

**UNIVERSITY OF OREGON
MASTER'S PROGRAM IN CONFLICT RESOLUTION**

CRES 614: NEGOTIATION

FALL 2020

Working Syllabus¹
Professor Elizabeth Tippet
Remote Course
Ph. 541-436-8938
tippet@uoregon.edu

Class Meetings:
Tuesday & Thursday, 2:15 – 3:45 PM, September 29 to December 1.
Zoom meeting link:
<https://uoregon.zoom.us/j/97133601941?pwd=b1hhZjA4bnFzM2hYSdImaXd0eEzdz09>
Meeting ID: 971 3360 1941
Passcode: 8e693p

Office Hours:
My office hours are 10:00 AM – 12:00 PM on Friday.
Zoom meeting: 968 1404 0699, password: 3q079n
<https://uoregon.zoom.us/j/96814040699?pwd=WW4wTVRLMm00MW00YUyWEt6UHF2dz09>
(Email me if you would like to meet but you can't make the regular office hours.)

COURSE DESCRIPTION

This class explores how negotiations work, what makes negotiators effective, why negotiations fail, and how to identify and manage pitfalls in the negotiation process. As a skills-based class, the focus is on developing your observational and analytical skills with respect to negotiation, as well as improving your negotiation skill in a chosen area.

LEARNING OBJECTIVES

As a result of taking this course, students will be able to:

- Understand and apply basic negotiation concepts and terminology.
- Observe relevant dynamics in a negotiation, including interpersonal, substantive, strategic, and procedural aspects of negotiation.
- Identify and skillfully approach distributive aspects of negotiation.
- Identify and make use of opportunities for value creation.
- Skillfully prepare for negotiation by using available information, conducting research, and applying negotiation theory.
- Improve their skill level in assertiveness, empathy, flexibility, social intuition, and ethicality in negotiations.
- Identify circumstances in which a particular skill or combination of skills are most appropriate.

¹ Please note that I may need to make additional changes to the syllabus as the semester progresses. I will give you as much advanced notice as possible regarding any changes.

- Coach peers on improving their negotiation skills based on peer's articulated needs and interests.

COURSE TEXTS

Required

- Roger Fisher & William Ury, GETTING TO YES.
- Douglas Stone, Sheila Heen & Bruce Patton, DIFFICULT CONVERSATIONS: HOW TO DISCUSS WHAT MATTERS MOST.
- THE NEGOTIATOR'S FIELDBOOK: THE DESK REFERENCE FOR THE EXPERIENCED NEGOTIATOR (Andrea Kupfer Schneider, Christopher Honeyman, Eds.).
- Supplemental materials posted on Canvas. Please do not make additional copies or distribute these materials for non-educational purposes.

Recommended

- Robert Mnookin & Scott Peppet, BEYOND WINNING.

The required books are available for purchase at the Bookstore. Additional reading materials are periodically circulated via the Course Listserv, so please ensure that your name is on the Listserv, via the link on Mylaw.

Canvas

The course website is located on the University of Oregon's Canvas system and can be accessed by using your Duck ID as your username and corresponding password. The class syllabus, announcements, and other materials, will be posted on the Canvas site. Please check the course website frequently for updates.

COURSE POLICIES

Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact the Student Affairs office for information on accommodations. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. I will be happy to honor your preferences regarding preferred pronouns – please email me if you would prefer a gender neutral pronoun and advise me of which pronoun(s) you would prefer. If you have concerns around inclusivity issues, please contact Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct, please ask your instructor or review the University Student Conduct Code.

