

Negotiation & Mediation: The Practice of Conflict Management

PLCY/PWAD 330
Fall 2017



Facilitator: Shai Tamari
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Tuesday, 2:00-4:30pm
1009 FedEx Global Education Center

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Overview & Objective:

This course aims to provide students with the tools necessary in meeting their interests when in conflict with another individual, organization or government, redefining the meanings of “winning” and “power,” and coping with stress, discomfort, and emotions when in conflict. Students will learn new negotiation and mediation skills, build upon existing ones, and challenge assumptions regarding conflict. While some theory is covered, the main focus is experiential learning through role-plays, workshops, and engagement with professionals in the field. It is meant for students who plan to work for NGOs, government agencies, international organizations, or in any field that requires skills in conflict management. Expect to end the semester with a level of negotiation and mediation readiness that will serve you well in both personal and professional life.

Facilitator’s Expectations:

Treat this course as you would any job – Be professional:

- Show-up on time.
- Come prepared.
- Be respectful of others.
- Don’t use any electronics in the classroom (facilitator’s permission required).

Seminar Topics and Schedule:

- Week 1 (August 22, 2017): Course Introduction
- Week 2 (August 29, 2017): Introduction to Effective Negotiations
- Week 3 (September 5, 2017): Power in Negotiations
- Week 4 (September 12, 2017): Leadership & The Art of Apology
- Week 5 (September 19, 2017): Workshop: Breathing under Stress
- Week 6 (September 26, 2017): Persuasion and Our Brain – The Story of Two Systems
- Week 7 (October 3, 2017): Introduction to Mediation
- Week 8 (October 10, 2017): Responding to and Dealing with Stress during Mediation
- Week 9 (October 17, 2017): Trust and Critical Moments in Mediation + Guest Speaker on Iran Nuclear Negotiations
- Week 10 (October 24, 2017): Cross-Cultural & International Negotiation
- Week 11 (October 31, 2017): Conflict Management Practitioners – A Panel Discussion + Email Negotiation
- Week 12 (November 7, 2017): Multi-Party Negotiation/Mediation I
- Week 13 (November 14, 2017): Multi-Party Negotiation/Mediation II
- Week 14 (November 21, 2017): **No Class**
- Week 15 (November 28, 2017): Presentations (Group 1)
- Week 16 (December 5, 2017): Presentations (Group 2) + Concluding class and dinner at Shai's home

Required Reading:

All readings are available as PDFs or as links on Sakai. There are no required readings for purchase. A limited amount of reading is required for this course (around 30-60 pages per week) so that you may spend more time on your weekly assignments (pre-negotiation preparation and negotiation & mediation assessments). While we might not always discuss the readings in class, I ask that you complete them, as they will prepare you to better negotiate and mediate in class and make you a better negotiator and mediator in the “real world.”

Assessment:

Grading scale:

Class Attendance & Participation	30%	94-100	A	74-76	C
Negotiation Preparation (x4)	24%	90-93	A-	70-73	C-
Negotiation & Mediation Evaluation (x7)	21%	87-89	B+	67-70	D+
Mid-Term Self-Evaluation	5%	84-86	B	60-66	D
Real-World Negotiation & Presentation	20%	80-83	B-	< 60	F
Extra Credit	Up-to 3%	77-79	C+		

Class Attendance & Participation - 30%

Class Attendance

Students are expected to attend all classes. As this class relies heavily on group work through role-plays and discussions, students who miss a class harm the learning of their colleagues. Students who are unable to attend a class due to illness or other unexpected circumstances should communicate with me in advance. **Students who are absent from three (3) classes during the semester risk not being able to pass the course.** If a student is unable to attend three (3) classes due to illness, he/she is advised to seek a medical withdrawal from the course.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify me in writing at the beginning of the semester, and should discuss with me, in advance, acceptable ways of making up any work missed because of the absence.

Class Participation

It is not enough to simply show up to class. Students are expected to come prepared each week for a negotiation or mediation exercise. Students are also expected to complete that week's reading in order to contribute to class discussion, and learn from each other's perspective. Please remember that your success in this class, and the success of others, relies on everyone's advance preparation and contribution in class.

