

## Legal Educators Resource Share 2017

**Note: New material added prior to the conference; New material added at/after conference**

### Featured Presentation:

#### **Paperclip Negotiation**

The goal of this exercise is the negotiation of a series of five or more trades starting with a paperclip and ending with something more valuable. The exercise is based upon Kyle MacDonald's One Red Paperclip Project, and his book called "One Red Paperclip." MacDonald bartered his way up from a red paperclip to a house in 14 trades within one year. (see appendix for full information) *Created by Hal Abramson [habramson@tourolaw.edu](mailto:habramson@tourolaw.edu)*

### **A. ADR LISTSERVS AND CONFERENCES**

#### **Dispute Resolution Resources in Legal Education (DRLE)**

The University of Missouri hosts a website and listserv at <http://law.missouri.edu/drle/>. The website includes a large collection of recent course syllabi, teaching materials, links to law school DR programs, and links to other resources. The teaching materials include simulations and exercises (including multi-stage simulations) and lists of student competitions, online bibliographies, and short course programs. *Note:* It can be hard to find from the Law School website, so if you don't have the URL, google "Missouri DRLE." Better yet, you can bookmark this page.

#### **Joining the ADR Professor Listserv:**

1. Address a message to: [listserv@po.missouri.edu](mailto:listserv@po.missouri.edu)
2. In the body of the text, write: subscribe DRLE

#### **AALS**

#### **Joining the Junior ADR Professor Listserv:**

(junior = seven years or fewer in the academy)

1. Go to <https://connect.aals.org/p/us/to/> (you may need to login)
2. Click Add Subscription button
3. For "Category," pick "Section"
4. For "Topic," pick Junior ADR
5. Click Add.

#### **Adding/Updating ABA Directory Info for your ADR Program**

1. To get username and password, email Jen Reynolds ([jwr@uoregon.edu](mailto:jwr@uoregon.edu))
2. To view directory, go to <http://adr.uoregon.edu/aba/>
3. To update directory, go to <http://adr.uoregon.edu/aba/admin/>

## Indisputably Blog

The blog provides an online conversation with colleagues in DR and those in overlapping fields, linking dispute resolution scholarship, education, and practice. The bloggers provide announcements and running commentaries on the latest work in arbitration, mediation, negotiation, and other dispute resolution processes. You can subscribe and get an email every day when there is a new post. <http://www.indisputably.org/>.

## Annual Conferences of Interest to ADR Scholars (we can add to this at the conference)

1. AALS Annual Meeting (each January)
2. AALS Works-in-Progress (each fall)
3. ABA Dispute Resolution Section Annual Meeting (each spring)
4. Law & Society Association (each summer)
5. AALS Conference on Clinical Legal Education (each spring)
6. Association for Conflict Resolution (each fall)
7. International Association for Conflict Management (IACM) (summer – every other year in the US)
8. Works in Progress (each fall – 2017: October 20<sup>th</sup> and 21<sup>st</sup> at the Sandra Day O'Connor College of Law at Arizona State University)
9. National Association of Community and Restorative Justice Conference June 2017 (Oakland) [www.nacri.org](http://www.nacri.org)
10. Global Alliance of Civil Collaborative Lawyers, Tampa [www.collaborativelaw.us/events.php](http://www.collaborativelaw.us/events.php)
11. Southeast Association of Law Schools SEALS [www.sealslawschools.org](http://www.sealslawschools.org) July 31–August 6, 2017 [ADR sessions]
12. Institute for Law Teaching and Learning Summer 2017 Conference UALR [www.ualralr.edu/law/iltl-summer-2017-conference](http://www.ualralr.edu/law/iltl-summer-2017-conference)
13. Association of Family and Conciliation Courts, Annual Conference, Boston May 31-June 3, 2017 <http://www.afccnet.org/Conferences-Training/AFCC-Conferences>
14. ABA Mediators' Institute @Pepperdine October 20, 2017
15. CADRE: October 18-20, 2017 *Restoring Focus on the Child: The Seventh National Symposium on Dispute Resolution in Special Education*, in Eugene, Or

