class is written and presented work. That means it must be well-researched, cited, have good grammar, complete sentences, appropriate spelling, and well-developed ideas and positions. It must be articulate, professional, prepared on time and should reflect the content of the course. It should also be critical, analytical and self-reflexive. Typed work should include: one inch margins, 11-12 pt font, Times New Roman, and be within the appropriate page limits. Material from inside and outside class should be used.

#### *Ethnographic Conflict Journal:*

After we finish reading the book, Getting to Yes, we will begin reading Managing Conflict in a Negotiated World. Once we start reading this book, I want you to start keeping an ethnographic conflict journal for the duration of these books and the rest of the material we cover on negotiation. You may stop writing once we reach the interviewing material. At that point in time you will turn in your journal to me for grading purposes.

Ethnography is the art of practicing participant observation of people (including yourself) and writing about those experiences in great detail. In your conflict journals, you will be documenting conflicts you observe with fieldnotes, then, you will be recording your personal experiences of conflict. You will also be recording a wide

variety of cultural expressions of conflict through poetic, visual, and musical forms, as well as to record the conflicts of other people you see and interact with. These stories can range from an incident you saw at a football game, to an argument on the phone with your best friend, to a heart-wrenching conflict you watched in a television drama or film. Your job will be to make them meaningful and to critically reflect on these experiences as you move through the various readings, texts and activities in class. Once every couple of weeks, you will turn in fieldnotes for credit. Then you will turn your fieldnotes into journal entries. The fieldnotes will be descriptive. The journal entries will be much more analytical and critical. You will need to incorporate the readings from your texts and intersect them with your narratives in the journal. I will be providing a reading assignment and some detailed information about this project as we get closer to beginning the process. I will ask you to turn in your journals once for a preliminary check and feedback, and a second time for a final grade.

Just because it is a personal text, does not mean that it will not be graded on content. This is still a critical, academic assignment. It involves good grammar and sentence structure. It involves editing and rewriting if necessary. You should be incorporating class content and intersecting that with your narratives. Your ideas should have some clarity and value to them. This will end up being your major paper for the course and you should treat it with the deference that any other major paper would have.

#### *Ethical considerations*

If you wish to keep some aspects of the journal private, that is understandable. However, that does not release you from your writing obligations in this class. You will need to provide a self-reflexive account in a short paper which illustrates what you are learning from that personal experience without going into detail about the experience in ways that would make you feel vulnerable. It may also be a good idea to change the names of people in your journal that you want to keep private or anonymous, in order to protect their identities and their stories.

#### *Study Questions*

You will be asked to read the assignments carefully for the class day and type answers to 5-6 reading questions I provide (or the book provides). You should come and visit me in my office hours or make an appointment if you have questions. You should complete 12 sets of questions minimum over the course of the semester. There will be more than 12 sets available throughout the semester.

These questions should answer all of the elements of the questions and include critical and analytical ideas, self-reflexivity, good grammar and spelling, and should incorporate the required chapters and reading assignments. You are welcome to incorporate elements from your journal in the questions, but it should be an independent assignment from the journal.

#### *Group Project on arbitration, mediation, conciliation and Truth commissions*

There will be readings on reserve in the library that address the four topics mentioned above. Students should get into groups and choose a day to present information and discuss one of the four negotiation methods mentioned above. In addition to the reserve readings, students should find additional information about the negotiation methods from other sources. The groups should focus on developing a project that addresses how the methods are used both locally and internationally if possible. Students can use their presentation time by developing film clips, activities, and discussion for the rest of the students in the class.

### *Interview Project*

For the interviewing portion of the class, you will be asked to pair up in groups of 2 people. Together, you will complete an interviewing project where you pick an interviewing format from your textbook to complete an interview on each other. You will research and prepare for the interview. One person will be the interviewer and will prepare the interview. The other person will prepare as the interviewee. During the preparation process, the interviewer should keep the questions private from the interviewee, but is allowed to recommend preparation paths. This will ensure a spontaneous and extemporaneous performance and will reflect a more real-world setting. Pairs will also be allowed to conduct a focus group session if they so choose, but will have to get volunteers to participate. (Volunteers will get extra credit for participating in a focus group project). The focus group should also be sphere specific.

This project will require you to write a joint paper describing the development of the interview process. This includes pre-interview preparation, the interview experience, and a follow-up critique of each other with constructive information. Throughout the paper, the co-authors should incorporate content from both inside and outside the class and cite all sources appropriately. At least three sources should be used. All three sections of the paper should incorporate research and course content. The paper should be analytical and self-reflexive and should reflect a strong dialogic element between the co-authors about the process and experience. The interviews will be performed in class and will be about 8-10 minutes in length. If students choose to do the focus-group project instead, then both students will conduct the interview. However, their paper should still involve the same three elements.

### *Exams and Quizzes*

**There will be no exams in this class.** However, there might be regular quizzes on reading. Times of quizzes are tentative and contingent upon student progress in the reading assignments, participation and discussion level in class.

### *Reading*

There is a lot of material to cover in class. This is a 3000 level college class and you are in college. Reading copious amounts of material is part of attaining a college degree and you should be used to it by now. If you choose not to read, you will not only

be missing out, but you will severely damage your ability to complete assignments successfully. If anything, this is useful information and I encourage you to read it for your own benefit. It is your responsibility to cover the material in a manner that ensures that you are prepared to come to class, participate and discuss.

### **Academic Ethics and Integrity**

All work presented is to be that of the student and new work for this course. Turning in someone else's work as your own will result in a failing grade for the course. Please know that plagiarism is a serious violation of University policy and can result in a failing grade for the course. Plagiarism is any representation of another person's words or ideas as your own. Be careful when completing your research that you do not use someone else's unique phrases or organizational structure without making it clear where they originated. When in doubt, cite.

