

DISPUTE RESOLUTION

Negotiation, Mediation, and Other Processes

Second Edition

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Library of Congress Catalog No. 92-70816 ISBN 0-316-31938-4 Fifth Printing To Jeanne Brett, Valerie, Gillian, Amanda, and Benjamin Goldberg, Emily, Alison, Tom, and Ernie Sander, and Doug, Lynne, Jill, and Kimberly Rogers,

with undisputed gratitude

Preface

It has been seven years since the first edition of this book appeared. Much has happened in the interim. Our goal here has been to reflect these new developments. We have added new chapters on ADR and the courts, the resolution of public policy disputes, and dispute systems design. The concluding chapter, focusing on Institutionalization of ADR, reflects our judgment that this is one of the critical themes of the 1990s.

We have also substantially expanded the number of simulations because of our conviction that these represent excellent ways for students to gain an understanding of the various processes. A number of the simulations are keyed to available videotapes, so that students can first do the simulations themselves and then see how they are handled by experienced dispute resolvers—a sequence that we have found particularly instructive.

While stressing these innovations, we have retained what we regard as the most successful features of the original volume: a broad overview of the field, followed by critical examination of the primary dispute resolution processes—negotiation, mediation, and arbitration—as well as some of their hybrid variants. This is followed by a description and analysis of several noteworthy applications, ranging from the familial to the global. The book concludes with a series of problems that test the student's ability to apply what has been learned about the various processes.

There are various ways in which this book can be employed in teaching ADR. It can be used in a basic course—first, by looking to the text and excerpts as a basis for a conceptual discussion of the legal and policy issues. A second approach would be to organize class discussion around the questions that follow each chapter. Quite obviously, these two approaches can be combined.

A considerably different approach looks to the book as background reading for simulations. Such simulations are used to acquaint the student with various dispute resolution processes by having the student watch or engage in the simulations as, for example, a negotiator, mediator, or arbitrator. This approach, too, can be combined with any of

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the others. The Teacher's Manual contains our suggestions for various ways of presenting such a basic overview course.

Of course, the book can also be used for more specialized offerings, such as an advanced seminar in conflict resolution.

We begin each chapter with an introductory note designed to orient the student to the main themes of the text and excerpts that follow. The excerpts have been selected from what we view as the most interesting and important materials in each area of dispute resolution; they are supplemented by a considerably greater amount of original text than was present in the original edition.

In general, footnotes and other references have been omitted from the excerpts; footnotes that have not been omitted retain their original numbering. Our own footnotes are indicated by asterisks. Most chapters also contain a series of questions designed to raise some of the important issues suggested by the materials and conclude with a list of references. Included in these lists are the books and articles cited in the chapter, as well as materials that we recommend for additional reading. Items from which excerpts are drawn are not necessarily included in these lists. A cumulative compendium of references is found in the back of the book.

We have followed standard conventions in the use of ellipses. In excerpts that use an outline format, we have not included ellipses where an interruption of the numbered or lettered sequence of material indicates an omission.

This book is primarily intended for law students and lawyers. We hope that others will also find it useful, but it seems important to stress that this is not intended as a book on the philosophical or sociological aspects of conflict. Others have performed this task far better than we could.

We gratefully acknowledge the sources of funding for the work that led to this book: National Institute For Dispute Resolution, Charles E. Culpeper Foundation grant to The Harvard Law School Dispute Resolution Program, Dispute Resolution Research Center at Kellogg Graduate School of Management, Northwestern University Law School, Ohio State University College of Law, Julius Rosenthal Fund, and William M. Trumbull Fund.

We also wish to record our appreciation to the many people who have provided valuable assistance, most particularly Albert Bell, Christian Buehring-Uhle, Sandy Caust-Ellenbogen, James Farris, Terri Foltz, Anne Funk, David Goldberger, Carole Hinchcliff, Debbie Hylton, Carol King, Carol Liebman, Eric Max, Craig McEwen, Jim Oliphant, Carol Peirano, Janet Rifkin, Leonard Riskin, Sharon Roney, Mary Rowe, Valerie Sanchez, Linda Singer, Barbara Snyder, Richard Speidel, Lawrence Susskind, Marilyn Uzuner, Detlev Vagts, Pat Williams, and Charlie Wilson. Our work was also made easier by the prior edition of this book to which

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Eric Green made a valuable contribution. Last but not least, we want to acknowledge our gratitude to the countless students who have helped to sharpen our thinking about ADR.

S.B.G. F.E.A.S. N.H.R.

May 1992

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