## Symposia

### “Tower of Babel” Negotiation Theory Symposium

The University of Missouri hosted a symposium in October 2016 entitled, *Moving Negotiation Theory from the Tower of Babel Toward a World of Mutual Understanding*. The website, <http://law.missouri.edu/faculty/category/csdn/16-symposium-csdn/>, includes an annotated reading list, videos from the conference, and drafts of articles that were published in the Journal of Dispute Resolution. A summary of the articles is available at <http://www.indisputably.org/?p=10314>. A “virtual book club” of discussions with symposium speakers was published on the Indisputably blog at <http://www.indisputably.org/?p=9341>. These short book club posts would be good course reading assignments.

## Additional Resources

### 1. Teaching/Training Materials

#### Legal Education, ADR, and Practical Problem Solving (LEAPS) Project <http://leaps.uoregon.edu/>

The Legal Education, ADR, and Practical Problem-Solving (LEAPS) Project is the work of the ADR in Law Schools Committee of the ABA Section of Dispute Resolution. It developed a website to help faculty incorporate practical problem-solving" (PPS) into their instruction of a wide range of courses, including doctrinal, litigation, transactional, and ADR courses. The website includes:

- Descriptions of various teaching methodologies
- Suggestions for encouraging colleagues to include more PPS in their courses
- Possible “talking points” for discussing the incorporation of PPS into doctrinal courses
- A survey of how schools integrate practical problem-solving skills in their J.D. curricula
- Lists of consultants who can help incorporate PPS in specific courses
- Examples of course exercises and approaches for introducing PPS in doctrinal courses
- Links to relevant resources on other websites

**The Academic Council of the Institute for Transnational Arbitration is pleased to announce the launch of a new website, [International Dispute Resolution Resources for Legal Educators](#).**

The goal of this project is to gather, classify, and disseminate syllabi, notes, exercises, exams, and other original teaching materials prepared by international arbitration teachers from around the world. As a truly international endeavor, the collection will not be limited to materials written in English, but we also want to encourage the addition of materials written in Spanish, French, Portuguese, and perhaps other languages by teachers of international arbitration from other countries. We would like to encourage you to submit your own materials as well as reviewing the materials that are already available. In addition to collecting syllabi and other teaching materials, we are also interested in promoting an exchange of pedagogical approaches, innovative teaching techniques and other strategies, via a dedicated listserv ([ITA-LEL](#)). The website and the listserv are open and accessible to anyone who teaches in the area of international dispute resolution, either full or part-time. We are happy to answer any questions you may have about the purpose and use of the website and listserv. If you have any questions regarding logistics, please contact site administrator [Krishonne Johnson](#). Submitted by [Professor Manuel Gomez \(Florida International University College of Law\)](#) and [Professor Stacie Strong \(University of Missouri School of Law\)](#)

#### **Possible “Stone Soup” Dispute Resolution Case Database**

The University of Missouri is exploring the feasibility of developing a searchable database of descriptions of actual dispute resolution cases. Like Westlaw, it would include accounts of actual cases but it would focus on empirical accounts of what happened, not analyses of legal issues. Like SSRN, it would depend on contributions by our community, though the contributions would be accounts of cases rather than scholarly articles. The primary source of cases would be course

assignments in which students interview lawyers (or others) or observe actual cases and then write reports including narratives of the cases. The database would include all types of DR cases, not just mediation. The tentative plan for the database is described at

<http://www.indisputably.org/?p=10527> Submitted by John Lande

**ABA/Suffolk University Law School Dispute Resolution Video Center** [www.adrteacher.org](http://www.adrteacher.org) (roleplay instructions and most of the videos are protected to preserve their usefulness in class; for a password, **contact Dwight Golann** [dgolann@suffolk.edu](mailto:dgolann@suffolk.edu) or user name: teacher password: aba123. **A New video** has been created by Dwight and Marjorie Aaron in memory of a pioneer in our field, the late Margaret Shaw and to make the video and roleplay on which it's based available for teachers to download at no charge. The background is this: The Harvard Program on Negotiation offers a 90-minute DVD showing Margaret Shaw mediating the "Termination Tempest" age discrimination case. The dispute involves an employee and CEO who demand apologies from each other, an abrasive plaintiff lawyer, a positional defense counsel and other issues. They always "felt that it's a terrific example of a mediator combining genuine empathy with firm management of the bargaining process, but have been concerned that the length and cost of the video limited its impact." After Margaret's passing, Bob Mnookin and Susan Hackley of PON gave them permission to create a 30-minute chaptered version of the video to be offered without cost. PON They enthusiastically supported the project, and the JAMS Foundation covered the cost of editing.

