This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; ibizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School/International Studies
DATE SUBMITTED: 1/21/2017
CURRENT COURSE NUMBER: CAS IR 528
CURRENT COURSE NAME: International Negotiations
CURRENT 40 WORD COURSE DESCRIPTION: Examines principles particularly relevant to negotiations among governments, the legal underpinnings of international agreements, negotiating dynamics, the unique characteristics of multilateral negotiations, and the challenges of mediation. Active participation in practical simulations is integral to the course.

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any: N/A
TO BE OFFERED NEXT: Fall 2017
INSTRUCTOR(S): Amb. Robert Loftis
DEPARTMENT CONTACT NAME AND POSITION: Elaine Bidianos, Academic Affairs Mgr.
DEPARTMENT CONTACT EMAIL AND PHONE: elaineb@bu.edu, 3-9282

ITEMS PROPOSED FOR REVISION (check all that apply):

<table>
<thead>
<tr>
<th>X Course Number</th>
<th>□ 40 Word Description</th>
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</thead>
<tbody>
<tr>
<td>□ Title</td>
<td>X Prerequisites</td>
</tr>
<tr>
<td>□ Short Title</td>
<td>□ Divisional Studies Credit</td>
</tr>
<tr>
<td>□ Credits</td>
<td>□ Other (Explain)</td>
</tr>
<tr>
<td>□ Cross-listing</td>
<td></td>
</tr>
</tbody>
</table>

Notes: The “short title” appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The “40 word description” appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.
1. Course Number

a. Current information: CAS IR 528

b. Proposed information: CAS IR 428

c. Explanation & impact: With the introduction of the new graduate level course, CAS IR 604, Negotiation and Diplomacy, there should be no graduate demand for CAS IR 528, International Negotiations. Therefore, changing the course number to a 400-level turns the course into the undergraduate version.

2. Prerequisites

a. Current information: Junior Standing or Consent of Instructor

b. Proposed information: no prerequisites

c. Explanation & impact: Since the course is an undergraduate course, it is not limited to only juniors, and does not need the consent of the instructor.

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools?
Check one: ☐ Yes  ✗ No

If YES, please identify impacts and attach cognate comment from the appropriate department/program/school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)?
Check one: ☐ Yes  ✗ No

If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course. (NOTE: Approval of proposed revisions does not imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website. Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available here. You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.
DEPARTMENT APPROVAL: ____________________________

Associate Dean for Academic Affairs 1/31/2017

Other Department Chair(s) (for cross-listed courses) ____________ Date

DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ______________
☐ Tabled   Date: ______________
☐ Not Approved Date: ______________

Divisional Studies Credit:

☐ Endorsed
☐ HU
☐ MCS
☐ NS
☐ SS
☐ Not endorsed

__________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ________________

__________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ________________  ☐ Approved  ☐ Not Approved
Spring 2017  
CAS IR 528: International Negotiations  
Tuesdays and Thursdays 11:00-12:15

“Let us never negotiate out of fear. But let us never fear to negotiate.”  
- John F. Kennedy

Prof:  Ambassador Robert Loftis  
Pardee School of Global Studies  
152 Bay State Road, Room 225  
Tel:  617-353-9390  
Email:  rgloftis@bu.edu

Office Hours  
Tuesday:  1:15-3:15  
Wednesday:  10:00-12:00  
Thursday:  1:15-3:15  
Other days/times by appointment

Course Outline  
When most people think of international negotiations, the image of diplomats facing off across felt-covered tables, sitting behind placards and flags, often comes to mind. While accurate as far as it goes, this vision only touches a small fraction of the world of international negotiations. This course will examine principles that are particularly relevant to negotiations among governments, the legal underpinnings of international agreements, negotiating dynamics, the unique characteristics of multilateral negotiations, and the special challenges of mediation. We will also conduct five increasingly complex exercises, including a multi-day negotiating exercise based on a heavily modified (alternative) history of the 1919 Paris Peace Talks. The course will be primarily American-centric in outlook, but will also offer other perspectives.

