#### GEORGE KOROBKIN

# K A Common Law Approach to Contracts

Second Edition



# A Common Law Approach to Contracts

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To Chris and Elliot
—TEG

To Sarah and Jessica
—RK

### Preface



The purpose of this book is—in conjunction with the guidance provided by your Contracts professor—to teach you the method of legal reasoning. The law of contracts provides the raw material for this endeavor.

This is, of course, the classic goal of the document known as a law school "casebook," but we think that this goal has too often become obscured over the course of the last generation. Contracts textbooks, like those in many other fields, have tended to evolve and expand into longer and more sophisticated discourses on contract law and related theory, inching closer and closer to the model of the "hornbook" that provides a detailed and comprehensive description of the law and further away from the casebook model.

Many of these are impressive works of scholarship, but we believe that what contracts textbooks have become is not the tool best suited for a contracts course as it is usually taught in the modern American law school. As a first-year course now often taught in one semester, Contracts must help you learn to read judicial opinions, distinguish material from immaterial facts, and apply holdings from one case to others that bear substantial similarities but also notable differences. At root, this means that first and foremost, Contracts is a course in analogical reasoning, the fundamental skill of lawyering. Learning the details of contract law, per se, is a worthy objective—and you will learn a great deal of law in the course—but this is clearly the secondary objective.

It is our view, embodied in this casebook, that many prominent features of contemporary casebooks do not advance the goal of teaching the lawyerly skill of analogical reasoning and can often hinder the pursuit of that goal. Many Contracts texts include excerpts of law journal articles that provide normative theories of law. These can be illuminating for more advanced scholars, but they are rarely helpful to first-year law students, who are focused on understanding and applying precedent rather than critiquing it. To the extent that scholarly articles are more doctrinal in nature and carefully distinguish between case precedents, they sometimes model analogical reasoning, but we believe this is something that the classroom instructor can do, using these materials, in a way that makes a stronger impression.

Nearly all Contracts texts include extended note material that often follows primary cases and describes holdings of various courts on related issues. This type of material can give students the false impression that the law always—or even just usually—provides a clear, determinate answer to the question of what is the proper resolution of any dispute that arises. Such material only fuels the sometimes frantic quest of the new law student to learn the "rule" or the "black letter law," as if identifying and memorizing said "law" is sufficient to make him or her a competent lawyer. As you will learn in this course, the critical skill to master as a first-year law student is how to apply rules of law to new and unfamiliar fact patters.

Textual passage that provide string cites of relevant judicial opinions or that pose a long series of hypothetical questions—yet another standard feature of Contracts textbooks—are not necessarily harmful to your goal of learning the fundamental method of legal reasoning, but they are usually distracting and, at best, wasted space. Professors lack the time to discuss more than a small fraction (if any) of these tidbits in class, and students balancing a series of challenging courses lack the time to chase down and read all the cited opinions or to carefully think through all of the rapid-fire hypotheticals. As a result, you would quickly learn to largely ignore these materials.

You will quickly notice that this book contains none of these items. Each section is limited to three types of materials, which best promote the teaching and learning of the method of legal reasoning. Each section begins with a brief narrative that states a basic, fundamental proposition of contract law and provides some guidance as to the second order doctrinal issues that the fundamental proposition raises. This is followed by a set of edited judicial opinions, from which you, with guidance from your instructor, should tease out ways in which judges have dealt with these issues. In some situations, cases that deal with just slightly different issues are juxtaposed to illustrate the fault lines of contract doctrine. In others, cases that (arguably) deal with the same issue but reach different outcomes are juxtaposed to illustrate the conflict. Finally, each section concludes with a small number of discussion problems. These are designed to include enough factual detail that you can analyze them from the perspective of the opposing parties and the judge while, at the same time, being brief enough that you can carefully think through the problems in light of the preceding judicial opinions when preparing for class. These problems simulate (albeit in somewhat briefer form) the type of fact patterns that you will be expected to analyze during your final exam, and the opportunity to discuss and debate these in class will give you practice making exactly the form of argument your professor will expect you to make on the final exam. All of the problems present summarized facts from real cases, which allows your professor the opportunity, if he or she feels it is appropriate, to reveal how courts actually resolved the disputes in question following class debate.

In addition to believing that most contemporary contracts casebooks include too much of the wrong type of material for first-year law students, we also believe that most casebooks include too much material, period, given the ever-shortening number of contact hours allowed for the course. Most Contracts casebooks attempt to teach many provisions of Article 2 of the Uniform Commercial Code (which applies specifically to contracts for the sale of goods) in addition to the fundamental rules and principles of the common law of contracts. This book contains a few brief interactions with the UCC—just enough, we believe, to teach students its scope and illustrate a few points of contrast between the UCC and common law principles. Some also attempt to incorporate study of international sales law as exemplified by the Convention on International Sale of Goods. More recently, some casebooks have begun to emphasize the skill of contract drafting. We have omitted these peripheral topics.

There is no question that these are all topics that a commercial lawyer should know, but we believe that attempting to teach these subjects in first-year contracts course distracts from building the fundamental skills that all lawyers need to learn regardless of their practice area. We believe—as does your professor, as evidenced by the fact that he or she has chosen from many alternatives to assign this book—that it is better for law students to study these topics in advanced courses rather than shoe-horning them into the basic contracts course and diluting the training in analogical reasoning that should be the primary pedagogical goal.

The Second Edition remains lean, like the First Edition, but in response to requests by our adopters, we have added a chapter on the rules related to third-party beneficiaries and assignees. "Contract Rights of Non-Parties" makes its debut as Chapter 7 (pushing "Alternative Bases for Liability: Non-Contract Claims" to Chapter 8). Instructors who wish to introduce this subject now have the ability to do so. In response to feedback from students, we have slightly expanded some of the narrative materials that introduce and provide guidance to the study of various topics.

Tracey E. George Russell Korobkin

June 2016



Although we like to think we bring some unique insights to the material that follows and the accompanying teacher's manual, our views about the substance of contract law and how to best teach it are highly derivative of those who have both taught and assisted us over the years.

We owe a particular debt to Charles Calleros, Barbara Fried, Bob Gordon, Bill Henning, and Dick Speidel, who taught us contracts as students at Stanford Law School and/or shared their teaching notes and insights with us when we first started teaching the subject ourselves in the 1990s. We have studied from or taught out of "Cases and Materials on Contracts" (now by Allen Farnsworth, Carol Sanger, Neal Cohen, Richard Brooks, and Larry Garvin) and "Studies in Contract Law" (now by Ian Ayres and Gregory Klass).

We have learned a great deal from colleagues who have used and/or reviewed the book. We are especially grateful to Rebecca Haw Allensworth, Michael Bressman, and John Halley at Vanderbilt and Alex Stremitzer at UCLA for their valuable insights and wise counsel (and great patience). With apologies to anyone whom we may be forgetting, we also thank Ron Brown, Deborah Curtis, Bob Danforth, Robin Effron, Jonathan Fine, Jeffrey Harrison, Frederick Jonassen, Mark Matthews, Ron Micon, Nell Jessup Newton, Daniel P. O'Gorman, Katherine Pearson, David Pimentel, Larry Pittman, Veronica Root, Lawrence Solan, and Urska Velikonia.

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Sarah and Jessica, Chris and Elliot, provided support and inspiration, and helped us to keep the whole thing in perspective.



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