



Negotiation Through a Feminist Lens

Course Reference Numbers (4):

April 6–8, April 27–29, 5–9p Fri, 9a–5p Sat/Sun

4 Credit Hours



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This syllabus is subject to revision.

Course Description: This course is about negotiation as a feminist – how to negotiate for yourself. We will utilize texts on negotiation strategies from the worlds of business, law, and political science, supplemented by scholarly works on applied feminism, social scientific approaches to negotiation, and behavioral economics. Students will learn about the multiple settings in which feminist strategies are applied to negotiations, from the U.S. workplace to international diplomatic conflict resolution. Readings will be supplemented by in-class exercises on negotiation designed to help students overcome internal and external barriers to negotiating for themselves in professional and personal settings.

NOTES ON READINGS:

All journal articles or web links will be posted to Canvas

There are three books to purchase: Babcock and Laschever (2008), Bennett (2017) and Fisher and Ury (2011)

These are also available on Open Reserve through the Evergreen Library.

Readings

Babcock, Linda and Sara Laschever. 2008. *Women Don't Ask: The High Cost of Avoiding Negotiation—and Positive Strategies for Change*. Piatkus Books.

Bearfield, Domonic A. 2009. "Equity at the intersection: Public administration and the study of gender." *Public Administration Review* 69(3):383–386.

Bennett, Jessica. 2017. *Feminist Fight Club: A Survival Manual for a Sexist Workplace*. Harper Wave.

- Bolino, Mark C. and Adam M. Grant. 2016. "The Bright Side of Being Prosocial at Work, and the Dark Side, Too: A Review and Agenda for Research on Other-Oriented." *The Academy of Management Annals* .
- Charles, Cleopatra and Rachelle Brunn. 2011. Beating the odds: Female Faculty, Students, and Administrators in Schools of Public Affairs. In *Women in Public Administration: Theory and Practice*, ed. Marissa J. D'Agostino and Helisse Levine. Jones & Bartlett Publishers.
- Cohen, Amy. 2003. "Gender: An (Un)Useful Category of Prescriptive Negotiation Analysis?" *Texas Journal of Women and the Law* 13:169–196.
- Elfenbein, Hillary Anger. 2015. "Individual differences in negotiation: A nearly abandoned pursuit revived." *Current Directions in Psychological Science* 24(2):131–136.
- Fisher, Roger and William L. Ury. 2011. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
- Grace, Andre P. and Patricia A. Gouthro. 2000. "Using Models of Feminist Pedagogies to Think About Issues and Directions in Graduate Education for Women students." *Studies in Continuing Education* 22(1):5–28.
- Johnson, Julia. 2016. "Gender Differences in Negotiation: Implications for Salary Negotiations." *UCLA Women's LJ* 23:131.
- Kennedy, Jessica A. and Laura J. Kray. 2015. "A pawn in someone else's game?: The cognitive, motivational, and paradigmatic barriers to women's excelling in negotiation." *Research in Organizational Behavior* 35:3–28.
- Kennedy, Jessica A., Laura J. Kray and Gillian Ku. 2017. "A social-cognitive approach to understanding gender differences in negotiator ethics: The role of moral identity." *Organizational Behavior and Human Decision Processes* 138:28–44.
- Kray, Laura J. and Jessica A. Kennedy. 2017. "Changing the Narrative: Women as Negotiators – and Leaders." *California Management Review* 60(1):70–87.
- Lee, Margaret, Marko Pitesa, Madan M. Pillutla and Stefan Thau. 2017. "Male immorality: An evolutionary account of sex differences in unethical negotiation behavior." *Academy of Management Journal* 60(5):2014–2044.
- Mircicǎ, Nela. 2014. "Constructive communication in effective negotiation." *Analysis and Metaphysics* 13:64–72.
- Putnam, Linda L. and Samantha Rae Powers. 2015. *Communication Competence*. Walter de Gruyter GmbH & Co KG chapter Developing Negotiation Competencies, pp. 367–395.
- Roloff, Michael E., Linda L. Putnam and Lefki Anastasiou. 2003. Negotiation Skills. In *Handbook of Communication and Social Interaction Skills*, ed. John O. Greene and Brant R. Bureson. Erlbaum Mahwah, NJ pp. 801–834.
- Schneider, Andrea. 2017. "Negotiating While Female." *SMUL Rev.* 70:695.
- Stuhlmacher, Alice F. and Eileen Linnabery. 2013. Gender and negotiation: A social role analysis. In *Handbook of research on negotiation research*, ed. Mara Olekalns and Wendi L. Adair. Edward Elgar London, England pp. 221–248.

