

## USP 584: Negotiation in the Public Sector, CRN 13620

### Course Syllabus - WORKING DRAFT Fall 2024

**Instructor:** Tia H. Ho, tsh@pdx.edu Course content adapted from Dr. Connie Ozawa's version with permission.

**Office hours:** By appointment, email me 48 hours in advance to set something up.

**Class Meeting location:** Tuesday evenings URBN Center 270, 4:40 pm to 6:30 pm  
For the first five weeks of the term (2 credit course).

[See here for Course Schedule](#)

### COURSE DESCRIPTION

This course is structured as two parts. MURP students are required to take part 1. Collaborative Governance students are required to take both parts, which are offered in summer terms. Students who wish to take the second half without the first will need evidence of prior negotiation coursework and get at least a B- on the mid-term essay for entrance.

**Part 1 (weeks 1-5)** - Overview of conventional and innovative approaches to negotiation, their potential, and their limitations. Key components include foundational negotiation theory, relevant tradeoffs in negotiation strategies, and individual skill development emphasizing interactions between two parties including personal and relational context in the public sector.

**Part 2 (weeks 6-10)** - Apply conventional and innovative negotiation approaches covered in part 1 to public sector activities considering the institutional, legal, and political context of the negotiations. Key components include extending negotiation theory to public decision making, skill building for interactions among multiple parties, power dynamics, and addressing deceptive or questionable tactics.

This course is structured to use live class time on simulations and discussing readings/pre-recorded lecture content. Please let me know if you have concerns.

**This is a hybrid structure class. Pre-recorded subject matter content will be available before class a week ahead. Live class lecture discussions connect readings, subject video recordings, simulations, case studies, and student questions.**

## YOUR INSTRUCTOR & COURSE OBJECTIVES

### TEACHING PHILOSOPHY

*"A thousand hearings aren't worth one seeing, and a thousand seeings aren't worth one doing."*  
– Vietnamese proverb.

In my experience, student-centered, active learning is the best way to understand new content. Active learning is when a student claims ownership in shaping their educational experience based on what's relevant to them. This happens in collaboration with others involved in a university setting, for example, among instructors and fellow students. **All participants in this course have valuable knowledge, insight, analysis, and lived experiences to contribute as co-learners. You matter and what you bring is unique to you – no one else has it because there's only one you.** We are making meaning of information through our individual lenses, shaped by experience. In a course of this structure, hearing lecture content and reading assigned material becomes a foundation for students applying that heard/read content in the "doing" through activities, discussions, and assignments as learning practice.

I invite you to share suggestions throughout the course as you contribute to building a supportive learning environment. I also request that you let me know what I can do better to support your and your classmates' success in this course.

### LEARNING OUTCOMES

1. Identify and utilize multiple negotiation tactics and strategies for use in designing/implementing planning processes.
2. Recognize the benefits and limitations of win-win vs win-lose strategies in public decision making including identifying where to add value for potential gains.
3. Apply and analyze negotiation theory to public sector relevant scenarios where resources are allocated in support of/as barriers to collective, equitable benefits.
4. Practice negotiation techniques in groups and reflect on the experience, including managing emotions, and reflecting on experiences using theory to improve negotiating skills.

## TEXTBOOKS, READINGS & VISUAL MEDIA

**Required Text** - Roger Fisher, William Ury, and Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Penguin Books, 1991 **OR** 2011 version. - (also called GTY in this class) Available at the PSU bookstore and in

e-versions at the online archive <https://archive.org/> Also check course reserves at the library by searching for the book title as the library has 6 copies.

Additional required journal articles, videos, podcasts, and book chapters will be posted on Canvas, unless otherwise noted.

**Optional Text:** Bring Yourself: How to Negotiate Fearlessly by Mori Taheripour (2020). We assigned two chapters and would like your feedback before using more of it.

The Program on Negotiation at the Harvard Law School website has free postings with negotiation tips. Their BATNA Guidebook is helpful for review as people find the BATNA concept challenging. Sign up: <https://www.pon.harvard.edu/>

## COURSE REQUIREMENTS -

The class format includes lecture, discussion, and simulation exercises. **Participation in discussions and in-class exercises is critical and attendance is mandatory.**

Grades will be determined by the following components out of 1000 points. See schedule for due dates.