#### **Class-in-a-Box**

Dwight Golann reported that the ABA ADR Section is creating a new website. Its purpose is to help negotiation teachers, many of whom are adjuncts, to create the best possible classes and, by easing the burden of preparation, encourage more practitioners to teach. It will do so by creating "classes in a box."

Each file folder on the site will contain everything a teacher needs to conduct one class: lesson plan, teaching note, roleplay instructions, powerpoints, and handouts. Classes will be searchable by words (e.g., "prisoner's dilemma" or "interests") and other factors (e.g., length of roleplay). People can offer copyrighted roleplays, but his hope is that as much as possible materials will be freely downloadable. The site, which will be up by the end of June, will be [www.adrclassinabox.org](http://www.adrclassinabox.org).

Dwight will send out a request for contributions soon, and hopes that as many of us as possible will contribute a model class.

**NegMOOC Videos:** A compilation of video material from *Negotiation: Navigating Professional and Personal Interactions ('NegMOOC')* **Contact Noam Ebner for more information**  
[noamebner@creighton.edu](mailto:noamebner@creighton.edu)

*NegMOOC* is a MOOC (Massive Open Online Course) launched in October 2014 by Noam Ebner, of Creighton University School of Law's Werner Institute for Negotiation & Dispute Resolution.

This course, a basic introductory course on negotiation involving over 2,000 registered students, includes many video segments. Some of these are classroom scenes or set-piece videos of Noam teaching; others show conversations between Noam and other guest teachers - negotiation professors and practitioners; still others include animations explaining negotiation concepts and demonstrations of different skills and tools.

Topics covered in the course include:

- Negotiation orientations and strategies
- Interest-based negotiation
- Bargaining
- Preparation for Negotiation
- Communication Tools in Negotiation
- Ethics in Negotiation
- Online Negotiation
- Introduction to Mediation

All of the video material from the course – nearly 100 videoclips, ranging from two minutes to two hours long - are freely available on [The Werner Institute's YouTube channel](#) (Google ‘Werner Institute YouTube’)

(editor’s note: The link did not work for me but when I searched for the Werner Institute YouTube channel I was able to find this treasure trove!)

Generally speaking, guest teachers have agreed that their material be used freely for educational purposes. Let me add on two requests:

- 1) While using videos involving guest teachers, please give these teachers full credit, telling students anything you know about the wonderful people who freely gave their time and energy to the course.
- 2) If you wish to use a video involving a guest teacher, for a purpose that goes beyond showing it in class or assigning it to students for home viewing, please be in touch with that teacher to ask permission; if you don’t know how to contact them, drop me a line.

Written material used in the course is available on [my SSRN page](#) (Google ‘Noam Ebner SSRN’).

Of course, Noam is always happy to hear of settings, courses, trainings, etc. in which the material is used! The same goes for comments on the material, or ideas for creating new material.

**Mediation Teaching Manual** written by Lela Love and Josh Stulberg, *based on the Michigan Manual, provides a step by step program for training mediators*. To receive a copy, email Lela Love ([love@yu.edu](mailto:love@yu.edu)) or Josh Stulberg ([Stulberg.2@osu.edu](mailto:Stulberg.2@osu.edu))

## Simulations

- **Mitchell Hamline School of Law Dispute Resolution Institute Teaching Materials** on negotiation, client counseling, conflict resolution, drafting and ADR **Contact Jim Hilbert for more information: [jim.hilbert@mitchellhamline.edu](mailto:jim.hilbert@mitchellhamline.edu)**  
[http://open.mitchellhamline.edu/dri\\_teachingmaterials/](http://open.mitchellhamline.edu/dri_teachingmaterials/)