We will immediately jump into our first exercise and discussion on the first day of class. The introduction and course overview will be covered in the next class. The next three sessions will set the stage by discussing principles and complexities of negotiation, the effect of national and organizational culture on negotiating behavior, and the U.S. and international legal underpinnings of international agreements. We will follow with three sessions on two of the most important, but often under-looked, components of negotiation: preparation and pre-negotiation. Two classes will be devoted to a consensus-building exercise and discussion. From there, we will spend two classes on negotiation dynamics followed by a bilateral team negotiation exercise and discussion. A discussion of the special challenges of multilateral negotiations will follow. Next we move into a five-day negotiation exercise (explained below) and discussion. The following session will examine mediation efforts, followed by a short exercise and discussion. The last session will cover implementation of agreements, and a review and conclusions.
Grades will be based on class participation (overall and in the exercises), the mid-term examination, short papers on each of the exercises, and an analysis paper.

**Special Remarks**

*This class requires your active participation and engagement.* As it will be run as a seminar with an emphasis on discussion and participation, students are expected to attend and participate fully in all classes except in case of a valid excuse (i.e. personal illness). **This is particularly true for the exercises: missing these class sessions not only deprives you of a major learning tool but disadvantages your fellow students as well. Missing an exercise will result in a zero grade for that exercise: there will be no make-up.** Please e-mail me in advance of any absence. Students are expected to do the required readings before class, as they will provide the context and point of departure for the day’s discussion. Lecture notes will be posted on Blackboard at the end of the class. Note, however, that these notes are merely guidelines for the day’s discussion and are no substitute for attendance.

Students should also peruse a quality daily such as the *New York Times* or *Washington Post*, along with a weekly such as *The Economist*. Class discussion will draw on events of the day to elucidate the lessons. Look for articles about on-going or potential international organizations, including “pre-negotiations.” Don’t neglect the business sections: trade negotiations are often covered there rather than in the front section.

**Academic Misconduct**

All class members are expected to maintain high standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university. For more on the definition of plagiarism and the standards to which you will be held, see the BU Academic Conduct Code, available at http://www.bu.edu/academics/policies/academic-conduct-code/

**Students with Documented Disabilities**

If you have a disability that requires extra time for exams or any other accommodations, please bring a note from the BU Office of Disabilities Services at least two weeks before the first exam so that I can make arrangements for reasonable accommodations.

**Required Texts**

We will draw extensively on these texts, which will be available at the BU Barnes and Noble bookstore or through other booksellers. You can find used copies of all of them.

- Colosi, Thomas *On and Off the Record*, Kendal Hunt Publishing, Dubuque, 1993
Additional readings will be posted on Blackboard and are noted in the syllabus.

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>84-86.9</td>
<td>B</td>
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<tr>
<td>80-83.9</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
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<tr>
<td>74-76.9</td>
<td>C</td>
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<tr>
<td>70-73.9</td>
<td>C-</td>
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<tr>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>64-66.9</td>
<td>D</td>
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</tbody>
</table>

Please note that I do not grade on a curve.

**Grading Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Exercise 1 participation</td>
<td>5%</td>
</tr>
<tr>
<td>Exercise 1 paper</td>
<td>5%</td>
</tr>
<tr>
<td>Exercise 2 participation</td>
<td>5%</td>
</tr>
<tr>
<td>Exercise 2 short paper</td>
<td>5%</td>
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<tr>
<td>Exercise 3 participation</td>
<td>5%</td>
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<td>Exercise 3 paper</td>
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<tr>
<td>Exercise 4 participation</td>
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<td>Exercise 4 paper</td>
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<tr>
<td>Exercise 5 participation</td>
<td>5%</td>
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<tr>
<td>Exercise 5 paper</td>
<td>5%</td>
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</tbody>
</table>

**Analysis Paper (20%)**

Choosing from the list of negotiations provided on the last page of the syllabus (students also may choose a different topic after discussing it with the instructor), students will provide an analysis of the negotiations using concepts covered in the course. The paper must cover two elements:

A) The context of the negotiations (i.e. the issue the parties were trying to address, who were the principal players, the nature of the challenges, the final results);

B) Potential BATNA available to at least one of the parties. (The concept of BATNA is newer than many of these negotiations and is rarely addressed directly. Nevertheless, students are to provide at least one reasonable BATNA for one of the parties.).

Students are strongly encouraged to discuss this paper with me, both when they choose their topic and over the course of the semester. NOTE: More than one student may write on the same negotiations.
Students are required to produce a paper of 2000-3000 words (exclusive of footnotes and bibliography). Note that the upper word counts are the maximum permitted. I put a premium on economy of language. Please submit the paper in Word format (Times New Roman 14 pt., 1.5 line spacing) by e-mail only (rgloftis@bu.edu) by 5:00pm on Monday, April 24. Late papers will receive a one half-letter grade reduction per day. Check for a return e-mail from me indicating that I have received the paper and have been able to open the document. It is your responsibility to ensure the paper has been received. Give your paper the file name: [Student last name, student first name, analysis paper].