Thompson, L. L. 2005. *The Mind and Heart of the Negotiator*. Pearson/Prentice Hall chapter Chapter 12: Negotiating via Information Technology, pp. 319–337.

Thompson, L. L. 2010. “Make the Most of E-Mail Negotiations.” *The Successful Negotiator Newsletter* (10).

Course Policies:

- **Evaluations**

- Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
- Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at my.evergreen.edu. Students are not required to submit self-evaluations to their transcripts. An evaluation conference is optional.

- **Assignments**

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

- **Attendance and Absences**

- Regular attendance is expected. You are allowed to miss **1** class during the semester without penalty.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials.

Academic Honesty Policy Summary:

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Written Assignments (See Course Schedule for Due Dates)

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate a clear, straightforward writing with short paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

Assignment 1: Reflective Memo

2 pages

Feminist pedagogy relies less on a traditional model of teacher-focused lecture and assessment and more on shared knowledge production, empowerment, and inclusion. This is an opportunity for me (the faculty) to learn from you (the student) so that we can develop shared learning goals for the class.

- Based on the readings for the first day of class and your own personal life experiences, discuss your reasons for taking this class, and what you want to achieve in the field of public administration.
- Think about a class or two in the past two years from which you feel you learned a lot.
- Write down what work you did (or what assignments were given) that helped you learn the course material and/or developed lasting thoughts or skills.
- Reflect on a subject or topic (any topic) you think you know well. Write down what it is and what types of things you know about it such that you think you know it well. Then write some ways you think a stranger could test how well you know it.

We will use these memos on the first evening as the basis of a shared plan for goal-setting and skill-building for the rest of the class.

Assignment 2: Final Project Proposal

2 pages

Your final project will be a research paper or policy memo of approximately 10 pages exploring a particular feminist or negotiation *public policy* topic in depth. There are many more topics in feminism and negotiation that can be covered in one class. The topic is up to you, and I am happy to work with you to find something that is motivating, so feel free to reach out to me any any time before the class starts for ideas and feedback. Your proposal should ask an interesting question, provide the rationale for that question, and discuss the resources you expect to use to answer the question. Some examples include (but are not limited to):

- The intersection of age and gender in negotiation settings
- Negotiation strategies for new college graduates
- Women as Negotiators on the International Stage
- Feminist approaches to legislative negotiation
- Applying feminist approaches to local development issues
- Negotiating up and down: Unique challenges for women organizational leaders
- ... and many more.

Once submitted, *this proposal will be shared with another class member for a critique*. You will also have the opportunity to select another classmate's proposal to critique. On Sunday, you will make a presentation to the class about your proposal in *Assignment 4* and be the discussion leader for your classmate whose proposal you are critiquing.

Assignment 3: Real Life Memo

2 pages

To fully internalize the negotiation skills learned in the classroom it is important to experiment with using these skills outside the classroom. For this memo, you should analyze a “real life” negotiation that you experience outside the classroom. If you happen to be already engaged in a negotiation during the semester, whether in your professional life or personal life, you may reflect upon that. Another alternative is to create a negotiation situation.

One fun way to do this is to negotiate a typically “non-negotiable” item like a candy bar at a grocery store. You could also try to negotiate free food or other “freebies” for the entire class (see the optional “Freebie Challenge” described below).

This memo should describe your preparation, strategy, the outcome, and what you learned from the experience.

Freebie Challenge *Optional*

In the spirit of experimentation and fun, I challenge those of you who want to push your negotiation skills to try to negotiate free food, drinks or other “freebies” for the entire class. Approach restaurant owners or other vendors, and negotiate on behalf of the class. (In the past students in other negotiation classes have convinced local restaurants to provide free food as a marketing strategy). Any food or other freebies will be shared in the last session.

Assignment 4: Presentation of Final Project Proposal

Powerpoint or Similar Presentation of 5 slides maximum

This is your chance to present your idea to the class, and get feedback. Provide a brief presentation of your idea, motivation, expected output, and plans to carry out the necessary research. Be prepared to answer questions.

Assignment 5: Reflective Memo on “The Job Negotiation” Case and Exercise

1 page

By applying the relevant concepts dealt with in class and in the readings, try to address the following questions:

1. What was the result of the negotiation?
2. What did you do well?
3. What did you not do well?
4. What will you do differently next time and why?

