Term 20XX  
CAS IR 428: International Negotiations  
Tuesdays and Thursdays

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

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Office Hours
Tuesday:  
Wednesday:  
Thursday:  
Other days/times by appointment

Note: Open to Seniors and Juniors Only

Course Outline
When most people think of international negotiations, the image of diplomats facing off across felt-covered tables festooned with 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.

After the introductory class, we will immediately jump into our first exercise and discussion. 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 final examination, short papers on each of the exercises, and an analysis paper.

**Learning Outcomes**

A. Writing-intensive
   1. Students will be able to craft responsible, considered, and well-structured written arguments, using media and modes of expression appropriate to the situation.
   2. Students will be able to read with understanding, engagement, appreciation, and critical judgment.

Students will be required to write five short essays analyzing different aspects of each exercise. These serve as additional dialogue with the instructor to elucidate lessons from each exercise. Moreover, these essays require students to focus only on essential points and to develop economy of language. The longer analysis paper requires students to synthesize lessons from the classroom with their research on specific historical negotiations to demonstrate mastery of the course material.

B. Teamwork/collaboration
   1. As a result of explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.
   2. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

Learning in this class is heavily dependent on participation in all of the exercises. Students will learn that international negotiations are conducted by teams that must balance sometimes conflicting internal interests. Roles are assigned to give students an appreciation of the different roles within teams and that a head negotiator is as much a leader as a negotiator.

**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 negotiations, 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 CAS Academic Conduct Code, available at [http://www.bu.edu/academics/resources/academic-conduct-code/](http://www.bu.edu/academics/resources/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 (Colosi) *On and Off the Record*, Kendal Hunt Publishing, Dubuque, 1993

We will also draw on the following two texts. Readings will be posted on Blackboard Learn.


Additional readings will be posted on Blackboard and are noted in the syllabus.
Grade Scale
94-100   A
90-93.9  A-
87-89.9  B+
84-86.9  B
80-83.9  B-
77-79.9  C+
74-76.9  C
70-73.9  C-
67-69.9  D+
64-66.9  D

Please note that I do not grade on a curve or assign extra credit to make up for missed assignments.

Grading Distribution
Analysis Paper   25%
Final Examination  25%
Exercise 1 participation   5%
Exercise 1 paper   5%
Exercise 2 participation   5%
Exercise 2 short paper   5%
Exercise 3 participation   5%
Exercise 3 paper   5%
Exercise 4 participation   5%
Exercise 4 paper   5%
Exercise 5 participation   5%
Exercise 5 paper   5%

Analysis Paper (25%)
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 BATNAs 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.
The paper should be 2500-3000 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 DATE. 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. Much of negotiation is learned by doing, so your active participation is a must. Get into the roles and have fun. Equally valuable are the post-exercise discussions. These feature a “no-fault” discussion of what happened, what you learned, and what you might do differently.

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. Do not repeat your instructions: simply note your role and team at the top of the paper.

**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 DATE.

**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 on the challenges of reaching consensus is due on DATE at 5:00 pm.

**Negotiations Exercise 3 (5% and 5%)**
Students will be divided into teams to conduct a bilateral 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 class discussion and the paper will be due at 5:00 pm on DATE.
Negotiations Exercise 4 (5% and 5%)  
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 two-page analysis of the process, due by 5:00 pm, **DATE**. 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.

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, December 9.

Final Examination (25%)  
The Final will be a combination of short answer and true-false (with explanation) questions covering concepts and definitions. It will encompass material covered throughout the course.

**Course Schedule**

**Day 1**  
· *Introduction and Course Overview*

**Day 2**  
· *Negotiation exercise and discussion*  
  - Reflections paper due **DATE** at 5:00 pm

**Day 3**  
· *Principles and Complexities*  
  - Colosi: pages 1-33
  - Fisher and Ury: pages 1-82
  - Breslin and Rubin: pages 3-11

**Day 4**  
· *Culture and Negotiating Behavior*
Day 5
- The Authority to Negotiate
  - Text of The Vienna Convention on the Law of Treaties: pages 1-31 (Blackboard)
  - Garcia, Michael John: International Law and Agreements: Their Effect Upon U.S. Law, Congressional Research Service, 2010 (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.

Day 6
- Consensus-building exercise

Day 7
- Exercise Discussion
  - Reflections paper due DATE at 5:00 pm

Day 8
- 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

Day 9
- Understanding your and Their BATNAs (Best Alternative to a Negotiated Agreement)
Day 10

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

Day 11

- Negotiating Dynamics: at the table
  - Colosi: pages 51-112
  - Fisher and Ury: pages 109-145

Day 12

- Negotiating Dynamics: away from the table
  - 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.

Day 13

- Bilateral team negotiations Day 1

Day 14

- Bilateral team negotiations Day 2

Day 15

- Exercise discussion
  - Reflections paper due DATE at 5:00

Day 16

- 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.

**Day 17**
- *Multinational Negotiations Exercise*

**Day 18**
- *Multinational Negotiations Exercise*

**Day 19**
- *Multinational Negotiations Exercise*

**Day 20**
- *Multinational Negotiations Exercise*

**Day 21**
- *Multilateral Negotiation Discussion*
  - Reflections paper due Monday, November 21 at 5:00 pm

**Day 22**
- *Mediation*
  - Crocker, Chester (ed): *Herding Cats: Multiparty Mediation in a Complex World:*
    - Introduction, Chapters Two and Three (Blackboard)
  - Colosi: pages 89-93
  - Breslin: pages 419-428

**Day 23**
- *Mediation Exercise*

**Day 24**
- *Mediation Exercise*

**Day 25**
- *Mediation Exercise Discussion*
  - Reflections paper due at 5:00 on DATE

**Day 26**
- *Implementation*
  - Solomon: 293-314
**Day 27**

- Conclusions and Review

FINAL EXAM: TO BE ANNOUNCED

**Suggested Paper Topics** (other topics with approval of instructor)

Note: more than one student may choose any of these topics.

- Paris (Vietnam) (1973)
- Cuban Missile Crisis (1962)
- Camp David Accords (1979)
- Oslo Accords (1993)
- Algeria and the Iran Hostage Crisis (1980)
- 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)