**1. Attendance (Required, Not Graded, Point Deductions for Missing Class)** - It is crucial that you be in class to benefit from discussing readings with your classmates and to practice applying content to simulated negotiations. **Participation is counted through the weekly Google survey shared in class and your active presence in class.**

Missed classes (attending partial class is not a missed class) will be penalized as follows\*:

- **1 missed class:** Life happens. No penalty.
- **25 points deducted for each absence after the first one.\***
- **2 or more missed classes** I STRONGLY RECOMMEND DROPPING THIS COURSE
- **Perfect attendance BONUS:** +10 points

\*Classes missed for medical emergencies (note from a doctor) will not receive deductions. Points also not deducted for people with flexible attendance accommodation through the Disability Resource Center or due to arrangements made ahead of time e.g. overseas study. Students have the option to complete an alternative

assignment to make up partial points, see Canvas for details. **If you know in advance that you will be absent, please let me know for simulation planning.**

**2. PEARLs (2 @ 100 pts each) - Personal Experience, Assessment, and Reflections on the Literature (PEARLs)** are essay reflections on negotiation theory and actual negotiations in which you have been **involved or observed outside of class**. PEARL 1 focuses on GTY concepts, PEARL 2 about any concepts beyond Getting To Yes (GTY). In each one you're naming the "what happened?" in a negotiation seeking an agreement and the "so what?" about what it means based on negotiation concepts. These essays are approximately 1000 word entries that involve reflecting on an actual experience while synthesizing and applying concepts from at least **two different readings** from the course. Theory is an attempt to generalize about patterns of interactions and events. We test theory by comparing what it would predict against what actually occurs. You will have points deducted if you do not use **two new readings for each paper**.

**3. Simulation Negotiation Prep & Reflect (100 points, complete/incomplete)**

- a. Part 1 - Develop a preparation memo to practice for the DEC v Riverside simulation (template provided on Canvas) - 50 points
- b. Part 2 - Write a short (~750 words max) reflection on how the DEC v Riverside simulation went, strategies used, what could have gone better, what you notice from lecture and readings that applied here, your agreement, etc. - 50 points

**4. Question AI's Negotiation Analysis (50 points)**

Write a question that asks ChatGPT to analyze a negotiation in a movie or show and then tell us what it got right and what it got wrong, its limits and downsides. Turn in the question, the ChatGPT answer, and an outline of your analysis naming the course material you used; bring for discussion in class week 4 or 5 (depending on how the class schedule evolves). Due date will be updated on Canvas.

**5. Final take home essay (due week 6, 150 points)** - Choose one of three options that let you apply the dual concerns model, differentiate distributive from integrative bargaining, be able to strategize how to shift a distributive situation to an integrative one, and explain what difference multiple party's has on a public sector negotiation. We will discuss them in class week 5 before writing. Write ~1 page for each essay (if you choose the discussion q's option), referencing readings from the course (citing sources), turn in by midnight on Canvas Wed of week 6 (finals week).

## General Course Policies

Every student has the responsibility to fully review and understand the general policies for this course.

### GRADING SCALE

#### Points to Earn Grades:

Course Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Final Points	940-1000	900-930	870-899	830-869	800-829	770-799	<b>730-769</b>	700-729	670-699	630-669	600-629	< 599

**Grades** - Official grades for the course will be posted at the end of the term using the Portland State University Grading System. Incomplete grades are assigned at the discretion of the instructor and only under conditions that comply with PSU policy. Students must consult PSU's policy regarding incomplete eligibility prior to making this request: <https://www.pdx.edu/regISTRATION/grading-system>

#### *Summary of Grading for USP 584*

##### Assignment

##### Points

■ PEARL, week 1	100
■ PEARL, week 2	100
■ Preparation Memo & Reflection, week 3	100
■ Analyze AI's Negotiation Analysis, week 4 or 5	50
■ Mid term synthesis essay(s), week 6	<u>150</u>
Total	500

■ Attendance --Deductions/bonus re:absence #'s

**See Class Schedule *HERE*.**

##### **Late/Missed Work Policy**

Based on the class vote in the pre-term survey your late work policy is 2 day grace period with 5% counted off each day after; not accepted after 7 calendar days. Does not apply to sending in simulation results as we need these for class discussions.

If you have a health or other extenuating circumstance that affects your ability to get work in, please email me and we can discuss an alternative to this late work policy on a case-by-case basis. **The final day to turn in any work, regardless of late work policy, is midnight of Friday of week 6 (finals week).**

**Turning in Work Online** All files submitted must be submitted in a format that is accessible to the instructor with university-issued software (e.g. MS Word, pdfs are fine). Papers submitted in an inaccessible format cannot be graded. If you are uncertain whether your software will be suitable for submitting papers, contact the PSU Helpdesk.

It is the student's responsibility to confirm that email messages and any attachments have been received by the instructor. All emails will receive a reply within 48 hours (excluding weekends and holidays). If a reply is not received within this time frame, you should assume your message did not arrive successfully and you should follow-up by phone and/or additional email communication until confirmation is received.

**Attendance & Dropping the Course** - Credit for participation is built into your grade. I use the most recent Canvas login date for reporting attendance when I send in final grades, which is required for financial aid. If students anticipate that they cannot complete the assigned coursework according to the given timeline, then they should reconsider their enrollment in the course.