Assignment 6: Case Study Paper based on “Preparing for Conflict and Negotiation: A Case Study on Perinatal Depression”

2 pages total, including a maximum 1/2 page executive summary

1. Select a perspective from which to write your memo. This means deciding who the sender is and to whom he/she is writing. The sender may be you, a person in the case, or someone else. The recipient may likewise be your instructor, someone in the case, or someone else.
2. Remember, this is a policy paper, not just a summary of the case. Your paper should clearly set forth what you consider to be the most important or interesting policy issue(s) and interests involved in the case, provide brief background and analysis and come to a conclusion via policy recommendations, observations, critique or lessons learned. You may include options or alternatives if you believe there are any.
3. Your paper should be logically organized with a clear transition of facts, ideas and comments.
4. I value creativity, but make sure your analysis supports your conclusions. Be clear, and don't equivocate.

Come prepared to discuss with the class.

Assignment 7: Op-Ed

250 words or 650 words

Write an op-ed piece for submission to *The Olympian* (250 words) or *The Seattle Times* (650 words). The topic should be any issue related to feminism and negotiation in a public policy context. This piece *should be submitted* to the paper of your choosing, and the confirmation of receipt included with your assignment. You can select any topic you wish, but be sure to follow the guidelines for how to write an effective op-ed, for example this: https://www.umass.edu/pep/sites/default/files/how_to_write_an_oped-duke_2.pdf

Seattle Times submission form: <https://www.seattletimes.com/help/#how-to-submit-an-op-ed>

The Olympian submission form: <http://www.theolympian.com/opinion/letters-to-the-editor/submit-letter/>

Assignment 8: Final Assignment Highlights and Class Presentation

2 page outline, with 5 bullet point executive summary; 5 slide Power Point presentation

While your final research project will not be complete at this point, you should have a draft and outline of your findings. Prepare a brief overview of your research on the topic to date, and sketch out the outline of your final paper. Provide a very brief 5 point executive summary highlighting your question, its importance, and your most important findings to date. Be prepared to present this to the class on the last day, demonstrating the differences between your project at this stage compared to your first class presentation.

Final Paper: Due June 1

Approximately 10 pages, excluding references.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Session	Content
April 6, <i>evening</i>	Introductions, Course overview <i>Readings:</i> <ul style="list-style-type: none">• Bearfield (2009); Charles and Brunn (2011); Grace and Gouthro (2000) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 1
April 7, <i>morning</i>	Module 2: Negotiation Theory <i>Readings:</i> <ul style="list-style-type: none">• Fisher and Ury (2011); Roloff, Putnam and Anastasiou (2003); Putnam and Powers (2015) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 2
April 7, <i>afternoon</i>	Module 3: Negotiation and Gender <i>Readings:</i> <ul style="list-style-type: none">• Elfenbein (2015); Schneider (2017); Stuhlmacher and Linnabery (2013) <i>Assignments Due:</i> <ul style="list-style-type: none">• <i>None</i>
April 8, <i>morning</i>	Module 4: Negotiation and the Workplace <i>Readings:</i> <ul style="list-style-type: none">• Bennett (2017); Blino and Grant (2016); Kray and Kennedy (2017) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 3

<p>April 8, <i>afternoon</i></p>	<p>Module 5: Negotiation for Salary <i>Readings:</i></p> <ul style="list-style-type: none"> • Johnson (2016); Thompson (2005, 2010) • Readings for Case Study: “The Job Negotiation” (provided in class) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 4
<p>April 27, <i>evening</i></p>	<p>Module 6: Developing Negotiation Competencies I <i>Readings:</i></p> <ul style="list-style-type: none"> • Babcock and Laschever (2008) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 5
<p>April 28, <i>morning</i></p>	<p>Module 7: Gender Roles in Negotiation <i>Readings:</i></p> <ul style="list-style-type: none"> • Cohen (2003); Kennedy and Kray (2015); Stuhlmacher and Linnabery (2013) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • <i>None</i>
<p>April 28, <i>afternoon</i></p>	<p>Module 8: Developing Negotiation Competencies II <i>Readings:</i></p> <ul style="list-style-type: none"> • Mircică (2014); Putnam and Powers (2015); Schneider (2017) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 6
<p>April 29, <i>morning</i></p>	<p>Module 9: Gender and Ethics in Negotiation <i>Readings:</i></p> <ul style="list-style-type: none"> • Kennedy, Kray and Ku (2017); Lee et al. (2017) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 7
<p>April 29, <i>afternoon</i></p>	<p>Wrap-Up and Class Presentations <i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 8