Students will participate in multiple negotiation and mediation exercises throughout the semester. Before each negotiation/mediation, you will receive some "confidential information." Please do not discuss the "confidential information" with your assigned counterparts prior to negotiation. You may, however, discuss it with others playing the same role.

Use of Electronic Devices

Students must not use laptops, tablets, wireless phones, and other such devices during class, except with the facilitator's express permission. The use of the above electronics for unrelated activities in class is distracting to the facilitator and to other students, and is a show of disrespect to the time and effort the facilitator has put into constructing and leading the class. If a student needs to use any of the above devices, he/she may step outside the classroom to complete this activity. Failure to comply with this policy may result in a deduction from a student's final grade. Repeated violations may result in receiving an "F" for the seminar. ***You are strongly encouraged to turn off your phones, or set them on vibrate, and place them in your bag prior to the start of each class so as not to be tempted to use them.***

In order to receive an "A" for attendance & participation, a student must: Arrive on time to class each week; participate every week with questions and/or comments; be prepared and show motivation in negotiation/mediation exercises each week; and never use an electronic device in class without permission.

Weekly Negotiation Preparation – 24%

A major component of succeeding in negotiation is advanced preparation. In this seminar, this will be done by completing a pre-negotiation worksheet and submitting it in class. The purpose of this exercise is to train students in arranging their thoughts prior to negotiations and thinking in advance about their counterpart's perspectives. Students will receive their negotiation role a week in advance. The pre-negotiation worksheet will be available on Sakai (under Resources).

You will submit five (5) pre-negotiation forms during the semester. The submission with the lowest grade will be dropped automatically. Thus, you will be graded on four (4) worksheets total, each worth 6% of your final grade. Worksheets are to be uploaded to Sakai (via Dropbox) by 1:30pm on the day of the negotiation exercise. Failure to do so will result in a 30 percent grade deduction from individual assignments.

Weekly Negotiation & Mediation Evaluation – 21%

One of the main ways in which students will improve their negotiation and mediation skills will be by assessing themselves and others. Following each week in which we negotiate or mediate, students will be required to complete a Reflection Form and/or a Mediation Evaluation Form (both available under Resources on Sakai). These forms are to be submitted in two methods: 1) Email it to your negotiation counterpart(s) and mediator; and 2) Upload it to our Sakai site (under Dropbox).

You will submit a total of seven (7) forms during the semester. Each one is worth 3% of your final grade.

This assignment should be emailed to your negotiation counterpart and mediator, and uploaded to Sakai, by Sunday, 11:59pm each week (a week after the negotiation/mediation took place). Failure to do so on time will result in 30 percent grade deduction.

In addition, each week in which we have a negotiation or mediation exercise, a group of students will be recorded on camera. The video will then be uploaded to Sakai and be available for all students to view. Students being recorded should view the entire video carefully and assess their own negotiation or mediation. They are to use the video when drafting the above assignments. All other students not recorded that week are strongly encouraged to watch the video as well.

Videos are not be shared on social media without the permission of the facilitator AND the other students in the video.

Mid-Term Self-Evaluation (Oct. 15, 2017, 11:59pm) – 5%

Students are to review all their past evaluations (both their own self-evaluations and those written about them by others) and critically reflect on all negotiations they have taken part in thus far. In 2-3 pages (single space), you are to answer the following:

1. Based on the Bargaining Style Assessment Tool I completed in Week 2, how accurate was this assessment based on my negotiation experiences thus far? Give examples that either confirm or refute the assessment.
2. What have I learned about myself over the past few weeks while negotiating? Use examples from previous exercises.
3. What steps can I take to improve as a negotiator?

The assignment (Word document, 12 font size, Time New Roman, 1 inch margin, with your name on top) is to be uploaded to Sakai by 11:59pm on Oct. 15, 2017. Failure to submit it on time will result in a 30 percent grade deduction.