**Exercises**

Grades for the exercises will be based on active participation in the exercise and discussion, and on a short “reflections” paper. At the end of each exercise, students will be asked to step back from their roles as negotiators and assume the role of observers as we analyze the processes and dynamics of the negotiations. Each exercise will have its own “reflections” paper, which must be submitted by e-mail only (no hard copies) to rgloftis@bu.edu. Use the same format as the analysis paper, including the file names (Name, reflection 1…Reflection 2, etc.). No footnotes or bibliography are required. Because of the brevity of these papers (page lengths are maximums), you will need to focus on the essentials rather than filler. Pay attention to the question, which is different for each exercise. Do not rehash the events or the scenarios: use them only to elucidate your points.

**Negotiations Exercise 1 (5% and 5%)**
This will be an in-class exercise in which students will negotiate one-on-one with partners to examine basic negotiating principles. You will also be required to write a two-page “reflections” paper on what you learned about your own approach to negotiations. Papers are due by 5:00 pm on Monday, January 23.

**Negotiations Exercise 2 (5% and 5%)**
Students will take on the roles of an embassy country team coming to a consensus to decide which projects to fund through the Ambassador’s Self-Help Fund. Instructions and roles will be assigned at the end of the class preceding the exercise. A two-page paper analyzing your own missteps in this exercise is due on Monday, February 13 at 5:00 pm.

**Negotiations Exercise 3 (5% and 10%)**
Students will be divided into teams to conduct a bilateral trade negotiation. Instructions, assignments and roles will be provided in the class preceding the exercise. The prompt for a two-page “reflections” paper will be provided at the end of the discussion and the paper is due at 5:00 pm on Thursday, March 23.

**Negotiations Exercise 4 (5% and 10%)**
The negotiation exercise is based on an alternative history of the Paris Peace talks of 1919. (Those familiar with the actual events will immediately recognize that I have taken substantial liberties.) Students will be divided into teams and assigned roles representing the ministries of war, the navy, foreign affairs, finance and other key players. You will have both team and individual instructions. This is not a history lesson: the goal is not to replicate the Treaty of Versailles but to experience multilateral negotiations.
Students also will be required to write a three-page analysis of the process, due by 5:00 pm, Thursday, April 13. Focus on one facet and discuss how that helped or hindered the negotiations. Remember, this is an analysis, not a chronological description of the negotiations.

Assignments and detailed instructions will be provided in the class before the start of the exercise.

**Negotiations Exercise 5 (5% and 5%)**
The class will be broken into four teams: three countries with a territorial dispute and a team of mediators. For those representing the countries, the two-page reflections paper should discuss the advantages of using a mediator versus negotiating directly. For the mediators, your two-page paper should reflect on the challenge of representing others’ interests rather than your own. This paper is due at 5:00 pm on Friday, April 28.

**Mid-term Examination (15%)**
The Mid-term will be a combination of short answer and true-false (with explanation) questions covering concepts and definitions. It will encompass material covered up to that point.

**Course Schedule**

Thursday, January 19
- *Negotiation exercise and discussion*
  - Reflections paper due Monday, January 23 at 5:00 pm

Tuesday, January 24
- *Introduction and Course Overview*

Thursday, January 26
- *Principles and Complexities*
  - Colosi: pages 1-33
  - Fisher and Ury: pages 1-82
  - Breslin and Rubin: pages 3-11

Tuesday, January 31
- *Culture and Negotiating Behavior*
  - Solomon: pages 3-38, 189-277 and 279-289
  - USIP Special Report: French Negotiating Style (Blackboard): pages 1-6
  - USIP Special Report: Negotiating with the Islamic Republic of Iran (Blackboard): pages 1-16
  - Breslin and Rubin: pages 235-250
Thursday, February 2

• *The Authority to Negotiate*
  - Text of The Vienna Convention on the Law of Treaties: pages 1-31 (Blackboard)
  - 11 Foreign Affairs Manual 720: Circular 175 Authority: pages 1-18 (Blackboard)
  - Circular 175 Procedures: Department of State, Office of the Legal Advisor: pages 1-2 (Blackboard)
  - Model 175 Memorandum: Department of State: pages 1-12 (Blackboard)
  - Treaties in Force of the United States (TIF): Department of State, Office of the Legal Advisor (Download available via Blackboard) (Browse to see the range of bilateral and multilateral agreements to which the U.S. is a party. Take special note of the introduction’s definition of “treaties.”)

