



Negotiation Through a Feminist Lens

Course Reference Numbers (4): 40124

July 12–14, July 26–28, 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 (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.

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.
- Bowles, Hannah Riley. 2013. Psychological perspectives on gender in negotiation. In *The Sage Handbook of Gender and Psychology*. SAGE pp. 465–483.
- Bowles, Hannah Riley and Linda Babcock. 2013. “How Can Women Escape the Compensation Negotiation Dilemma? Relational Accounts Are One Answer.” *Psychology of Women Quarterly* 37(1):80–96.
- Brewer, Neil, Patricia Mitchell and Nathan Weber. 2002. “Gender role, organizational status, and conflict management styles.” *International Journal of Conflict Management* 13(1):78–94.
- Budge, Stephanie L, Esther N Tebbe and Kimberly AS Howard. 2010. “The work experiences of transgender individuals: Negotiating the transition and career decision-making processes.” *Journal of Counseling Psychology* 57(4):377.
- Cheng, Jacks, Elyssa M Klann, Nelson OO Zounlome and Y Barry Chung. 2017. Promoting Affirmative Career Development and Work Environment for LGBT Individuals. In *Psychology of Career Adaptability, Employability and Resilience*. Springer pp. 265–282.
- Fisher, Roger and William L. Ury. 2011. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
- Johnson, Julia. 2016. “Gender Differences in Negotiation: Implications for Salary Negotiations.” *UCLA Women’s LJ* 23:131.
- 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.
- Mendelberg, Tali and Christopher F. Karpowitz. 2016. “Women’s authority in political decision-making groups.” *The Leadership Quarterly* 27(3):487–503.
- 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.
- 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.
- 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.

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 session 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.

Laptop and Electronic Device Policy

Laptops and Electronic Devices are *not permitted* during class. Research indicates that the use of laptops during class interferes with the learning process for students, leading to lower levels of understanding and engagement with the learning community. Further, research indicates that the presence of laptops is distracting to other students, harming their ability to learn as well. For more information on the rationale for this policy, please read: <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>

The following are the only exceptions to this policy:

- Students with an Accommodation Letter from Access Services.
- Specific in-class exercises which require use of a laptop, only as noted by the instructor.

Written Assignments (See Course Schedule for Due Dates)

This course will have a number of written assignments due beginning on the first day of class. Written assignments include reflections on readings, policy memos, negotiation preparation memos, an op-ed, a case study paper and more.

This syllabus will be updated and the written assignments will be published to Canvas in June.

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
July 12, <i>evening</i>	Introductions, Course overview <i>Readings:</i> <ul style="list-style-type: none">• Bearfield (2009); Peppet and Moffitt (2006) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 1
July 13, <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) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 2
July 13, <i>afternoon</i>	Module 3: Negotiation and Gender <i>Readings:</i> <ul style="list-style-type: none">• Bowles (2013); Brewer, Mitchell and Weber (2002); Stuhlmacher and Linnabery (2013) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 3
July 14, <i>morning</i>	Module 4: Negotiation and the Workplace <i>Readings:</i> <ul style="list-style-type: none">• Bennett (2017) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 4
July 14, <i>afternoon</i>	Module 5: Negotiation for Salary <i>Readings:</i> <ul style="list-style-type: none">• Bowles and Babcock (2013); Johnson (2016)• Readings for Case Study: “The Job Negotiation” (provided in class) <i>Assignments Due:</i> <ul style="list-style-type: none">•

July 26, <i>evening</i>	<p>Module 6: Developing Negotiation Competencies I <i>Readings:</i></p> <ul style="list-style-type: none"> • Babcock and Laschever (2007) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 6
July 27, <i>morning</i>	<p>Module 7: Gendered Communication Styles and Leadership <i>Readings:</i></p> <ul style="list-style-type: none"> • Mendelberg and Karpowitz (2016); Vial, Napier and Brescoll (2016), “Preparing for Conflict and Negotiation: A Case Study on Perinatal Depression” (posted to Canvas) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 7
July 27, <i>afternoon</i>	<p>Module 8: Workplace Negotiations for Gender Variant Employees <i>Readings:</i></p> <ul style="list-style-type: none"> • Budge, Tebbe and Howard (2010); Cheng et al. (2017); Mennicke and Cutler-Seeber (2016) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • None
July 28, <i>morning</i>	<p>Module 9: Power Dynamics, Gender and Ethics in Negotiation <i>Readings:</i></p> <ul style="list-style-type: none"> • Kennedy, Kray and Ku (2017); Shell (2004); Wade (2009) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 8
July 28, <i>afternoon</i>	<p>Wrap-Up and Class Presentations <i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 9