Should you withdraw from the class before the end of the term, please send the instructor a courtesy email to let them know you will not be completing the course. Incomplete grades will only be considered on rare occasions on a case-by-case basis. Students must formally request an incomplete from the instructor and sign the "Contract Between Student and Instructor for Giving an Incomplete" form available [here](#).

**You may drop a course online with no record of the course on your transcript up to the end of the second week of the term.** (As a courtesy, you should notify the instructor that you intend to drop.) From the beginning of the third week up to the end of the seventh week, you may withdraw using a [Special Registration](#) form, but a "W" will be recorded on your transcript. A "W" will have no impact on your GPA. However, if you are receiving financial aid, it might have an impact on your ability to continue receiving aid. If you wish to withdraw after the seventh week you must have extenuating circumstances and petition the [Deadline Appeals Committee](#).

## Safe Learning Environment

Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policy prohibits discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. Please be aware that PSU's policies require faculty members to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources:

- <https://www.pdx.edu/sexual-assault/get-help>
- **Confidential Advocates:** (for matters regarding sexual harassment and interpersonal/sexual violence)  
<https://www.pdx.edu/womens-resource-center/sexual-and-relationship-violence-response-program>, (503) 894-7982, or schedule an appointment online at <https://psuwrc.youcanbook.me/>
- **Center for Student Health and Counseling (SHAC):** (provides confidential counseling and medical care to registered PSU students) 1880 SW 6th Ave, (503) 725-2800
- **Student Legal Services:** (provides free, confidential legal advice, advocacy and representation) <https://www.pdx.edu/student-legal-services/>, 1825 SW Broadway, (SMSU) M343, (503) 725-4556

For more information, access the required Canvas student module “Creating a Safe Campus.”

**Course Communications** - In this course, diverse points of view are encouraged and respected. Respectful communication is a course requirement. Inappropriate communications will be addressed by the instructor, and may be elevated to the departmental or university-level, depending upon the nature of the communication. Here are a few tips to ensure effective and respectful communication:

- Proofread before sending or use a word processor with spell check and then paste your discussion posting into Canvas.
- Avoid use of symbols or abbreviations.
- Avoid sarcasm.
- Assume that everyone has good intentions and ask for clarification before making assumptions.
- Focus critiques on the ideas expressed rather than making personal attacks (i.e., challenge the opinion or interpretation, ask what they meant, do not attack the person).
- Represent only your opinions and ideas, not other people's.

**Note On How We Treat Each Other** - I want you to know that you are welcome here. You are invited to share your experiences, ideas, and opinions. They are valid. And, there is a difference between an opinion and harming someone. **In this course, bullying, violence, and harassment will not be tolerated** (see PSU's [policy here](#)). You can see the PSU statement about free speech and what is/is not protected by [law here](#). Your instructors are comfortable requesting students leave the class session, and possibly the course, depending on the situation. I will provide content warnings before potentially difficult conversations so people have the option to manage their level of disclosure and engagement. We will develop classroom discussion agreements based on a pre-term survey and discussed in class.

**Title IX of the Educational Act of 1972** requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. Academic and employment support includes, but is not limited to,

- Providing additional time to complete assignments or to take exams;
- Completing the course without attending the lectures;
- Providing academic support, such as tutoring;
- Arranging to have extra time to complete or re-take a course or withdraw from a course without an academic or financial penalty;
- Providing a No Contact Order (NCO) between the victim and the alleged perpetrator, where the victim and the alleged perpetrator may not contact each other;
- Changing the alleged perpetrator or the victim's course to prevent both students from being in the same course;
- Providing excused absence from employment with PSU for a reasonable time; and
- Changing hours of employment or department of employment at PSU.

PSU **must** provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU's Title IX and 504/ADA Coordinator, [relaw2@pdx.edu](mailto:relaw2@pdx.edu) or 503-725-4410. Please note that the Department of Education has issued new regulations regarding Title IX and the Oregon legislators have passed new laws regarding sexual harassment in higher education. PSU has instituted interim policies: [Title IX Sexual Harassment Interim](#) and [Prohibited Discrimination and Harassment policy \(Interim\)](#), which



reflect the new laws. These policies will be going through the University Policy Committee and the Title IX Coordinator will be providing more information about the changes to PSU policies and procedures in the near future.

Please feel free to contact [titleixcoordinator@pdx.edu](mailto:titleixcoordinator@pdx.edu) if you have any questions.

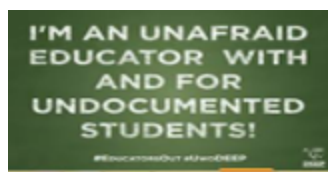
Students frequently come to instructors for assistance in matters that are not related to the course material. **Please be aware that PSU's policies require faculty members to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination.** If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

- Confidential Advocates (503-725-5672) or [psuwrc.youcanbook.me](https://psuwrc.youcanbook.me) (for matters regarding sexual harassment and interpersonal/sexual violence)
- **Center for Student Health and Counseling (SHAC):** 1880 SW 6th Ave, 503) 725- 2800
- **Student Legal Services (free legal counsel to students):** 1825 SW Broadway, (SMSU) M343, (503) 725-4556 For more information, please complete the required student module Creating a Safe Campus in Canvas.