Instructions for the consensus-building exercise will be distributed at the end of class.

Tuesday, February 7

• *Consensus-building exercise*

Thursday, February 9

• *Exercise Discussion*
  - Reflections paper due Monday, February 13 at 5:00 pm

Tuesday, February 14

• *Preparing to Negotiate: your team and the draft*
  - Colosi: pages 33-50
  - Browning James: *Leading at the Strategic Level*: pages 283-291 (Blackboard)
  - Breslin and Rubin: pages 57-79
  - Solomon: pages 123-152

Thursday, February 16

• *Understanding your and Their BATNAs (Best Alternative to a Negotiated Agreement)*
  - Fisher and Ury: pages 97-109
  - Browning: pages 292-304 (Blackboard)

Tuesday, February 21

**No Class: Monday Schedule**

Thursday, February 23

• *Preparing to Negotiate: pre-negotiations*
  - Berridge, G.E.: *Diplomacy: Theory and Practice*: pages 29-45 (Blackboard)
  - Breslin and Rubin: pages 181-193
Tuesday, February 28

• *Negotiating Dynamics: at and away from the table*
  - Colosi: pages 51-112
  - Fisher and Ury: pages 109-145
  - Berridge: pages 46-71 (Blackboard)
  - Solomon: pages 47-85
  - Solomon: pages 93-122

Instructions for the bilateral team negotiations will be handed out at the end of class.

Thursday, March 2

**Mid-Term Examination**

March 4-12

**No Class: Spring Break**

Tuesday, March 14

• *Bilateral team negotiations Day 1*

Thursday, March 16

• *Bilateral team negotiations Day 2*

Tuesday, March 21

• *Exercise discussion*
  - Reflections paper due Thursday, March 23 at 5:00

Thursday, March 23

• *Multilateral Negotiations: Complexity Cubed*
  - Anonymous: The Rules of Multilateral Diplomacy (Blackboard)
  - Berridge: pages 146-166 (Blackboard)
  - Breslin: pages 389-398
  - Solomon: pages 85-92
  - Breslin: pages 351-366
  - Bernard, Ken: *Negotiating the Framework Convention on Tobacco Control: Public Health Joins the Arcane World of Multilateral Diplomacy* (Blackboard)

Note: Assignments and instructions for the multilateral exercise will be handed out at the end of class.

Tuesday, March 28

• *Multinational Negotiations Exercise*

Thursday, March 30

• *Multinational Negotiations Exercise*
Tuesday, April 4
• Multinational Negotiations Exercise

Thursday, April 6
• Multinational Negotiations Exercise

Tuesday, April 11
• Multilateral Negotiation Discussion
  o Reflections paper due Thursday, April 13 at 5:00 pm

Thursday, April 13
• Mediation
  o Crocker, Chester (ed): Herding Cats: Multiparty Mediation in a Complex World: Introduction, Chapters Two and Three (Blackboard)
  o Colosi: pages 89-93
  o Breslin: pages 419-428

Tuesday, April 18
• Mediation Exercise

Thursday, April 20
• Mediation Exercise

Tuesday, April 25
• Mediation Exercise Discussion
  o Reflections paper due at 5:00 on Friday, April 28

Thursday, April 27
• Implementation and Conclusions
  o Solomon: 293-314

Tuesday, May 2
• Course Review

Suggested Paper Topics (other topics with approval of instructor)
Note: more than one student may choose any of these topics.

• Munich Treaty (1938)
• Paris (Vietnam) (1973)
• Cuban Missile Crisis (1962)
• Camp David Accords (1979)
• Oslo Accords (1993)
• Algeria and the Iran Hostage Crisis (1980)
• Mozambique Peace Agreement (1992)
• Dayton Accords (1995)
• Doha Round (2001-present)
• U.S./Iraq SOFA (2008 and 2011)
• Kyoto Protocol (1997)
• International Criminal Court (1998)
• German Reunification (1990)
• Creation of South Sudan (2012)
• Darfur Cease Fire (2010)
• Anti-Ballistic Missile Treaty (1972)
• Paris Agreement on Climate Change (2015)
• Ottawa Land Mine Treaty (Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction) (1997)
• The Optional Protocol on the Involvement of Children in Armed Conflict (2002)