



Syllabus

SIMULATION GAMES AND PROCESSES OF NEGOTIATIONS - 51983

Last update 26-02-2017

HU Credits: 3

Responsible Department: psychology

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof Ilan Yaniv

Coordinator Email: ilan.yaniv@huji.ac.il

Coordinator Office Hours: Thursday 14:00 - 15:00

Teaching Staff:
Prof Ilan Yaniv

Course/Module description:

The course will involve lectures and a series of interactive simulation games involving problem solving through negotiations.

Course/Module aims:

Students will learn to analyze conflict situations using negotiations. The focus will be on behavioral concepts and insights from social and cognitive psychology and the study of emotion.

Learning outcomes - On successful completion of this module, students should be able to:

Students will acquire inter-personal skills and tools for analyzing the motives and behaviors of individuals in competitive and cooperative negotiation settings.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Six class meetings (three hours and 45 min each) will be devoted to simulations. Each class will involve discussion of theoretical concepts, a simulation game and debriefing. The seventh meeting will be devoted to the preparation of the final paper. The eighth meeting will be devoted to the presentation of final papers.

Course/Module Content:

Topics will include distributive and integrative bargaining, social dilemmas, escalation, multi-party negotiations, use of agents, coalitions, and the role of distributive and procedural justice.

Required Reading:

Class 1: Some organizing questions; Elmtree House, What if they are more powerful?

Class 2: Don't bargain over positions; Focus on interests not positions, The mythical fixed-pie

Class 3: The Camp David negotiations; The irrational escalation of commitment;

Class 4: Credible commitments;

Class 5: The problem of cooperation; How to promote cooperation.

Cialdini (2001). The science of persuasion.

Babcock & Laschever (2003). Women Don't Ask.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 30 %

Project work 40 %

Assignments 0 %

Reports 30 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: