



COURSE MANUAL

Name of the Elective Course:

Cross-cultural Negotiation

Course Code:

L-EA-0638

Name of the responsible Faculty Instructor:

Prof. Kalyani Unkule

**Fall 2026
(AY2026-27)**

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intents and purposes as far the elective course, __Cross-Cultural Negotiation__, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

Part I

Course Title: **Cross-cultural Negotiation**

Course Code: L-EA-0638

Course Duration: **One Semester (14 Weeks)**

No. of Credit Units: 4 **Credits**

Level: **UG or PG or Both - Both**

Medium of Instruction: **English**

Pre-requisites (if applicable): N/A

Equivalent Courses: N/A

Part II

1. Acknowledgement of Course Ideators

I thank students around the world whose enthusiasm and wisdom have enriched this course.

2. Course Description

Much of existing scholarship studies perspectives of other cultures within what is basically a Western framework of defining justice – in distributive, procedural and retributive terms. This essentialises and relativises those cultures and undermines our ability to grasp important lessons beyond justice in a reactive sense. There is a vast body of literature emanating from the hegemonic lens which arrives at perplexing and unhelpful conclusions such as: people from cultures which value religion and collective values consider legal norms to be inconsequential. Such findings are typically used to characterise eastern/southern societies to the obvious exclusion of examples like the United States – a society with a high incidence of both religiosity and litigiousness! The purpose of studying cross-cultural perspectives should in fact be to problematise our assumptions about individual motivations and premises of co-existence in society. When social dynamics are grasped in these imaginative, inter-dependent ways, we expand our ability to diagnose misalignments and move towards restoring balance and long-term harmony. We also find that hegemonic practices of knowledge creation must be addressed via genuine dialogic diversity, not just cosmetic dialogues *about* diversity.

3. Course Aims

Key learning outcomes:

- Developing ability to learn from other cultures in a non-judgemental way
- Understanding that law could be one of many approaches to attain justice
- Developing skills to harness diversity for designing actionable solutions
- Understanding how cross-cultural encounters in the real world may be applied for critical engagement with text and online content
- Developing awareness of one's own culture and resultant worldview and value system

4. Teaching Methodology

My elective courses are designed to encourage development of skills with broad and lifelong applicability.

Presence, Observing the world around, Reflection, and Rigorous Discussion are indispensable to achieving the learning outcomes of any interdisciplinary course grounded in the social sciences – this is especially the case in this course. Alongside alternative paradigms on the level of ideas, we will enact alternative modalities of conversation, exchange, and learning through co-creation at the level of practice. Hence, dynamic involvement in the classroom and willingness to nurture beginner’s mind (coping with unlearning) will be crucial ingredients.

I encourage authentic, considered expression and active listening and discourage – after explaining the reasons – all kinds of shortcuts in my classes. I operate on the principle that the instructor is the lead-student and not someone who decides the fates of students on matters like attendance and grades, each student being capable of setting and accomplishing their own goals in these matters and in accordance with university and school policies.

5. Intended Learning Outcomes

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Activities	Tasks/
Developing sensitivity to cultural influences	50	Reading, Dialogue, Simulations	Simulations	internal assessment and Finals
Attaining skills to operate successfully in diverse environments	50	Reading, Dialogue, Simulations	Individual file assignment (including hangman and revision of a course curriculum based on cultural considerations)	

6. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Incomplete	I	0	Incomplete - “Extenuating circumstances” preventing the student from taking the end-semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “I” grade. If an "I" grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University.

7. Criteria for Student Assessments

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Type of Assessment	30 Marks	In-class simulation exercises
Type of Assessment	40 Marks	Individual file submission reflecting learning outcomes and skills attained
End Semester Examination (Compulsory)	30 Marks	There will be a compulsory end-semester examination/component for all participants of the course who have successfully met the requisite attendance as per the governing JGU policies.

Part III

Course/Class Policies

Cell Phones, Laptops and Similar Gadgets

Academic Integrity and Plagiarism

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses inclusive and accessible to students with different abilities. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register before the deadline for registration ends, as communicated by the DSC via email each semester. Those students who wish to continue receiving support from the previous semester, must re-register every semester prior to the deadline for re-registration as communicated by the DSC via email. Last minute registrations and support are discouraged and might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. With due respect for confidentiality, faculty and students are encouraged to have honest conversations about the needs of students with disabilities and to discuss how a course may be better tailored to cater to a student with disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

Part IV

Keywords Syllabus

intercultural dialogue; cognitive justice, responsibility, consequences, climate justice, rights, harmony, reconciliation; other ways of being; post-development

Course Design and Overview (Weekly Plan)

Week	Topics
1.	Learning and Creating knowledge from your Lived Experience
2.	Dialogue (v/s inner monologue)
3.	Dialogue in Practice + Simulation 1
4.	Culture, Civilization, Knowing

5.	COGNITIVE JUSTICE
6.	Felt Theory Guided Writing Meditation + Simulation 2
7.	Cross-cultural Practice
8.	APPLICATION TO AREAS OF LAW: CRIMINAL JUSTICE
9.	APPLICATION TO AREAS OF LAW: CLIMATE JUSTICE + SIMULATION 3
10.	Application to areas of law: Human Rights
11.	Application to areas of law: Transitional Justice and Reconciliation
12.	Application to areas of law: Post-development
13.	Individual File Presentations
14.	<p style="text-align: center;">REVISION WEEK</p> <p>[NOTE: There shall be teaching classes scheduled during the fourteenth week subject to the JGU Academic Calendar circulated by the Office of the Registrar, JGU and any official declaration of non-working days by the JGU Registrar.]</p>

