SKLANSKY

EVIDENCE Cases, Commentary, and Problems

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EVIDENCE CASES, COMMENTARY, AND PROBLEMS

David A. Sklansky

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PREFACE

Evidence law is steeped in the drama of trials. It is critically important for any lawyer who might ever step foot in a courtroom. And it is just plain fascinating. For all these reasons, I love teaching the subject, and most students seem to enjoy learning it.

But students also tend to find evidence law difficult. The rules of evidence are notoriously complicated and confusing. Much of evidence law makes sense only against the backdrop of Anglo-American trial procedure, with which law students typically have only limited familiarity. And students—like lawyers and judges—often are puzzled by the very nature of evidence law: Is it statutory, judge-made, or a matter of applied logic?

I have tried in this book to capitalize on the inherent attractions of evidence law and to minimize its difficulty. Because actual cases are more interesting and more memorable than made-up problems, the book has more cases than problems. The cases have been selected to illustrate the central concepts and controversies of evidence law, not to provide encyclopedic coverage of the subject, and they have been edited tightly. Problems have been used selectively, sometimes to allow students to test their understanding of particularly confusing rules, and sometimes to highlight and to spark reflection about ambiguities in the rules. Many of the problems are themselves drawn from real cases. Because the Federal Rules of Evidence provide a convenient and now pervasive framework for thinking about evidence law, the structure of the book tracks, wherever possible, the structure of the federal rules. The major exceptions to the ban on hearsay, for example, are addressed in the same order here as in the Federal Rules of Evidence. Because the legislative history of the federal rules, particularly the Advisory Committee's Notes, have proved so highly influential, the cases are accompanied by edited excerpts from the Advisory Committee Notes and, where relevant, congressional reports and floor debates. Because academic commentary has played such a large role in the development of evidence law—and because much of that commentary is so interesting—I have added excerpts from the writings of a wide range of scholars. Wigmore and Morgan are here, but so are Mirjan Damaška and Jennifer Mnookin. These excerpts, too, have been edited tightly, in part to allow room for multiple perspectives.

The first chapter of this book gives students the basic background information they need about the nature and sources of evidence law and the conventions of Anglo-American trial practice. I have tried to spell these matters out as explicitly as possible. After the first chapter, though, I have kept my-

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self in the background. This is not a treatise. Nor is it a series of lectures. It is a set of materials designed to illustrate the chief features of evidence law and to facilitate lecture and class discussion. I have proceeded on the assumption that my own students get quite enough of my own views in class, and that other students probably are more interested in their instructors' views than in mine.

The book is designed so that it can be assigned cover-to-cover in a four-unit course. The topics are arranged in the order that I cover them when I teach evidence, but other instructors may choose to vary the sequence. In view of the steadily increasing importance of scientific evidence, probabilistic proof, expert testimony, and demonstrative exhibits, I have included more materials on these topics than evidence casebooks typically contain. I also have included readings on certain other topics traditionally slighted in evidence courses, such as questioning by the judge and by the jury. I have found that students enjoy studying all of these issues, and I think they are sufficiently important to warrant the space I have given them. But instructors who disagree can easily skip those portions of the book or assign readings from them selectively.

My greatest debt by far is recorded in the dedication. But I also owe some other thanks. Paul Bergman, Ken Graham, and John Wiley taught me much of what I know about teaching evidence. My parents, Jack and Gloria Sklansky, taught me much of what I know, period. Several hundred UCLA law students sharpened my understanding of evidence law and made teaching the subject a joy. Several students gave countless hours of their time to help me improve this book and its supporting materials: Carolyn Hoff, '97; Christina Johnson, '03; Hien Nguyn, '03; Meghan Habersack, '04; Robert Horton, '04; and Jonathan Phillips, '04. My editors at Aspen-Lynn Churchill, Anne Brunell, Barbara Roth, and the incomparable Carol McGeehan-were a dream to work with. Steven Clymer, Daniel Richman, and several anonymous reviewers criticized earlier drafts of the book perceptively and constructively. Dr. Michael Beach graciously helped me with the "probability primer" in Chapter 9. As always, the librarians and staff of the Hugh & Hazel Darling Law Library provided superb research assistance, and Tal Grietzer gave me splendid secretarial support. My colleagues have made UCIA a wonderful place to teach and to write about law. And Joseph Edward Lambe Sklansky kept his parents smiling throughout the work on this book.

David A. Sklansky

February 2003

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