Attendance. Because the class involves group simulations and exercises requiring advanced coordination, your classmates will rely on your reliable attendance each class. I know that this term is different from other terms, and

that illness, caregiving and other challenges can serve as an obstacle to attending class. **Please give me as much notice as possible if you can't attend class so I can reassign your negotiation counterpart to another group.**

Video recording: This class involves digitally recording and reviewing your negotiations, both on your own and with other students. Video serves to provide feedback for improving your negotiation skills. It also serves as data to help sharpen your analytical and coaching skills. We may call upon you to share clips in front of the class for our collective learning and analysis. Your final assignment will involve preparing a video demonstrating your progress over the semester relating to a chosen negotiation skill. Many students are at first apprehensive of the videotaping process but quickly grow accustomed to it, and find comments and analysis from other students supportive and insightful. If you cannot tolerate watching yourself negotiate on videotape, or sharing your videotape with others, please let me know as soon as possible so we can discuss how to proceed.

Privacy: Over the semester, we want to cultivate an atmosphere of trust and openness among all participants. The CRES Cohort is small, and it can easily devolve into an echo chamber and rumor mill. Accordingly, please be thoughtful when deciding whether or not to discuss class controversies outside of class.

Throughout the course, you will receive confidential instructions for various exercises. You should, of course, keep these away from your counterpart until after the negotiation is over (at which time you can both share your confidential instructions, if you like). In addition, please do not share the contents of these confidential instructions with people outside of class. If the content of a case become widely known, the case becomes less valuable.

COURSE REQUIREMENTS AND GRADING

Assignment	Due Date	Percentage of grade
1. Skills Reflection Memo	October 20, 5:00 PM	10%
2. Video Clip Analysis	November 6, 5:00 PM	15%
3. Video Skill Demonstration and Memo	December 7, 5:00 PM	60%
4. Participation	(see description below)	15%

Unexcused late submissions will be subject to a penalty intended to ensure that students do not gain an advantage from a late submission. That said, if you get sick, have a family emergency, or overwhelming caregiving obligations prior to the deadline, please ask for an extension. If you are unable to ask for an extension, please email me to request a waiver of the penalty, explaining the circumstances that led you to miss the deadline. I will work with you to figure out a submission timeline that makes sense for your situation.

Please read the instructions for the assignment carefully. Do not exceed the word limit – I will stop reading your assignment once you run out of words and you will not get credit for any answer beyond the word limit.

Participation

Fifteen percent of your grade will be based upon your timely attendance, participation, and engagement in class, and preparation (collectively, "participation points"). You will be responsible for reporting your participation each week via Qualtrics at https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV. **Please report by 5PM each Friday so that I have a current tally of where you are at.**

Table 1. Earning Participation Points.

Task	Associated Points
Completing the readings assigned with a particular class meeting.	3 points per class meeting.
Watching the pre-recorded audio, video or YouTube links for the week's materials.	1 point per video.
Prepare for the upcoming negotiation simulation or exercise, with a focus on improving your chosen skill and/or applying the tools and concepts from class/readings.	4 points.
Watching and analyzing the recorded video of your negotiation, with a focus on improving your chosen skill and/or applying the tools and concepts from class/readings.	3 points per recording.
Sketching out an answer to questions for class discussion (see "for class discussion" label in Syllabus). Just take notes for yourself, no need to post.	1 point.
Post to the discussion board according to the prompt for class by the posted deadline.	3 points.
Actively participating in a class meeting -- making a comment or asking a question in the class discussion or breakout discussion groups (does not include participating in the assigned simulation, which is required).	3 points per class meeting.
Passively attending a class meeting -- without making a comment or questions in class discussion or breakout discussion group.	2 points per class meeting.
Visiting office hours.	2 points.
Virtual meeting with your coach.	3 points per meeting.
Bonus points	Additional bonus points may be awarded by the professor.

Note that most of your participation points will be awarded based on your own self-reporting on your participation and preparation. It is critical therefore that your self-reporting is completely honest and forthright. If your self-report is dishonest, you will have to live with self-doubt about your honesty and integrity, which will last long past this course. Likewise, if you give me or your classmates a reason to question your honesty, your reputation for dishonesty will last long past this course. No marginal benefit in participation points is worth your reputation.