Module Descriptions:

1. In-class written Reflections on:
 - a. What do we base our impressions of a particular place/society on?
 - b. What are our responsibilities when we describe another system/society/way of life? Can it be fully expressed in terms familiar to us from our context?
2. What is intercultural dialogue? (What constitutes dialogue? Why dialogue?) How does dialogue serve the cause of justice?
3. Exercises to develop heightened Self-awareness (count towards internal assessment)
4. Critical engagement with the concept of civilization; unpacking how culture impacts worldviews
5. As Paolo Freire puts it ““Any situation in which some individuals prevent others from engaging in the process of inquiry is one of violence.”
6. Felt Theory Guided Writing Meditation + Simulation “Chatter” (both count towards internal assessment)
7. Putting sensitivity and awareness into real world practice; Focus on Indian approaches and engagement with their application
8. Cross-cultural perspectives on criminal justice
9. Cross-cultural perspectives on climate justice + “World Climate Simulation” (counts towards internal assessment)
10. Cross-cultural critiques of human rights
11. Cross-cultural approaches to reconciliation and post-conflict reconstruction

12. Cultural wisdom on value beyond quantifiable “development”
13. Individual File Presentations

Part V Relevant Readings / Essential Readings

Week 1

Postmodernism and India by Makarand Paranjpe

Week 2

An Ethics of Justice in a Cross-Cultural Context by Michael von Brück

Week 3

In-class written Reflection:

When we step into a new environment, social context, what aspects of ourselves play a role in how we perceive and experience it? List some of the possible choices, activities, and interactions that are likely to be affected by these pre-dispositions. Consider your list and reflect on which items potentially assist with learning and which items could be further worked upon, harnessing your prior experience of adjusting to new situations.

+ Simulation “Where do you draw the line” (part of internal assessment)

Week 4

In-class written Reflection:

Words make worlds: Think of a word – any word, does not need to be a technical concept – that you discovered a new meaning to based on a conversation with someone who used it in a different way than you normally do.

Ilm from Internationalising the University: A Spiritual Approach by Kalyani Unkule

Revisiting the conceptualisation of intercultural relationships in research with international students by Kazuhiro Kudo

Week 5

DESIGNS FOR THE PLURIVERSE RADICAL INTERDEPENDENCE, AUTONOMY, AND THE MAKING OF
WORLDS BY ARTURO ESCOBAR

KNOWLEDGES BORN IN THE STRUGGLE: CONSTRUCTING THE EPISTEMOLOGIES OF THE GLOBAL
SOUTH, EDITED BY BOAVENTURA DE SOUSA SANTOS AND MARIA PAULA MENESES

HEINZ KIMMERLE'S INTERCULTURAL PHILOSOPHY AND THE QUEST FOR EPISTEMIC JUSTICE, THE
JOURNAL FOR TRANSDISCIPLINARY RESEARCH IN SOUTHERN AFRICA

WEEK 6

NO READING

WEEK 7

SHOSHIN FROM INTERNATIONALISING THE UNIVERSITY: A SPIRITUAL APPROACH BY KALYANI
UNKULE

SELECT CHAPTERS FROM IN DIALOGUE WITH CLASSICAL INDIAN TRADITIONS : ENCOUNTER,
TRANSFORMATION, AND INTERPRETATION BY BRIAN BLACK AND CHAKRAVARTHY RAM
PRASAD (EDS.)

From lines to circles: love as a component of validity by Lucinda Carspecken & Pooja
Saxena

In-class written reflection:

How does new information which challenges my existing beliefs make me feel? When I
encounter such a scenario, how do I respond to it? In the past, have I changed my beliefs
on a particular subject as a result of a or interaction I have participated in?

WEEK 8

Against Ethnocentrism: A Cross-cultural Perspective on Criminal Justice Theories and
Policies by Cristopher Birkbeck

You and I have to face consequences from My Gita by Devdutt Pattanaik

BUDDHA IN JAIL BY CUONG (EBSCOHOST)

Week 9

Buddhist and Taoist Systems Thinking: The Natural Path to Sustainable Transformation
by Josep Coll

+ World Climate Simulation

Week 10

HUMAN RIGHTS AND NATURE: INTERCULTURAL PERSPECTIVES AND INTERNATIONAL ASPIRATIONS
BY CRISTIANO GIANOLLA

You are treating this Constitution like a scrap of paper from the Debates that Defined
India

Week 11

Archbishop Oscar Romero's Call for Peace and Reconciliation by MT DÁVILA

Reconciliation: Six Reasons to Worry by Courtney Jung

We don't build Bridges to Safe and Familiar Territories Parts 1,2 and 3 by Kalyani
Unkule, Critical Internationalization Studies Review

Week 12

"Pluriverse: A Post-Development Dictionary" by Ashish Kothari, Ariel Salleh, Arturo
Escobar, Federico Demaria and Alberto Acosta (eds.)

Ten Stage Transcendence of the North-South Illusion by Kalyani Unkule

Decolonizing the Spirit in Education and Beyond: Resistance and Solidarity by Wane,
Njoki Nathani, Todorova, Miglena, Todd, Kimberly L (eds.)

Week 13

No reading