- ABA Ombuds Committee: powerpoints for class; reading list; guest speaker lists [Natalie Fleury] <http://apps.americanbar.org/dch/committee.cfm?com=DR589600>
- [www.arbitrationinfo.com](http://www.arbitrationinfo.com) Arbitration basics plus recent case updates

## 2. Classroom Techniques/Activities/Exercises

**The Pasta Wars**, a prisoner's dilemma game is now available in ten or so languages, for use in different locales or cultural settings. *Submitted by Noam Ebner (see attachment)*

### FlashPoint: Syria, 2014 An International Conflict Management Simulation

*Noam Ebner, Yael Efron and Nellie Munin*

Awarded **Best Teaching Simulation of 2013-2014**

*7<sup>th</sup> Annual Teaching Case & Simulation Competition  
Maxwell School of Government, Syracuse University*

**Role material and teaching guide available at**

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2476968](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2476968)

**Empathy Skills Card Game – ask John Ford**

“Don’s Negotiation” – use theatre students as parties; have law students send final agreement memo to the “clients” for reaction [Lauren Newell]

Last Assignment – have (LLM) students write Oath of Office they want to take when they return home and at last class have them take their oaths (invite judges and family; film and provide a copy) [David Hoffman]

Use Hooters case to help students understand arbitration clauses: have the students guess what disputes might come up (sexual harassment and FLSA) and then list components of arbitration clause; ask students to draft arbitration clause which will protect Hooters; and then push the students to consider what the clause would look like if they really had no shame -- what would discovery look like, motions, fees... [Michael Moffitt]

At end of semester ask students to identify 10 challenges for clients and then try to come up with possible tech solutions. Examples include Buzzfeed quizzes; identification of providers [Alyson Carrell]

Find 3 law firm websites; draft home page for “their” law firm [John Lande]

Call Verizon customer service (on speaker phone in class) and ask to negotiate the arbitration clause [Ben Davis]

First day of Arbitration course, have students try to arbitrate a 3 line clause in an international arbitration involving Chinese party and Canadian party (use different languages) – helps students understand complexities of international arbitration [Ben Davis]

System Design/Project Management (short intensive class): divide class into consulting teams and give 1.5 days to figure out assessment and presentation; rest of class sit as board of directors and instructor as CEO – vote if want to hire the consultant [Kathy Constantino]

Have students imagine a conflict they are personally having and answer a series of “classic mediator simquestions” found at [www.ronkelly.com](http://www.ronkelly.com) and identify which questions help them to see their conflict differently [Ron Kelly]

Use an actual arbitration clause a student at Suffolk Law School was asked to sign upon accepted employment in a law firm. While not an egregious clause, it has subtle and not-so-subtle advantages for the firm. Students can be split into groups and asked to analyze the clause from the perspective of the firm and the student. [see attachments] [Dwight Golann]

#### **Backwards/Forwards From Andrea Schneider ([andrea.schneider@marquette.edu](mailto:andrea.schneider@marquette.edu))**

This is quick exercise to run with the entire class. It teaches the importance of clear communication and the challenges of coordinating what we are doing and what we are saying. Other communication lessons and team lessons can also be drawn out with more discussion time.

In the middle of a circle, the leader will give instructions: Backward, forward, left, right in a multitude of combinations. For the first round, the circle participants repeat the exact word and do that action (the leader says backward, the participants say backward and move backward). In the second round, the circle participants say the opposite of the word and do the opposite (the leader says backwards, the participants say forward and move forward). In the third round, the circle participants say the same words as the leader but do the opposite (the leader says backwards, the participants say forward and move backward). To the extent that the group has managed to follow along up to now (and it usually takes a while at each round), the third round completely throws everyone off. We then discuss the challenge of cognitive dissonance, of matching our words and our actions, and other negotiation lessons.