**Community Supports on Campus:** The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!

[www.pdx.edu/cultural-resource-centers](http://www.pdx.edu/cultural-resource-centers), [cultures@pdx.edu](mailto:cultures@pdx.edu), 503-725-5351

- Please visit this website for information on resources for Supporting the DREAM: [Policies and Practice for Becoming a Strong Ally to Undocumented Students and Families](#)
- Please visit [this site](#) for PSU's religious accommodations policy.
- Please visit [this site](#) for a list of student resources



**Academic Accommodations and Disability Services** - PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. The Disability Resource Center (DRC) at Portland State University works with students, faculty and staff to develop an accessible and inclusive learning environment. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, the Disability Resource Center (DRC) provides accommodations in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and all other disabilities. The DRC is located in Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), or visit the DRC website (<https://www.pdx.edu/disability-resource-center>).

If you already have accommodations: Please contact me to make sure that I have received your Faculty Notification Email, and to discuss your accommodations. Accommodations can only be provided for registered students. The DRC is located at 116 Smith Memorial Student Union and can be reached by calling 503-725-4150 or by emailing [DRC@pdx.edu](mailto:DRC@pdx.edu).

**Emergency Cancellations of Class** - I will email the group and post a note on Canvas the day of class if we need to cancel or earlier if I have more lead time. For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

**PSU Student Code of Conduct and Academic Misconduct** -Portland State requires all students to know, understand, and comply with the PSU Code of Student Conduct and Responsibility: <https://www.pdx.edu/dos/psu-student-code-conduct>

Among other behaviors, the PSU Code of Student Conduct and Responsibility prohibits all forms of academic misconduct. The CCJO program Quick Start Mini Course in Canvas helps clarify for students the meaning of academic dishonesty at PSU. This includes plagiarism, buying and selling coursework, cheating on exams, and other forms. Academic dishonesty also includes submitting your own work (paper or other assignment) for a grade in one course that you have already submitted in another. Students must gain an instructor's explicit permission to do so. This is not an exhaustive list of all forms of academic misconduct.

Knowledge and understanding of what represents academic misconduct is required of all PSU students and for participation in this course.

Acts of academic misconduct are regarded as serious in the Criminology & Criminal Justice Department and at Portland State. Acts of plagiarism and other forms of academic misconduct will be addressed by the instructor and will be reported to the appropriate program and university authorities. Students determined to have committed academic misconduct face a range of potential consequences. These can include failure of the assignment, failure of the class, and dismissal from the university for very significant or repeated violations. Papers and other written submissions in this course will be reviewed for originality using the Turnitin plagiarism detection software.

**Plagiarism** - Instructors **want** you to include multiple sources in your writing because this is how you build knowledge. Naming those sources is how you give people credit for influencing your work. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. **Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution.** You are cautioned against using:

1. Phrases, sentences, paragraphs, etc. word-for-word, without a citation, from the written material of others, including ChatGPT or other AI program;
- Phrases, sentences, paragraphs, etc. with only slight changes to the written materials of another without citing; and
- The general plan, the main headings, or a written form of someone else's material without a citation.

The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Please see me if you ever have any questions about how to cite your work. When in doubt, ask me.

**Paper Formatting** -Unless otherwise stated in your assignment instructions, please follow MLA or APA or Chicago style in all papers, including all bibliographic citations. No cover pages are necessary.

- [Zotero.org](https://www.zotero.org) is a useful tool to help you generate accurate APA citations and reference lists. You should learn how to use this handy resource

**Technology Policy** - This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Proficiency in the use of

Canvas is also required for this course. Please contact the [OIT desk](#) if you encounter challenges, or see the online [Canvas help section](#).

### **Online Participation Expectations**

This class requires online learning in a hybrid structure. Just as you take initiative to show up for class, you will do best if you “show up” online regularly to view the lectures before we meet in person. We all have a lot of experience and practice showing up for our classes, which we’ve been doing from early ages. Most of us have less experience with “showing up” online; it doesn’t come as naturally as attending class. I recommend thinking about a plan to support your success in the online aspects of this class. Some ideas would be to:

- Schedule times in your planner to be on Canvas.
- Establish a regular routine (similar to your regular routine of going to class), for example, plan to spend 2 hours each Tuesday and Thursday afternoon focusing on assignments, in addition to checking emails and discussions each day.

Learning material online does not mean that you “skip” the time you would have spent on lecture in the classroom. You are shifting that time to online work.