Real-World Negotiation & Presentation¹ (Nov. 28 or Dec. 5, 2017) – 20%

This assignment is divided into two parts:

Real-World Negotiation

During the month of November (after you have gained some experience in negotiating in class) and leading-up to your presentation date in late November/early December, you will plan for and execute a real-world negotiation for **something you value or care about**. You can negotiate for anything you like: buying a car, renegotiating your rental agreement, purchasing equipment for your club or student organization, salary increase, etc. It can be an impersonal issue or a personal one (such as an ongoing problem with a friend, boyfriend/girlfriend, or family member). However, you must feel comfortable presenting on the issue/negotiation in front of class.

Use this assignment as an opportunity to make your life better in some way. This assignment could be an opportunity to improve your relationship with friends or family, or a way to become happier or more fulfilled in your job. Negotiating over the price of a burrito with a food-truck vendor or promising your roommate to supply her/him with a six-pack if they clean the kitchen are not appropriate negotiations for this assignments. **Students must consult with Shai (via email or face-to-face) prior to starting the planning process.**

You should prepare for this negotiation as you would for any of the exercises for this class: By completing a pre-negotiation preparation sheet. The sheet is to be submitted to Shai after your presentation in class.

Presentation

¹ This exercise was originally designed by Dr. Noah Eisenkraft at UNC's Kenan-Flagler Business School.

During November 28 or December 5, you will present in class on the above Real-World Negotiation (your exact date will be determined later in the semester). Students will have 7-10 minutes to present and 5-8 minutes to answer questions from class members. The entire exercise will not exceed 15 minutes. In your presentation, you are to discuss the following: The parties involved, the issue (or issues) negotiated over, the various parties' interests, options, and BATNAs, how communication was pursued, the relationship before and after the negotiation, and any emotions involved. If the negotiation resulted in an agreement, what were the reasons it succeeded? If it did not, why not? What did you learn from your negotiation?

Following the presentation, the rest of the class will have the opportunity to ask follow-up questions, make comments, and offer suggestions.

Additional Rules and Grading Criteria

1. Do **not** negotiate with any member of this class (including facilitator or TA).
2. You must engage in your negotiation between early November and the date of your presentation.
3. Your grade will primarily be based on the quality and thoughtfulness of your planning process (as illustrated by your pre-negotiation worksheet), the negotiation interaction, whether you negotiated for something you value, and your ability to analyze the lessons from the negotiation.
4. The grade for this assignment will be divided as followed: 40 percent for your pre-negotiation preparation sheet, and 60 percent for your presentation (which will be graded by all students in class).
5. Whether or not you “succeed” in the negotiation will **not** affect your grade.

Extra Credit – Up to 3%

Students may obtain up to 3 percent extra credit (1 credit point for each submission) by attending a presentation/talk involving a conflict/dispute and drafting a one-page (single space) analysis of the conflict. The presentation/talk may focus on a domestic dispute (such as domestic politics in the US, immigration issues, LGTBQ rights, gun control, etc.) or an international one (Middle East conflicts, North Korea ballistic tests, Brexit, etc.). The analysis should include some of the tools learned in class to explain the conflict. Do not summarize the talk. **Must be submitted within a week of the event.**

Assignment Due Dates

Sept. 5, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Sept. 10, 2017 (11:59pm)	Reflection form (via Dropbox)
Sept. 12, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Sept. 17, 2017 (11:59pm)	Reflection form (via Dropbox)

Sept. 19, 2017	No assignments due
Sept. 24, 2017	No assignments due
Sept. 26, 2017	No assignments due
Oct. 1, 2017	No assignments due
Oct. 3, 2017 (1:30pm)	Pre-negotiation preparation worksheet (except mediators) (via Dropbox)
Oct. 8, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox)
Oct. 10, 2017 (1:30pm)	Pre-negotiation preparation worksheet (except mediators) (via Dropbox)
Oct. 15, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox) Mid-term evaluation (via Dropbox)
Oct. 17, 2017	No assignments due
Oct. 22, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox)
Oct. 24, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Oct. 29, 2017 (11:59pm)	Reflection form & mediation evaluation (via Dropbox)
Oct. 31, 2017 (1:30pm)	Pre-negotiation preparation worksheet (via Dropbox)
Nov. 7-19, 2017	No assignments due
Nov. 28, 2017 (in class)	Group 1 presentations + Pre-negotiation preparation worksheet
Dec. 5, 2017 (in class)	Group 2 presentations + Pre-negotiation preparation worksheet