#### **From Alyson Carrel ([a-carrel@law.northwestern.edu](mailto:a-carrel@law.northwestern.edu))**

Use <http://www.gosoapbox.com/> during live mediation demonstrations or videos in class to capture students' thoughts. When I am planning to conduct a live mediation or show a video, I create an event on this site and ask students to log in and share their thoughts/comments/questions while the mediation is going on. Instead of writing notes on paper or in Microsoft Word on their laptop, this website allows all the students to see each other's comments and questions and start a dialogue in real time. I find that students stay far more engaged with the demonstration when I ask them to use this website. In addition, students (and faculty) are able to answer each other's questions in real time without having to wait for the demonstration to finish. Last, there is a system for students to indicate that they share the same concern or have the same question using something similar to the

“like” button on Facebook. The professor can then focus the post-demonstration debrief on those comments that had the most student interest.

Wearable cameras- Each student wears a camera that captures their partner's negotiating behavior. The resulting video gives each student a true 2nd person perspective of their negotiating style instead of the observer 3rd person perspective we typically see from a video camera or laptop sitting across the table or on a tripod across the room taking the role of observer.

### **Additional Ideas from the Resource Share 2016**

- Use skype to debrief negotiations which were done with other schools
- Negotiation 360º

<https://itunes.apple.com/us/app/negotiation-360/id949271941?mt=8> [\$2.99]

Harvard Business School Professor and award-winning author Michael Wheeler created Negotiation 360º to enhance your ability to reach agreement and resolve disputes. Its interactive features are based on cutting edge theory and proven best practices.

Suggestion for classroom use over the course of the semester.

- Visualize and identify “best negotiator” at beginning of semester and identify “why” and then revisit the activity at the end of the semester – choose a new one and compare
- During introductions to the class have the group develop a “constitution” for the learning environment they wish to have
- JAMSFoundation.org videos (including ones on sexual harassment cases) available on the website. A limited stock of dvds and a teachers’ manual are available to educators upon request to David Brandon at JAMS Foundation

[DBrandon@jamsadr.com](mailto:DBrandon@jamsadr.com)

### **Contact Jill Gross for more information [igross@law.pace.edu](mailto:igross@law.pace.edu)**

Neutral selection activities for both mediation and arbitration classes. Allows discussion on qualities of a mediator and use of a model “rank and strike” list for arbitrators.

### **Contact Cynthia Alkon for more information [calkon@tamu.edu](mailto:calkon@tamu.edu)**

Invite a guest speaker to address the class via skype, e.g., Jeff Thompson on hostage negotiation

### **Contact Susan Exon for more information [snexon@laverne.edu](mailto:snexon@laverne.edu)**

Use Andrea’s “Recipe for Success” activity at the beginning of the semester and again at the end to see how the students’ ideas have developed and changed.

### **Contact Jay Folberg for more information [JFolberg@jamsadr.com](mailto:JFolberg@jamsadr.com)**

Contact your local JAMS office to request opportunity for students to observe real mediations

**Contact Jim Coben for more information** [james.coben@mitchellhamline.edu](mailto:james.coben@mitchellhamline.edu)

A Quick Getting to Know Each Other Intro Exercise

Everyone makes up a “Negotiation Superhero” nickname for themselves and writes it on a strip of paper. All names into a hat; each student picks a name other than their own.

Everyone then circulates trying to find the student who matches up with the nickname they pulled out of the hat. Quick interview to discover real name, type of student (JD, MSL, other), and rationale for the superhero nickname. Interviewer then introduces that person to the class.

A few fun ones from this semester:

Super Pie Expander; The Manipulative Marvel; “Split the Difference My Way” Man; The Equalizer; The Balancer; The Terminator; The MindBender; BATNAMan; ToolKit; The Allwininator

After introductions are concluded, I ask everyone to stand, think of their superhero nickname and then power pose for 10 seconds. I then very briefly lecture about mood and provide youtube link to Amy Cuddy’s popular “Your Body Language Shapes Who You Are” TEDTalk (<https://www.youtube.com/watch?v=Ks-Mh1QhMcher>), as well as a link to one of her articles on the topic (*Cuddy, Amy J.C., Caroline A. Wilmuth, and Dana R. Carney. "The Benefit of Power Posing Before a High-Stakes Social Evaluation." Harvard Business School Working Paper, No. 13-027, September 2012.*). Students then do first basic negotiation of the course.