Table 2. Letter grades associated with cumulative participation points:

Letter grade on participation point metric	Cumulative points over the semester
F range	0–40 points (0-4 points per week on average)
D range	41-79 points (4-8 points per week on average)
C range	80-109 points (8-10 points per week on average)
B- range	110-149 points (11-14 points per week on average)
B range	150-179 points (15-17 points per week on average)
B+ range	180-220 points (18-22 points per week on average)
A- range	221-279 points (22-27 points per week on average)
A range	>280 points (>28 points per week on average)

WEEK 1: IMPROVING YOUR SKILL AS A NEGOTIATOR

Tuesday September 29

Reading:

1. Andrea Kupfer Schneider, "[Teaching a New Negotiation Skills Paradigm](#)"
2. Fisher & Ury, *Getting to Yes*, pp 1-55.

Videos:

1. Introduction
2. How to choose a skill
3. Schneider inventory
4. How to interpret your ratings on the Schneider inventory

Class preparation:

1. (for class discussion) Kupfer Schneider's article offers 5 different dimensions of negotiation skill – assertiveness, empathy, flexibility, social intuition, and ethicality. Download the document entitled "Negotiation Skills Inventory" from Canvas. Read the Inventory and put a checkmark next to any bullet points that describe your current level of skill. Identify the column that best identifies your current practice level for each sub-skill.
2. You will be conducting the *Pasta Wars* negotiation during class. Please review the instructions prior to class.
3. Familiarize yourself with a way to video record your negotiation simulations, even if the recording function on Zoom is not working in your breakout rooms. On Macs, for example, QuickTime has a screen recording function.
4. Familiarize yourself with basic video editing software that would enable you to make clips from your recording such as iMovie.

Thursday October 1

Reading:

1. Peppet & Moffitt, "Learning How to Learn to Negotiate" *The Negotiator's Fieldbook*, pp. 615-626.
2. Excerpts from Geoff Colvin's *Talent is Overrated* (Canvas)
3. Excerpt from Scott Adams, *How to Fail at Almost Everything ("Goals versus Systems")* (Canvas)
4. Excerpt from Eric Reis, *The Lean Startup* (Canvas)
5. Fisher & Ury, *Getting to Yes*, pp 56-94

Videos:

1. Final assignment
2. Deliberate Practice
3. Ries- Lean Startup
4. Systems v. Goals
5. Why skill development is not linear

Class preparation:

1. (For class discussion) Come up with an example of a difficult skill that you mastered over a long period of time. Do the readings shed any light on how you were able to improve over time?
2. Discussion Board: Post a video clip from your *Pasta Wars* negotiation that illustrates your current skill level with respect to your chosen skill.

Reminder:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.

WEEK 2: ASSERTIVENESS – DISTRIBUTION

Tuesday, October 6

Reading:

1. Fisher & Ury, *Getting to Yes*, pp 97-143
2. Robert Mnookin & Scott Peppet, *Beyond Winning*, Chapter 1 & 2 (Canvas)
3. Andrea Kupfer Schneider, "Aspirations," *The Negotiator's Fieldbook*, pp. 271-276.

Videos:

1. Basic terminology
2. How to set an aspiration value
3. Transaction costs
4. 7 elements

Class preparation:

1. Pay particular attention to the terminology that *Beyond Winning* and *Getting to Yes* introduce. In particular: reservation value, aspiration value, ZOPA, and BATNA.
2. Identify your BATNA and reservation value in the *Moving Up* case, and set an aspiration value.
3. Prepare the *Moving Up* case to negotiate in class.
4. Discussion board: Come up with a hypothetical (or real world) negotiation and identify the reservation value, aspiration value, ZOPA and BATNA. **Post your scenario and analysis to the applicable discussion board on Canvas by 7:00 PM on Monday, October 5.**
5. (For class discussion) Try to think of situations where a party's BATNA and reservation value might be different, and situations in which they would be the same.

