

**PS 340: Negotiation and Bargaining
Spring 2007: Christopher K. Butler**

Overview:

This class will examine economic theories of negotiation as applied to international relations. The theories will cover cooperative bargaining problems, problems of fair division, and crisis bargaining. We will also examine the problems of implementing bargained agreements and issues of re-negotiation. The principal assignment will be a research paper tracing some negotiation process and explaining it using theories from class.

Contact Information:

Class Meetings: Mondays and Wednesdays from 4:00 to 5:15 in DSH 329
Instructor's Office: SSCI 2051
Office Phone: 277-3742
E-mail: ckbutler@unm.edu
Office Hours: Wednesdays 12:30 to 2:00, Fridays from 2 to 3:30 PM, and by appointment.
Class webpage: <http://www.unm.edu/~ckbutler/ps340>.

Books:

Kydd, Andrew H. 2005. *Trust and Mistrust in International Relations*. Princeton University Press (Kydd)
Spector, Bertram I. and I. William Zartman, eds. 2003. *Getting It Done: Postagreement Negotiation and International Regimes*. United States Institute of Peace Press. (S&Z)
Starkey, Brigid, Mark A. Boyer, and Jonathan Wilkenfeld. 2005. *Negotiating a Complex World: An Introduction to International Negotiation*, second edition. Rowman & Littlefield Publishers, Inc. (SBW)
Stern, Linda. 2007. *What Every Student Should Know about... Avoiding Plagiarism*. New York: Pearson Longman.

Articles:

A number of articles are required reading for the class. All of them are available through JSTOR. See the class webpage for a list and direct links to the articles. (You will need to be on campus or otherwise logged in as a UNM user to access the articles.)

Americans with Disabilities Act:

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

Assignments and Grading:

Students will be evaluated on their participation, reading and lecture comprehension, and quality of their research papers. Grading weight will be given to each of these areas of evaluation as follows:

Participation	20%
Reading and Lecture Comprehension	
Critical Book Review (1)	10%
Reading Response Papers (on 3 articles)	15%
Simultaneous Offers Game Strategy Paper	5%
Research Paper	50%
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	100%

Participation:

Classes will be a mixture of lecture and seminar discussion. Therefore, attendance and discussion are very important to the learning experience. An objective grade for attendance will be determined according the following table. This grade may be altered to reflect the quality of a student’s class discussion.

Attendance	Grade
27-29	A+
25-26	A
23-24	A-
21-22	B+
19-20	B
17-18	B-
15-16	C+
13-14	C
11-12	C-
9-10	D+
7-8	D
5-6	D-
0-4	F

Reading and Lecture Comprehension:

The seminar discussion portion of the class requires that students do the assigned reading *prior* to each class session. To facilitate this, it is suggested that students takes notes on the reading in the same notebook as they take lecture notes. It is also suggested that students “interact” with the reading by finding a quote or two that presents a distillation of the author’s main point and by writing down questions for clarification while doing the reading. If a question is answered by the end of the reading, summarize the answer next to the question in your notes. If a question is not answered in the reading, please ask it at an appropriate moment during class.

Formally, students will be asked to write a critical book review on *one* of the three books, to write responses regarding three of the article readings, and to construct a bargaining strategy for a simultaneous offers divide-the-dollar game. (Details of this last assignment will be given when we go over that material in class.) The critical book review and reading responses will be graded following the attached rubric. The specific assessment criteria are as follows.

The critical book review should state what the author (or editor) was attempting to do in writing the book and then assess how well this purpose was accomplished. To this end, the following questions should be addressed in your critical book review. What is the stated purpose of the book? What is the central argument of the book? What assumptions (implicit or explicit) does the author use to reach his or her conclusions? What evidence is presented in the book? What major gap in logic or evidence do you perceive in the book? How might this gap affect the book’s conclusions? These questions should be answered in two single-spaced pages. The critical book review can be turned in anytime between February 5 and **April 11**. If a student chooses to turn in more than one critical book review, only the highest grade will be recorded.