Other Rules and Regulations:

Communication

The best way to reach me is via email. You may expect to receive a reply to your email within 24 hours (except during weekends or if you receive an Out-of-Office reply); I ask that you reply to my emails within the same time frame. Please note that I read my work emails between 9:00am and 5:00pm on weekdays. I do not read my work emails on weekends.

Each week, on Wednesday or Thursday, you will receive an email detailing the required readings and our planned activities for the following week, as well as any further expectations/requests. Please read these emails carefully, as I take time to write them in order to facilitate your learning and use our class time efficiently.

Tardiness and Deadlines

Class begins at 2:00pm sharp. You are advised to arrive to class 5-10 minutes ahead of time. Weekly assignments are to be submitted by the times stated above. Failure to arrive on time to class or to submit assignments on time may result in grade deduction.

Grade Appeal Policy

I take the evaluation and grading of your work very seriously because I know that most of you take the preparation of your work very seriously. If you think you deserve a higher grade on an

assignment, you may write me an email explaining why you would like to appeal the grade. Before making an appeal, you should review your work and any written guidance or examples I provided. After I receive your email, I will re-read your assignment and will reply within a few days. You must ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal. **Simply emailing me to reconsider your grade, without a thorough explanation of why I should do so, will not be sufficient grounds for a grade review.**

UNC Policy Regarding Discrimination and Harassment

Any form of violence or harassment, including sexual assault, relationship violence, and stalking is unwelcome at the University. If you or someone you know has been harassed or assaulted, you can find the appropriate UNC resources at <http://sexualassaultanddiscriminationpolicy.unc.edu/>.

Honor Code

In order to ensure effective functioning of the Honor System at UNC, students are expected to:

1. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask the instructor. Do not guess.
2. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
3. Treat all members of the University community with respect and fairness.
4. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

If you have any questions about your rights and responsibilities, please consult the [Honor Code](#).

Copyright and Faculty Lecture Content

“Students do not have rights to post or sell materials from a class without permission from the original faculty member who created the material. For example, students do not have rights to upload content that faculty have created to online learning platforms, such as Course Hero. In addition, although students own their work, the Copyright Policy forbids

them from selling classroom notes and laboratory exercises they have created.” University Committee on Copyright <http://library.unc.edu/scholcom/rights/ownership/>

The facilitator reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.

Schedule – Detailed

Week 1 (August 22, 2017) – Course Introduction

- Please be prepared to remain in class for its entire duration.

Week 2 (August 29, 2017) – An Introduction to Effective Negotiation

Required Reading:

- Fisher, Roger and William Ury. [*Getting to Yes*](#), second edition (New York: Penguin Books, 1991), pp. 6-54.
- Complete Bargaining Style Assessment Tool in Shell, Richard G. *Bargaining for Advantage: Negotiation Strategies for Reasonable People*, and read negotiation style descriptions.

Role-Play Exercise:

- Movie Distribution Rights [preparation will be done in class]

Week 3 (September 5, 2017) – Power in Negotiation

Required Reading:

- Salacuse, Jeswald. *Negotiating Life: Secrets for Everyday Diplomacy and Deal Making* (New York: Palgrave MacMillan, 2013), pp. 29-44.
- Galinsky, Adam and Maurice Schweitzer. *Friend & Foe: When to Cooperate, When to Compete, and How to Succeed in Both* (New York: Crown Business, 2015), pp. 39-61.

Role-Play Exercise:

- Death in the Family

Week 4 (September 12, 2017) – Leadership & The Art of Apology

Required Reading:

- Salacuse, Jeswald. *Negotiating Life: Secrets for Everyday Diplomacy and Deal Making* (New York: Palgrave MacMillan, 2013), pp. 55-72.
- Kador, John. *Effective Apology: Mending Fences, Building Bridges, and Restoring Trust* (San Francisco: Berrett-Koehler Publishers, Inc., 2009), pp. 1-46.