Thursday, October 8

Reading:

1. Russell Korobkin, "On Bargaining Power," *The Negotiator's Fieldbook*, pp. 251-256.
2. Russell Korobkin & Chris Guthrie, "Heuristics and Biases at the Bargaining Table", *The Negotiator's Fieldbook*, pp. 351-360.
3. Chris Guthrie, "Courting Compliance," *The Negotiator's Fieldbook*, 371-376.
4. Peter Adler, "Protean Negotiation," *The Negotiator's Fieldbook*, pp. 17-27.

Videos:

1. Bargaining power
2. Peter Adler framework
3. Applying the Adler framework to *Getting to Yes*

Class preparation:

1. Prepare to negotiate *Live8*. The negotiation will be over audio only.

Reminder:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.

WEEK 3: ASSERTIVENESS, COACHING & FEEDBACK

Tuesday, October 13

Reading:

1. Nancy Welsh, "Perceptions of Fairness," *The Negotiator's Fieldbook*, pp. 165-174.
2. Linda Putnam, "Communication & Interaction Patterns," *The Negotiator's Fieldbook*, 385-394.
3. Donna Shestowsky, "Psychology & Persuasion," *The Negotiator's Fieldbook*, 361-370.

Videos:

1. Principles of Fairness
2. Procedural Justice
3. Persuasion

Class preparation:

1. Discussion board: Review your one of your prior videos and identify a point in time where one party attempted to persuade the other side using one of the techniques identified in today's reading or yesterday's reading.² Create a video clip of the exchange and post it to Canvas along with context explaining what they did and how it illustrates one of the techniques described in the reading. **Post your clip by 7:00 PM on October 12.**
2. Prepare to negotiate *Canine Custody*.

Thursday, October 15

Reading:

1. Atule Gawande, "[Top Athletes and singers have coaches. Should you?](#)" The New Yorker.
2. Excerpts from Max Landsberg, *The Tao of Coaching* (Canvas)
3. Excerpt from Scott Adams, *How to Fail at Almost Everything and Still Win Big* ("Public Speaking") (Canvas)
4. Stone, Patton & Heen, *Difficult Conversations*, pp 3-43

Videos:

1. The ladder of inference
2. Coaching – how to use the ladder of inference
3. Coaching models

Class preparation:

1. Exercise: Watch the following four videos and consider the extent to which they fit in any of the coaching models you read about, and whether you consider the coaches effective and why.
 - o Tim Gunn's coaching on Project Runway. <http://www.youtube.com/watch?v=UX4VWgdhZLs>
 - o Gordon Ramsey's coaching on Ramsey's Best Restaurant. <http://www.youtube.com/watch?v=YX-IQ4MKI4g>
 - o Christina Aguilera's coaching on The Voice <http://www.youtube.com/watch?v=Hev9KsDbBNE>
 - o Jillian Michael's coaching on the Biggest Loser (at 4:10- 6:00) http://www.youtube.com/watch?v=Y_jYpUy-m3E
2. In class, I will ask you to choose a fellow student to serve as your coach for the rest of the course.

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.
2. **** Assignment #1 due October 16 at 5:00 PM. ****

² Here is a list of techniques: objective criteria, anchoring, availability heuristic, self-serving bias, loss aversion, contrast effects, status quo bias, cognitive dissonance, reciprocity standard, liking, authority principle, social proof, scarcity.

WEEK 4: EMPATHY – LISTENING

Tuesday, October 20

Reading:

1. Carl Rogers & Richard Farson, "Active Listening" (1987) (Canvas)
2. Tanya Drollinger, Lucette Comer, & Patricia Warrington, "Development and Validation of the Active Empathic Listening Scale" *Psychology & Marketing*, 23 161-180 (2006) (don't worry too much about the methods, focus on their examination of the context, their theoretical framework, and their instrument for measuring listening) (Canvas)
3. Ronald Arnett & Gordon Nakagawa, "The Assumptive Roots of Empathic Listening: A Critique," *Communication Education* 32: 368-378 (1983) (Canvas)

Video:

1. Active listening
2. Drollinger
3. Arnett & Nakagawa

Class preparation:

1. Discussion Board: Find an audio or video clip from the class in which listener does an exceptional job of listening along one or more of the dimensions described in the various readings. Post a link to the video on Canvas, with an explanation of how it illustrates skillful listening, with reference to how one or more of the readings. **Post your clip by 7:00 PM on Monday October 19.**

Thursday, October 22

Reading:

1. None

Class preparation:

1. Prepare to negotiate *Football Stadium Expansion*. (You will have an opportunity to continue the negotiation next week.)

