



## Negotiation Through a Feminist Lens

Course Reference Numbers (4): 40098 (GR), 40099 (Sr)

Jun 25–27, Jul 9–11, 5–9p Fri, 9a–5p Sat/Sun

Online (Zoom & Canvas)

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 workplace to families and relationships. Readings will be supplemented by real-time in-person online exercises on negotiation designed to help students overcome internal and external barriers to negotiating for themselves in professional and personal settings.

### NOTES ON ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY:

- Lectures are conducted asynchronously using the tool EdPuzzle (available through Canvas). In lieu of in-person lecturing, you are required to watch all lecture videos and other required videos before class, as well as answer any questions with the videos in order to receive credit. Each lecture will be accompanied by a Canvas-based discussion board to ask questions about the lecture content.
- Most readings will be posted online through the tool Perusall (available through Canvas). Perusall allows you to ask questions and get answers through collaborative reading of the text. There are two books which will be provided in electronic form or can be purchased: Babcock and Laschever (2007) and Bennett (2017). You should purchase your own copy of *Getting to Yes* in any edition.

- Most readings are accompanied by an audio version of the text accessible through SoundCloud, so that you can complete the readings while away from your computer screen, or complement your reading of the text with audio support.
- Zoom will be used for synchronous class sessions, including collaborative workshops and presentations.

#### NOTES ON PREPARING FOR AN INTENSIVE WEEKEND CLASS:

- Intensive weekend classes move fast and focus on hands-on negotiation exercises, so there is not much time between class sessions to complete readings or write assignments at the last minute.
- This means that you should plan for how you will complete most of the readings and writing assignments in the week(s) leading up to each class weekend – it is especially important to read *Getting to Yes* (a relatively short book) before the first weekend, as the concepts are foundational to what we will be practicing in class.
- You will get information from the first weekend class that will inform your writing assignments for the second weekend class, so plan for writing time between June 27 and July 9, specifically.

## 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](http://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** half-class (four hours of instruction time) during this session without penalty. Missing any class will require adjustments to negotiation schedules that may inconvenience your classmates.
- 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.

## **Online Class Engagement Policies**

The online learning environment is challenging for students and faculty alike. In order to gain the most from the class, the expectations of an Evergreen learning community also apply to the online environment. You are expected to treat everyone in the learning community with respect by promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression using high standards in reading, writing, lectures, and comments; handling all disputes in a spirit of goodwill; and respecting differences.

Specifically, in the online format, students are expected to:

- Engage with the asynchronous online tools (Canvas, Perusall, and EdPuzzle) in a timely fashion.
- Provide public comments (in Perusall, Canvas discussions, and Zoom chat) that are respectful of all community members.
- For guest and student presentations and small-group discussions (including paired discussions) connect with the people in the learning community by keeping your camera on and acting appropriately on camera.

## **Holidays for Reasons of Faith or Conscience:**

Please inform me in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let me know within that time frame, I will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: <https://www.evergreen.edu/policy/religious-observance>

## 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 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.

### *Reflective Journals*

Most of your written assignments are in the form of reflective journals. Research on negotiation has shown that regular journal assignments promote metacognition (thinking about your own learning process), encourages applied self-reflection, engages and gives value to both intellectual and emotional thinking, and improves writing skills. Most are due ahead of class time, but some will be written during class. Some of the reflective journal assignments will be evaluated as the basis for providing feedback, some are intended to foster discussion with other students, and some are for your own self-reflection and growth. All, however, are mandatory.

Your journals should focus on your thoughts, ideas, experiences, and insights related to the course material and discussions. Emphasis should be placed on inquiry and observation related to your own skills, frames of reference and knowledge about your assumptions, your work with suspending judgment, how you see yourself in relationship to others when engaged in conversation, and areas in which you would like to develop your ability and understanding.

**Reflective Journal 1: Getting Started with Negotiation and Developing Shared Learning Goals**

**2 pages**

**Reflective Preparation Journal 2: Putting the Principles from *Getting to Yes* to Work**

**1–2 pages**

**Reflective Journal 3: Conflict Management Goal-Setting and Reflection**

*Survey and questions on Canvas*

**Reflective Journal 4: Real Life Negotiations**

**2 pages**

**Reflective Journal 5: “The Job Negotiation” Case and Exercise**

**1 page**

**Reflective Journal 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**

**Reflective Journal 7: Negotiation Strategy Checklist for Gender Variant Workers**

**1–2 pages**

**Reflective Journal 8: Challenging Your “Theories of Action”: Video Reflections**

**2 pages**

**Part 1: Video Self-Reflection**

**Part 2: Reflecting on Another**

### 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
	<i>First Weekend</i>
June 25, <i>evening</i>	<b>Introductions, Course overview</b> <i>Readings:</i> <ol style="list-style-type: none"><li>1. D'Agostino, Levine and Sabharwal (2019)</li><li>2. Peppet and Moffitt (2006)</li></ol> <i>Assignments Due:</i> <ul style="list-style-type: none"><li>• Reflective Journal 1</li></ul>
June 26, <i>morning</i>	<b>Module 2: Negotiation Theory</b> <i>Readings:</i> <ol style="list-style-type: none"><li>1. Book: Fisher and Ury (2011)</li></ol> <i>Assignments Due:</i> <ul style="list-style-type: none"><li>• Reflective Preparation Journal 2</li></ul>
June 26, <i>afternoon</i>	<b>Module 3: Negotiation and Gender</b> <i>Readings:</i> <ol style="list-style-type: none"><li>1. Kolb and Williams (2001)</li><li>2. Stuhlmacher and Linnabery (2013)</li></ol> <i>Assignments Due:</i> <ul style="list-style-type: none"><li>• Reflective Journal 3</li></ul>
June 27, <i>morning</i>	<b>Module 4: Negotiation and the Workplace</b> <i>Readings:</i> <ol style="list-style-type: none"><li>1. Kelly and Kaminskiene (2016)</li><li>2. Wade (2009)</li></ol> <i>Assignments Due:</i> <ul style="list-style-type: none"><li>• Reflective Journal 4</li></ul>