During group debrief, students can only make comments using their superhero nickname.

**Contact Michael Moffitt for more information** [mmoffitt@uoregon.edu](mailto:mmoffitt@uoregon.edu)

Teaching on the Law of Settlement – read actual contracts to understand negotiation theory and value creation

### 3. Ted Talks/You Tube Videos...

**Favorites from David Hoffman ([TEDx Talk on “Lawyers as Peacemakers”](#))**

Here's a partial list but if you want to see it all go to [www.tinyurl.com/ABA-DR-Video-Links](http://www.tinyurl.com/ABA-DR-Video-Links)

“**Fairly Legal**” (which died after three seasons) – each episode was worse than the one before, BUT the pilot episode (perhaps the best) has an initial scene in which Sarah Shahi, playing the mediator, stops for coffee on her way to work on her first day as a mediator, and ‘mediates’ a robbery: [https://www.amazon.com/Fairly-Legal-Season-1/dp/B004IJQ792/ref=tmm\\_aiv\\_title\\_1?encoding=UTF8&qid=1467507783&sr=8-1](https://www.amazon.com/Fairly-Legal-Season-1/dp/B004IJQ792/ref=tmm_aiv_title_1?encoding=UTF8&qid=1467507783&sr=8-1) \$2.99 on Amazon video

My most favorite media riff for mediation is this 8-minute audio segment from **This American Life** in which conflict interrupter (i.e., mediator) **Tim White from Chicago's Project Ceasefire** talks about mediating a gang conflict: <http://www.thisamericanlife.org/radio-archives/episode/358/social-engineering?act=0#play>

Second favorite: the **Haggling Scene** in Monty Python's "The Life of Brian":

<https://www.youtube.com/watch?v=u75XQdTxZRc>

Third favorite: Michael ineptly mediates a conflict at work, in "The Office":

<https://www.amazon.com/The-Office-Season-2/dp/B002EQSQEK> Season 2, episode 21 ("Conflict Resolution") -- \$2.99 from Amazon

Other favorites, in no particular order:

"Wedding Crashers" – first three minutes (truly vulgar, but my students love it):

[https://www.youtube.com/watch?v=h\\_llyeLhmF0](https://www.youtube.com/watch?v=h_llyeLhmF0)

The Break-Up – ethical issues in mediation

<https://www.youtube.com/watch?v=viZpb7GPLYs>

Everybody Loves Raymond – active listening:

<https://www.youtube.com/watch?v=4VOubVB4CTU>

ABA 30-second promo, analogizing commercial mediation to kids' squabbling:

<https://www.youtube.com/watch?v=TQX6Ip8p-bc>

Duel at the Mall (illustrates conflict escalation):

<https://www.youtube.com/watch?v=NBvysuewlOs>

"The Affair" – showing two parties' differing recollections of a mediation: Season 2, Episode 1: <https://www.amazon.com/The-Affair-Season-2/dp/B0181P3DSQ> \$2.99 (a cringe-worthy depiction of how *not* to mediate); Husband's recollection: 17:50 - 24:20; Wife's recollection: 38:40 - 43:00

How people can have starkly differing recollections on an event:

<https://www.youtube.com/watch?v=PxQ9Gx2-ceM> This American Life – Robert Krulwich story about Jackie Kennedy

"The Fifth Element" – battle scene in Bruce Willis sci-fi thriller, depicting society's dubious view about the value of negotiation: <https://www.youtube.com/watch?v=3cKwg6W05MU>

BATNA assessment: U.S.S. Montana (commercial for navigation system, showing how negotiating with too much testosterone can be problematic)

<https://www.youtube.com/watch?v=yeZ-RFYIMao>

"Disclosure" has a mediation scene that looks more like a deposition, but with a judge presiding (useful for showing what mediation *isn't*): [https://www.amazon.com/Disclosure-Michael-Douglas/dp/B002VTL3JU/ref=sr\\_1\\_2?ie=UTF8&qid=1467510801&sr=8-2&keywords=disclosure](https://www.amazon.com/Disclosure-Michael-Douglas/dp/B002VTL3JU/ref=sr_1_2?ie=UTF8&qid=1467510801&sr=8-2&keywords=disclosure) \$3.99 from Amazon Video