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.
2. **** Negotiate *The Offer* negotiation between Friday, October 23 at 9 AM and Monday, October 26 at 5 PM. The negotiation must begin over email. You can then continue to use email, or switch to phone or text. You may not meet in person. Please bring copies of any emails or texts to class. ****

WEEK 5: FLEXIBILITY

Tuesday, October 27

Reading:

1. Jennifer Reynolds, Snap Disputes, 25 Harv. Negot. L. Rev. 37 (2019)
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3592842.
2. Kruger et al, "[Egocentrism over Email: Can We Communicate as Well as We Think?](#)" J. of Personality & Social Psychology (2005).
3. Alyson Shontell, "[When Amazon Employees Receive These One-Character Emails from Jeff Bezos, They Go Into a Frenzy](#)" Business Insider.

Video:

1. Happy Birthday test

Class preparation:

1. (for class discussion) How do you decide whether to use email vs. text vs. phone vs. in-person discussions in negotiations? What are the unwritten rules of etiquette as applied to negotiating in each medium?
2. Exercise: Look back through your own email or text messages for a real-life negotiation that you conducted over email. Look for a few emails/text messages:
 - a. Email/text/social media post that *you* sent that could be read in a way that is different from what you intended. Don't choose an email that involves anything private, since you will be asked to read it in class. (Also, make sure your email doesn't implicate the privacy of someone else.)
 - b. Email/text/social media post that you mildly regret. (Make sure it does not include private information about you or others.) Again, you will be asked to share it, so don't choose anything that would make you deeply ashamed.

Thursday, October 29

Reading:

1. Zartman, "Process and Stages," *The Negotiator's Fieldbook*, pp. 95-98.
2. John Wade, "Crossing the Last Gap," *The Negotiator's Fieldbook*, pp. 467-474.

Video:

1. Zartman

Class preparation:

1. Prepare to complete the **Football Stadium Expansion**. What do you want to accomplish during the second meeting? What do you want to do differently?

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.

WEEK 6: FLEXIBILITY

Tuesday, November 3

Reading:

1. Howard Gadlin, Andrea Kupfer Schneider & Christopher Honeyman, "The Road to Hell is Paved with Metaphors," *The Negotiator's Fieldbook*, pp. 29-36.
2. Sutherland, [TED Talk](#), "Life lessons from an ad man."

Video:

1. Framing

Class preparation:

1. Discussion Board: Post a clip from a recent negotiation illustrating the effective use of framing. Post it to the discussion board, with a little bit of explanation. **Post your clip by 7:00 PM on Monday November 2.**
2. Have you met with your coach recently? The course is half over. Check in with your coach, arrange to meet outside of class and discuss some clips from your negotiation.
3. Prepare for the *Framing Exercises*.

Thursday, November 5

Reading:

1. Moffitt & Kupfer Schneider, "Options and the Opportunity for Value Creation" from *Dispute Resolution: Examples and Explanations* (Canvas)

Video:

1. Pareto Optimal

Class preparation:

1. Prepare for *Ruffles About Rifles* using the 7 Element Preparation Worksheet (Canvas). If you forget some of the elements, refer back to *Getting to Yes*.

Reminders:

1. **** Reminder – Assignment #2 Due Friday, November 6 at 5:00 PM ****
2. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.

WEEK 7: DIFFICULT CONVERSATIONS, HARDBALL TACTICS

Tuesday, November 10

Reading:

1. Chris Guthrie, "I'm Curious: Can we Teach Curiosity?", *Rethinking Negotiation Teaching* (Honeyman, Coben, De Palo, Eds.), pp. 63-70 (Canvas).
2. Stone, Patton & Heen, *Difficult Conversations* (rest)
3. David Leonhardt, "A Quick Puzzle to Test Your Problem Solving," The Upshot, New York Times, <http://www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html>. (Do the puzzle.)