Suggested Reading:

- Galinsky, Adam and Maurice Schweitzer. *Friend & Foe: When to Cooperate, When to Compete, and How to Succeed in Both* (New York: Crown Business, 2015), pp. 63-90

Role-Play Exercise:

- Telemachus Technology

Week 5 (September 19, 2017) – Workshop: Breathing under Stress – Covert Paths to Better Negotiation and Mediation

- **Description:** Personal tendencies can send unintentional messages that sabotage collaborative effort because body-language shapes who you are: how you breathe, how you think, how you communicate, and ultimately how you succeed in any given moment. Breathing in a way that facilitates listening and assuming particular physical postures can keep the gateways of communication open for connection rather than deflection. In this workshop students will learn to use simple but effective body and breathing techniques to connect thought and intention in high pressure situations, as well

as the importance of even tiny adjustments in creating an impactful shift in presence and communication.

- **Facilitated by:** [John Patrick](#) – Head of Voice and Speech, coach for PlayMakers Repertory Company
- **Location:** Center for Dramatic Art, UNC (approximately one block north of the intersection of Country Club Road and Raleigh Road. See [here](#) for directions).

Suggested Reading:

- Cuddy, Amy. *Presence: Bringing Your Boldest Self to Your Biggest Challenges* (New York: Little, Brown and Company, 2015), pp. 193-241.

Role-Play Exercise:

- Banana Pudding [No pre-negotiation preparation worksheet required, nor a reflection form to be submitted]

Week 6 (September 26, 2017) – Persuasion and Our Brain: The Story of Two Systems

Required Readings:

- Watch: [The Brain with David Eagleman, Episode 5: “Why Do I Need You”](#) (BBC, 2016) (56 min.)
- Shapiro, Daniel. *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts* (New York: Viking, 2016), pp. xi-28.

Role-Play Exercise:

- No role-play exercise

Week 7 (October 3, 2017) – Introduction to Mediation

Required Readings:

- Stephens, John B. *Mediation Skills – Training Manual*. School of Government, UNC-Chapel Hill (August 2016), pp. 1-69.

Role-Play Exercise:

- Dirty Laundry

Week 8 (October 10, 2017) – Mediation II: Responding to and Dealing with Stress during Mediation

Required Readings:

- Tanz, Jill S. and Martha K. McClintock. “[The Physiological Stress Response during Mediation.](#)” *Ohio State Journal on Dispute Resolution*, 31, no. 1 (2017): 29-74.
- Bushman, Brad J. “[Does Venting Anger Feed or Extinguish the Flame? Catharsis, Rumination, Distraction, Anger, and Aggressive Responding.](#)” *Personality and Social Psychology Bulletin*, June 1, 2002, pp. 724-731.

Role-Play Exercise:

- Concrete Cadillac

***** Mid-Term Self-Evaluation due on Sunday, Oct. 15, 2017, 11:59pm*****

Week 9 (October 17, 2017) – Mediation III: Trust & Critical Moments in Mediation + Guest Speaker on Iran Nuclear Negotiations

*****Do NOT complete or submit a pre-negotiation preparation worksheet*****

Required Reading & Viewing:

- Poitras, Jean. “[What Makes Parties Trust Mediators?](#)” *Negotiation Journal*, 25, no. 3 (2009): 307-323.
- Lang, Michael and Alison Taylor. *The Making of a Mediator: Developing Artistry in Practice* (San Francisco: Jossey-Bass, 2000), pp. 191-212.
- [The Interrupters](#) (Alex Kotlowitz and Steve James, *Frontline*, PBS) (1 hour 54 min.)

Role-Play Exercise:

- Little v. Jenks

Week 10 (October 24, 2017) – Cross-Cultural & International Negotiation

Required Reading:

- Brett, Jeanne M. *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries* (San Francisco: Jossey-Bass, 2007), pp. 25-47.
- Tuso, Hamdesa. “Indigenous Process of Conflict Resolution: Neglected Methods of Peacemaking by the Field of Conflict Resolution.” In *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy* by Thomas Matyók, Jessica Senehi, and Sean Byrne (Lanham: Rowman & Littlefield Publishing Group, Inc., 2011).