"The Good Wife" – I agree with Jim Alfini's description of the mediator as carrying a gavel, but it's useful as a caricature of heavy-handed mediation: [https://www.amazon.com/The-Good-Wife/dp/B002VTL3JU/ref=sr\\_1\\_2?ie=UTF8&qid=1467510801&sr=8-2&keywords=disclosure](https://www.amazon.com/The-Good-Wife/dp/B002VTL3JU/ref=sr_1_2?ie=UTF8&qid=1467510801&sr=8-2&keywords=disclosure)

[Good-Wife-Season-3/dp/B005PK57NU](#) Season 3, episode 3 ("Get a Room") – Free for Amazon Prime members

A brilliant depiction of our internal voices -- and the struggle among our various parts The trailer from the movie "Inside Out" <https://www.youtube.com/watch?v=MC3XuMvsDI>

Last but not least, is the best video I have ever seen on diversity: "Love Has No Labels": [https://www.youtube.com/watch?time\\_continue=19&v=PnDqZuGIhHs](https://www.youtube.com/watch?time_continue=19&v=PnDqZuGIhHs)

P.S. For any of you who are curious about how the "dancing skeleton" images were made, here's a short video that explains the technology behind "Love Has No Labels": [https://www.youtube.com/watch?v=pzkcNV\\_3JoQ](https://www.youtube.com/watch?v=pzkcNV_3JoQ)

**TedTalks by our colleagues:**

- Kim Davis
- David Hoffman
- Andrea Schneider
- Sukhsimranjit Singh

**PON HLS (YouTube Channel) – book talks, etc. [James Kerwin [jkerwin@law.harvard.edu](mailto:jkerwin@law.harvard.edu)]**

**From Ellen Waldman [ellenw@tjsl.edu](mailto:ellenw@tjsl.edu)**

I begin my Advanced Mediation class (the students have already taken a 35 our Intro to Mediation training) by asking students to watch Brene Brown's TED talk on The Power of Vulnerability at <https://www.youtube.com/watch?v=iCvmsMzlF7o>. And, then, I ask them- Why would a class on mediation begin with this lecture. What do the themes of the lecture have to do with mediation?

**From Lela Love [love@yu.edu](mailto:love@yu.edu)**

Short clip from the Office on mediation <https://www.youtube.com/watch?v=PJbOehAii6c>

The link below to a Tedx talk by Brad Heckman (the CEO of the NY Peace Institute) is a funny and inspiring introduction to mediation.

<http://tedxtalks.ted.com/video/Mediation-and-mindfully-getting>

**From Bruce Meyerson [brucemeyerson@msn.com](mailto:brucemeyerson@msn.com)**

Robert Cialdini's work on influence  
[www.Influenceatwork.com/videos](http://www.Influenceatwork.com/videos)

**From Shala Ali [sali@hku.hk](mailto:sali@hku.hk)**

Negotiation episode in the Office (season 3, episode 18)

<http://www.imdb.com/title/tt0983623/>

I have used it to get students to start thinking about the difference between technique and process and also to reflect on efficacy

## Books

From Sharon Press [Sharon.press@mitchellhamline.edu](mailto:Sharon.press@mitchellhamline.edu)

**Negotiator's Desk Reference**, published by DRI Press, edited by Chris Honeyman and Andrea Kupfer Schneider. “[T]his book [of two volumes containing over 100 chapters and authors from around the world] ... represents our considered effort to gather everything we can that we believe to be key to understanding how negotiation works, and how it can be used more effectively in many settings.”