Class preparation:

1. Prepare to negotiate *Author Author*.
2. Exercise: Identify two of three clips of your negotiations to show your coach that illustrate your progress thus far and what you want to achieve in the remainder of the course. You do not need to post these clips to the discussion board, unless that's the most convenient way to share it with your coach.

Thursday, November 12

Reading:

1. Goodpaster, "A Primer on Competitive Bargaining" (pp 349-376) (Canvas)

Class preparation:

1. (For class discussion) Come up with your own examples of each Hardball Tactic, listed in the "Inventory of Hardball Tactics." If you don't recognize the terminology from the reading in some of the cells, just leave those blank.
4. Discussion board: Create a clip from your *Author Author* negotiation that illustrates someone making use of a hardball tactic. **Post your clip by 7:00 PM on Wednesday, November 11.**
- 2.

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.

WEEK 8: ETHICALITY

Tuesday, November 17

Reading:

1. Dan Ariely, "[Why we lie](#)" (Canvas)
2. Shell, "[When Is It Legal To Lie in Negotiations?](#)" (Canvas)
3. Fraud jury instructions (Canvas).

Questions to Consider in Connection with the Reading:

1. (for class discussion) According to Ariely, what are the situational cues that tend to promote cheating? What situational cues tend to promote honesty?
2. (for class discussion) What are the elements of a fraud claim? Use the Shell article to gain a better understanding of what each element means.

Class preparation:

1. Prepare to negotiate *Chuck's Catering*. The Chuck's Catering negotiation will occur in two phases. In the first phase, you will be either the client or the representative and meeting with your side. (Check the simulation list.) Then, in the second phase, you will be negotiating as a representative regardless of whether you were a client in the first phase.

Thursday, November 19

1. Ayres & Siegelman, "[Race and Gender Discrimination in Bargaining for a New Car.](#)" (PDF Link)
2. This American Life (audio) – [The Good Guy Discount](#).
3. Tinsley, Cheldelin, Kupfer Schneider, Amanatullah, "Negotiating Your Public Identity: Women's Path to Power" *Rethinking Negotiation Teaching: Innovations for Context and Culture* (Canvas).
4. Mary Gentile, *Giving Voice to Values* pp 1-23, 72-85, 135-169 (Canvas)

Class preparation:

1. Prepare to negotiate the *Midland* simulation.

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.

WEEK 9: ETHICALITY, SOCIAL CONTEXT

Tuesday, November 24

Reading:

1. Stulberg, Rogers & Froehlich, Key Considerations for Leaders Facing Community Unrest: Effective Problem-Solving Strategies that Have Been Used in Other Communities - <https://moritzlaw.osu.edu/dividedcommunityproject/wp-content/uploads/sites/101/2020/03/KeyConsiderations2ed.pdf>.

Video:

1. Watch some of the videos from the Divided Communities Project. <https://moritzlaw.osu.edu/dividedcommunityproject/toolkit-core-page>

Class preparation:

1. Prepare to complete the *Midland* simulation. What do you want to accomplish during the second meeting? What do you want to do differently?

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdn1L2GgSWo8ngV - by 5PM on Friday.

Thanksgiving

WEEK 10. ETHICALITY, CULTURAL CONTEXT

Tuesday, December 1

Class preparation:

1. Post a clip of the *Midland* simulation (or any other simulation) that best encapsulates how your negotiation went.
2. Discussion Board: Post two or three clips that illustrate your skill progression over the course. **Post your clip by 7:00 PM on Monday, November 29.**

Reminders:

1. Fill out the Qualtrics form - https://oregon.qualtrics.com/jfe/form/SV_bdN1L2GgSWo8ngV - by 5PM on Friday.
2. **** Reminder – Final Project due December 10 at 9:00 PM ****