Role-Play Exercise:

- Pacrim Dispute

Week 11 (October 31, 2017) – Conflict Management Practitioners – A Panel Discussion + Email Negotiation

Location: Room 4003, 4th floor, FedEx Global Education Center

The following conflict management practitioners will discuss their work, share personal stories, and answer questions:

- Michelle Guarino – Crisis Negotiation Team Coordinator, Chapel Hill Police Department; Director of Program Development, Gang Free North Carolina.
- [Ann Shy](#) – Attorney and professional mediator with Ann Shy Law Firm PLLC and founder of [Dispute Redesign](#).
- Sam Jackson – Attorney, professional mediator, and dispute resolution lecturer at UNC’s School of Law.

Required Readings:

- [“Make the Most of e-Mail Negotiations”](#) in *The Successful Negotiator Newsletter*, Issue 10, January 2010.
- Babcock, Linda and Sara Laschever. “Women Don’t Ask.” In *Negotiation: Readings, Exercises, and Cases*, edited by Roy J. Lewicki, Bruce Barry, and David M. Saunders (New York: McGraw-Hill /Irwin, 2007), pp. 337-342.
- Hope, Katie. [“Women Seek Pay Rises as Much as Men – With Less Success,”](#) *BBC News*, September 6, 2016.

Role-Play Exercise (at home via email):

- The Job Negotiation [This negotiation exercise will take place via email between Friday, Oct. 27, 5:00pm and Tuesday, Oct. 31, 12:00pm. We will debrief following the panel]

Week 12 (November 7, 2017) – Multi-Party Negotiation/Mediation

Role-Play Exercise:

- World Trade Center Redevelopment Negotiation (Part I)

Week 13 (November 14, 2017) – Multi-Party Negotiation/Mediation

Role-Play Exercise:

- World Trade Center Redevelopment Negotiation (Part II)

Week 14 (November 21, 2017) - No Class

Week 15 (November 28, 2017) – Presentations (Group 1)

Week 16 (December 5, 2017) – Presentations (Group 2) + Concluding class and dinner at Shai’s home

Shai Tamari – Bio

Shai Tamari is the Acting Director of the Carolina Center for the Study of the Middle East and Muslim Civilizations at the University of North Carolina at Chapel Hill, where he administers a federal grant in support of Middle East studies on campus. He is also a lecturer under the Department of Public Policy, Department of Political Science, and the Curriculum in Peace, War, and Defense at UNC, where he teaches “Conflict Management: The Practice of Negotiation & Mediation” to undergraduate and graduate students. His previous courses included: “Challenges to Peace Making in the Israeli-Palestinian Conflict,” “Palestinian Nationalism, Politics, and Diplomacy,” and “U.S.-Israel Relations.”

Prior to his UNC appointments, between 2008 and 2010, Shai was the foreign policy adviser for Congressman James P. Moran (D-VA) at the U.S. House of Representatives, and focused on issues such as the Israeli-Palestinian conflict, human rights in Iran, and parental child abduction to Japan.

Born and raised in Jerusalem, Shai served in the Israeli military between 1994 and 1997. He earned a B.A. in Journalism from Queensland University of Technology in Brisbane, Australia, and a Master's degree in Near and Middle Eastern Studies from the School of Oriental and African Studies (SOAS) at the University of London in the UK. In 2006, Shai was awarded a Rotary Peace Fellowship and studied for a second Master's in Global History, along with Arabic and Conflict Resolution at UNC-Chapel Hill. While a Rotary Peace Fellow, Shai worked in the summer of 2007 with the Cooperative Housing Foundation (CHF) International in Amman,

Jordan. Shai is a native speaker of Hebrew, a continuing student of Arabic, a trained mediator for North Carolina Superior Court Mediated Settlement Conferences, and sits on the Board of Directors of American Near East Refugee Aid.