<p>June 27, <i>afternoon</i></p>	<p><b>Module 5: Negotiation for Salary</b>  <i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Book: Bennett (2017)</li> <li>2. Johnson (2016)</li> </ol> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• none</li> </ul> <p><i>Readings and Role Assignments for Case Study: “The Job Negotiation” will be provided at the end of class)</i></p>
<p><i>Second Weekend</i></p>	
<p>July 9, <i>evening</i></p>	<p><b>Module 6: Developing Negotiation Competencies</b>  <i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Book: Babcock and Laschever (2007)</li> <li>2. Kendall (2020, “Solidarity is still for White Women”)</li> </ol> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Reflective Journal 5</li> </ul>
<p>July 10, <i>morning</i></p>	<p><b>Module 7: Gendered Communication Styles and Leadership</b>  <i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Vial, Napier and Brescoll (2016)</li> <li>2. “<i>Preparing for Conflict and Negotiation: A Case Study on Perinatal Depression</i>” (posted to Canvas)</li> </ol> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Reflective Journal 6</li> </ul>
<p>July 10, <i>afternoon</i></p>	<p><b>Module 8: Workplace Negotiations for Gender Variant Employees</b>  <i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Mennicke and Cutler-Seeber (2016)</li> <li>2. <b>Optional:</b> Human Rights Campaign Foundation (2016)</li> </ol> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Reflective Journal 7</li> </ul>



July 11, <i>morning</i>	<p><b>Module 9: Power Dynamics, Gender and Ethics in Negotiation</b></p> <p><i>Readings:</i></p> <p>1. Shell (2004)</p> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• none</li> </ul>
July 11, <i>afternoon</i>	<p><b>Wrap-Up and Final Negotiation</b></p> <p><i>Readings:</i></p> <p>1. <i>Final Case Posted to Canvas</i></p> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Reflective Journal 8</li> </ul>

#### NOTES ON READINGS:

All journal articles or web links will be posted to Canvas

There are three books which will be provided in electronic form or can be purchased: Babcock and Laschever (2007), Bennett (2017) and Fisher and Ury (2011)

Babcock and Laschever (2007) is available at no cost as an eBook through the Evergreen Library.

All books are also available on Open Reserve through the Evergreen Library.

## Readings

Babcock, Linda and Sara Laschever. 2007. *Women Don't Ask: The High Cost of Avoiding Negotiation—and Positive Strategies for Change*. Bantam Books.

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

D'Agostino, Maria, Helisse Levine and Meghna Sabharwal. 2019. "Gender in negotiation: Preparing public administrators for the 21st century workplace." *Journal of Public Affairs Education* pp. 1–21.

Fisher, Roger and William L. Ury. 2011. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.

Human Rights Campaign Foundation. 2016. *Transgender Inclusion in the Workplace: A Toolkit for Employers*. Human Rights Campaign Foundation.

Johnson, Julia. 2016. "Gender Differences in Negotiation: Implications for Salary Negotiations." *UCLA Women's LJ* 23:131.

- Kelly, Edward J. and Natalija Kaminskiene. 2016. "Importance of emotional intelligence in negotiation and mediation." *International Comparative Jurisprudence* 2:55–60.
- Kendall, Mikki. 2020. *Hood feminism: Notes from the women that a movement forgot*. Viking.
- Kolb, Deborah M. and Judith Williams. 2001. *The Shadow Negotiation: How Women can Master the Hidden Agendas that Determine Bargaining Success*. Simon & Schuster chapter Making Strategic Moves, pp. 71–103.
- Mennicke, Annelise and Andrew Cutler-Seeber. 2016. Incorporating Inclusivity: How Organizations Can Improve the Workplace Experiences of Trans\* People Across the Trans\* Spectrum: A US Perspective. In *Sexual Orientation and Transgender Issues in Organizations*. Springer pp. 513–523.
- Peppet, Scott R. and Michael L. Moffitt. 2006. Learning how to learn to negotiate. In *The Negotiator's Fieldbook*. Schneider and Honeyman pp. 615–626.
- Shell, G Richard. 2004. *Ethics in Negotiation*. John Wiley & Sons chapter Bargaining with the devil without losing your soul, pp. 196–228.
- 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.
- Vial, Andrea C., Jaime L. Napier and Victoria L. Brescoll. 2016. "A bed of thorns: Female leaders and the self-reinforcing cycle of illegitimacy." *The Leadership Quarterly* 27(3):400–414.
- Wade, John. 2009. Negotiating with difficult people. Technical report Faculty of Law, Bond University.