The reading response papers are one-page (single-spaced) papers that summarize an article and then raise additional points concerning the article in the context of the rest of the readings. One third to one half of the paper should summarize the objective of the author in writing the article, the type of analysis

employed by the author, any evidence presented, and the central argument and principal conclusion. The remainder of the paper must do one of the following: It can critique the article in light of evidence or arguments in other class readings; it can address how the article deals with a puzzle or problem presented in other class readings; or it can offer a suggestion for future research in conjunction with the other class readings. The *first* of these papers is due no later than **March 7**. The other two must be completed by the last day of class (**May 2**). If a student chooses to turn in more than the required number of reading response papers, only the highest three grades will be recorded.

Research Paper:

The major assignment for the class will be a research paper in which each student analyzes a negotiation episode. The negotiation episode must (1) involve at least one actor that is a national government, (2) have taken place at least two years ago, (3) be over a definitive period of time in a definitive place and (4) have been sufficiently public that enough primary and secondary sources exist to research it. Preference is expressed for international negotiations or negotiations involving civil wars. Cases that are already discussed at length in the assigned books are discouraged.

Case Selection (Due no later than Week 3, **January 31**):

The first assignment related to the research paper is selecting your negotiating episode. For this, you must be able to identify when and where the episode took place, what actors were present, what the negotiations were about, and what was the outcome of the negotiations (or did they fail?). Write up these points in two paragraphs; the first paragraph should cover the first three points while the second paragraph summarizes the episode's outcome. You must also find and provide a list of sources that you will be using to research your episode. Preference will be given for books and articles; purely on-line sources are discouraged. (Articles found on-line that originally appeared in print are fine, but provide the citation to its hard copy form.) Newspaper or magazine articles are acceptable and may have less "filler" than books or historical article accounts. In general I would like to see a mixture of sources. Do not rely on only one source and/or author.

The paper itself will be written in phases. For each phase after the first, include a *revision* of the preceding phases that addresses comments I made on the previous draft. *Each phase should be clearly labeled for easy identification.* In this way, the final phase will be a complete paper. You may work at your own pace on the research paper within the due dates provided. *Late phases will result in a lower final grade if you do not explicitly ask for an extension.* For each phase, I will grade your current phase following the attached general rubric. The specific points to be address for each phase are as follows.

Phase 1: Background and Setup (Due no later than Week 5, **February 14**)

What was the negotiation episode about? What brought the actors to the bargaining table? What kinds of agreements were proposed by the actors before and during the episode? When and where did the negotiation episode take place? Summarize the result of negotiations. *This is an expanded version of your two-paragraph summary from the case selection.*

Phase 2: The Players and the Stakes (Due no later than Week 8, **March 5**)

Discuss in more detail the actors, what each wanted out of the negotiations, what each brought to the bargaining table, and how badly each wanted a successful agreement.

Phase 3: Applying Theories (Due no later than Week 11, April 4)

Using an appropriate bargaining model presented in class, analyze what that model would predict for your episode. Predictions may be about outcomes, actions, or both, depending on the model. Justify any numbers and other elements you needed to assume to generate your prediction. Demonstrate clearly how your prediction was generated by the model.

Phase 4: The Moves (Due no later than Week 14, April 25)

What did the actors do within the negotiation episode? How did the actors arrive at the final agreement, or why did the actors fail to agree? Provide an explanation for these actions and the ultimate outcome of the negotiation episode.

Phase 5: Conclusion (Due no later than Week 16, May 9)

Explicitly compare the model prediction and the actual outcome; how accurately did your chosen model perform in predicting the actual outcome? Why do you think it did well (or poorly)? Then discuss how the models generally help you understand the complexities of negotiation.

The final paper will be graded in the following way. Phase 5 will be graded as a draft as were the earlier phases. I will then calculate the average grade of your phases and add an “improvement” grade that reflects the quality of your revisions. Simply attaching previous phases without revision will result in no improvement; serious revision that addresses each and every point raised in all phases with appropriate evidence, thoroughness, and logical consistency can result in a final paper grade of A+ (*less any deductions for late phases*). Such a grade would require a perfect score on the Phase 5 draft.

Late assignments:

Assignments that are turned in late—by any amount of time—will be docked one letter grade. Special circumstances may warrant individual extensions setting a new due date. Extensions must be requested before the due date is reached. Only one extension per assignment will be given.