**Discovering Agreements: Contracts that Turn Conflict to Creativity** by Linda Alvarez (ABA 2016)

**Demonization in International Politics: Barrier to Peace in the Israeli-Palestinian Conflict** by Linn Normand (New York: Palgrave Macmillan, 2016)

**Structured Negotiation** Lainey Feingold (ABA 2016)

**Lawyers as Change Makers: The Global Integrative Law Movement** by Kim Wright (ABA 2017)

**Digital Justice: Technology and the Internet of Disputes** by Ethan Katsch and Orna Rabinovich-Einy (Oxford university Press, 2017)

**Stories Mediators Tell: World Edition** Leah Love and Glen Parker, editors (ABA 2017) (contact Lela ([love@yu.edu](mailto:love@yu.edu)) for more information about how she used a story in a final exam)

**The New Handshake: Online Dispute Resolution and the Future of Consumer Protection** by Amy Schmitz and Colin Rule (ABA 2017)

**Arbitration and Mediation of Employment and Consumer Disputes** Lexis/NY Center for Employment Law

**China International Transaction and Law Handbook**

**Principles and Practice of Commercial Arbitration**

From Sharon Press [Sharon.press@mitchellhamline.edu](mailto:Sharon.press@mitchellhamline.edu)

The Rethinking Negotiation Teaching series can now be found at

<http://open.mitchellhamline.edu/dri/> All of the books are available to download for free (by chapter).

From John Lande [LandeJ@missouri.edu](mailto:LandeJ@missouri.edu)

*Lawyering with Planned Early Negotiation: How You Can Get Good Results for Clients and Make Money*, 2d Edition, includes a teacher's manual. The manual includes several syllabi

using this book (including from Jill Womble and Leigh Ann Roberts as well as some of mine), simulations, teaching notes, assessment forms, and instructions for writing assessments (aka journals). The simulations include fishbowl (or “improv”), single-stage, and multi-stage simulations. You are welcome to use the manual regardless of whether you adopt the book. You can download the manual from the [webpage](#), using the password “penmanual.”

## Theatre/Plays

Oslo  
Camp David

## ADR Competitions

New International Commercial Mediation Competition sponsored by CPR in Brazil  
<https://www.cpradr.org/events-classes/upcoming/2017-05-05-international-mediation-competition> From Joan Johnsen

ACCTM and NY State Bar \$10,000 Prize available for JD/LLM students; papers due June 1  
[https://www.law.uh.edu/financialaid/NYSBA%20Writing%20Competition%20Announcement%2010-20%20\(2\)%20\(3\).pdf](https://www.law.uh.edu/financialaid/NYSBA%20Writing%20Competition%20Announcement%2010-20%20(2)%20(3).pdf)

From Elayne Greenberg [greenbee@stjohns.edu](mailto:greenbee@stjohns.edu)

**St. John's/FINRA Dispute Resolution Triathlon** problems can be accessed at <http://www.stjohns.edu/law/hugh-l-carey-center-dispute-resolution/securities-dispute-resolution-triathlon>. The problems can be found at the bottom of the page in the section Securities Dispute Problems 2009-2015.

**InterNational Academy of Dispute Resolution** ([www.INADR.org](http://www.INADR.org)) sponsors an international law school mediation tournament during the spring semester in Chicago  
<http://www.luc.edu/law/centers/advocacy/adr/index.html>

ABA Section of Dispute Resolution Mediation Representation Competition  
[http://www.americanbar.org/groups/dispute\\_resolution/awards\\_competitions/law\\_student\\_national\\_representation\\_in\\_meditation\\_competition.html](http://www.americanbar.org/groups/dispute_resolution/awards_competitions/law_student_national_representation_in_meditation_competition.html)

ABA Negotiation Competition  
<http://abaforlawstudents.com/events/law-student-competitions/practical-skills-competitions/negotiation-competition/>

ABA Arbitration Competition  
<http://abaforlawstudents.com/events/law-student-competitions/practical-skills-competitions/arbitration-competition/>

Client Counseling Competition

<http://abaforlawstudents.com/events/law-student-competitions/practical-skills-competitions/client-counseling-competition/>

International Chamber of Commerce (ICC) Mediation Representation Competition

<http://www.iccwbo.org/training-and-events/competitions-and-awards/mediation-week/>

Annual Willem C. Vis International Commercial Arbitration Moot

<https://vismoot.pace.edu/>