1. The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning and psychiatric disabilities. Please notify the instructor at the beginning of the semester to request any such accommodations for this course.
2. The Registrar cautions you that withdrawing from a course and other matters of registration are the student's responsibility. If you just stop coming to class without making a formal withdrawal, you will end up with a failing grade.
3. Plagiarism is the use of someone else's work without giving credit. When you use material or words from other people's writing, put quotation marks around direct quotes, and identify the author, source, date, and page of each reference. That means you use quotation marks, parentheses with author and page at each usage, and you put a complete bibliography at the end of the paper. If you don't understand how to do this, ask immediately in your discussion section. Plagiarism can result in a failing grade on the assignment or for the course.

### **Need Other Assistance**

Please let me know privately if there are factors that might have a negative impact on your performance in this class that are beyond your control. I'd like to work with you in an effort to find solutions to any potential problems.

**Tentative Schedule: This schedule is most definitely subject to change...via instructor discretion and class negotiation**

Tuesday, January 13  
Syllabus and icebreaker

### **Introduction to Negotiation Principles**

Thursday, January 15

Intro to negotiation concepts <a href="#"><u>questions due</u></a>	Fisher & Ury 1-40
Tuesday, January 20 Intro to negotiation concepts What ifs in negotiation <a href="#"><u>Questions due</u></a>	Fisher & Ury 41-129
Thursday, January 22 Discussion and Activity	
Tuesday, January 27 Conclude Fisher and Ury <a href="#"><u>Questions due</u></a>	Fisher & Ury 129-148
Thursday, January 29 Discussion and Activity	
<b>Conflict in Multiple spheres and contexts</b>	
Tuesday, February 3 Conflict Narratives Internal origins of conflict <a href="#"><u>Questions due</u></a>	Kellet & Dalton Ch 1 & 2 1-48
Thursday, February 5 Discussion and Activity	
Tuesday, February 10 Self, other and context <a href="#"><u>Questions due</u></a>	Kellet & Dalton Ch 3 49-74
Thursday, February 12 Implication and responsibility <a href="#"><u>Questions due</u></a> <a href="#"><u>Questions due-2<sup>nd</sup> set</u></a>	Kottler, 39-100: <b>reserve</b>
Tuesday, February 17 Discussion and Activity Related to journals <a href="#"><u>Questions due</u></a> <a href="#"><u>Questions due-Smith</u></a>	Kellet & Dalton Ch 4 75-100
Thursday, February 19 Alternative strategies	Kottler, 121-146: <b>reserve</b>

[Questions due](#) Embracing the Terrorist, Mindell ch 6:  
**reserve**  
[Questions due](#)  
**Fieldnotes due**

Tuesday, February 24  
 Conflict in spheres... International IDEA Handbook, ch 1:  
**reserve**  
**Fieldnotes due**  
[Questions due](#)

Thursday, February 26  
 Conflict in spheres continued... Kellet & Dalton, Ch 5 & 6  
[Questions due](#)

Tuesday, March 2  
 Conflict in spheres continued... Kellet & Dalton, Ch 7 & 8  
 Discussion and Activity  
[Questions due](#)

Thursday, March 4  
 irresolvable conflict Pearce & Littlejohn, ch 2: **reserve**  
[Questions due](#) Putnam & Wondolleck, ch 2:  
**reserve**

### **Alternative Dispute Resolution**

Tuesday, March 9  
 Forms of alternative dispute resolution mediation, conciliation,  
 arbitration, Truth Commissions  
**On reserve: International Dispute Resolution chapters**

*Arbitration Group, Mediation Group*

Thursday, March 11  
 Forms of alternative dispute resolution mediation, conciliation,  
 arbitration, Truth Commissions  
**On reserve: International Dispute Resolution Chapters & International  
 IDEA handbook**

*Conciliation Group, Truth Commissions Group*

**Turn in Final Ethnographic Conflict Journals**

**Spring break, March 15-19—no class**

## **Interviewing**

Tuesday March 23

Introduction to interviewing  
*Questions due*

[Ch 1](#) & [2](#) Stewart & Cash

Thursday March 25

Questions & Structuring  
*Questions due*

[Ch 3](#) & [4](#) Stewart & Cash

Tuesday March 30

The Probing interview  
*Questions due*

[Ch 5](#) Stewart & Cash

**Turn in plans for interview**

Thursday April 1

The Survey Interview  
*Questions due*

[Ch 6](#) Stewart & Cash

Tuesday April 6

**Work on interview projects**

Thursday April 8

Recruiting and employment interviews  
*Questions due*

[Ch 7](#) & [8](#) Stewart & Cash

Tuesday April 13

The Performance/Persuasive Interview  
Cash  
*Questions due*

Ch 9 & 10 Stewart &

Thursday April 15

Counseling and health care Interviewing  
& Cash  
*Questions due*

Ch 11 & 12 Stewart

Tuesday April 20

Carryover day

**Work on Interview projects**  
**Turn in final interview proposals**

Thursday April 22

First day of interview presentations

Tuesday April 27

Second day of interview presentations

**Thursday April 29-Reading Day No Class**

**Finals Week**

**Remaining interview presentations**

**Final Critiques due**

*Grades*

<i>Ethnographic Conflict Journal</i>	<i>30%</i>
<i>Negotiation group project</i>	<i>15%</i>
<i>Participation</i>	<i>35%</i>
<i>Attendance</i>	<i>-20%</i>
<i>Projects in class</i>	<i>- 5%</i>
<i>DQ/Quizzes (if given)</i>	<i>-10%</i>
<u><i>Interview Project</i></u>	<u><i>20%</i></u>
<i>Total</i>	<i>100%</i>