BARNETT

CONTRACTS

Cases and Doctrine



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Randy E. Barnett

Professor of Law Boston University Law School



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Fessenden Professor of Law Harvard University To my wife, Beth, for making this book possible, and my children, Laura and Gary, for making it necessary.

PREFACE

In the beginning there was the textbook. It consisted of explanatory text. Students studied contracts largely on their own using treatises such as those by Blackstone and Kent, or summaries of these treatises written by learned practitioners. Next came the casebook. It consisted of cases. Casebooks were developed for teaching contracts in the university classroom setting using the "case method." Then came the multivolume modern specialized treatises, the Restatements, the Realist Revolution, the Uniform Commercial Code, and, most recently, an explosion of legal scholarship with an increasing emphasis on legal theory.

As contracts casebook authors struggled to cope with each of these developments, contracts casebooks were transformed into an amalgam of highly edited cases and "squibs," fragments of law review articles, excerpts from the Uniform Commercial Code and the Restatement — and, of course, the ubiquitous "note material." The idea was to integrate the diverse sources of contract law in a single tightly edited volume. However, this evolution from casebook to integrated snippets of material has resulted in several undesirable consequences.

First, contracts teaching materials are now predigested. Practicing lawyers and legal scholars must scan whole cases, whole articles, and whole statutes to glean the information relevant to their problem. Unfortunately, to get everything into a single volume, cases, articles, and other materials are so heavily edited that students are not required to sift through the materials themselves. The scanning has already been done for them by the casebook author. Rather than gleaning the message of a case or article, the challenge posed to students and professors by today's casebooks is to decipher the casebook *author*'s message hidden in the structure of the materials.

Further, because highly edited casebooks inevitably take on a heavy dose of their authors' views of contracts, novice professors are forced either to learn and accept the authors' viewpoint or to swim heroically against the tide. Experienced professors with independent minds are less likely to engage in fighting the casebook and are more likely to supplement it with their own materials, perhaps eventually abandoning the casebook altogether. While it is inevitable that the au-

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thor's views will be reflected in any casebook, the more heavily edited and integrated a casebook is, the more difficult it becomes for teachers to project to students their own views of contract.

Finally, to make room for more cases about complex commercial transactions, contracts casebooks have increasingly abandoned the classic cases that contracts professors still debate to this day. Complicated commercial fact patterns make contracts seem remote from the life experience of average first-year law students, who are required to take the course, but who may or may not be interested in pursuing careers practicing commercial law. As a result, contracts professors are at a competitive disadvantage with their colleagues who teach seemingly more engaging first-year subjects such as criminal law or torts.

This book charts a different course. It contains far fewer cases that are more lightly edited than has become the norm. In addition to commercial transactions, I have favored a mix of classic and very recent cases involving provocative controversies, memorable fact patterns, and public figures. These are cases that lend themselves to discussing both basic contract doctrine and the broad philosophical, economic, and political implications of adhering to these legal rules and principles.

In place of vexatious note material, students will find "Study Guides" before most cases and, after each topic, "Reference" citations to the most popular and respected contracts treatises. In this way, students receive useful questions and suggestions *before* they read a case and ready access to more comprehensive and authoritative explanations of the material than is possible in a casebook. Each section also includes relevant provisions of the Uniform Commercial Code and the Restatement (Second) of Contracts.

Although this appears to be a standard-length casebook, the appearance is deceptive. Substantial space is devoted to liberal excerpts from the fascinating scholarship that has been written about the historical development of contract law and the facts behind many of the most famous contracts cases. These and other "background read-

^{1.} For example, surrogacy agreements, failed vasectomies, involuntary servitude, palimony claims, sexual harassment, reporters' promises of confidentiality, and children's rights.

^{2.} For example, Chevy Corvettes, Carbolic Smokeballs, custom stereos, oil embargoes, cancelled coronations, football players, opera singers, college catalogues, employment manuals, computer software, and pregnant cows.

^{3.} For example, Shirley Maclaine, Robert Reed, Brooke Shields, Jack Dempsey, Lee Marvin, Lillian Russell, and Elvis.

^{4.} References are provided to E. Allan Farnsworth, Contracts (2d ed. 1990), John D. Calamari & Joseph M. Perillo, Contracts (3d ed. 1987); John E. Murray, Murray on Contracts (3d. ed. 1990).

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ings" — such as those concerning the ethical behavior of the lawyers in the case — can be assigned to enrich the student's understanding of the cases and to stimulate a deeper classroom discussion than cases and statutes alone. They also illustrate that opinions of appellate courts are often surprisingly incomplete and that one's sympathies for the parties may shift upon learning more about the facts.

Nonetheless, because the background material included here is easier for students to read and takes far less class time to cover than a comparable volume of cases, this book can more readily be adapted to shorter courses or, in longer courses, supplemented by other materials. For example, those who wish to teach contract theory by means of excerpts from legal scholarship may also assign the anthology Perspectives on Contract Law.⁵ While presenting a greater diversity of longer excerpts than is possible in a casebook, its coverage and structure are designed to meld harmoniously with that of this book.

In contrast to the complex and idiosyncratic organization of some other casebooks, a great effort was made to adhere to a comprehensible and intuitive five-part structure reflecting the cause of action for breach of contract: Enforcement, Mutual Assent, Enforceability, Performance and Breach, and Defenses. While I explain in the introduction to Chapter 2 why I decided to begin the book with enforcement or remedies, the open structure permits professors to easily reorder these topics however they prefer. And those who wish to assign fewer pages to their students will find it relatively easy to tailor the text to their needs and interests. Both parts and chapters tend to begin with introductory material and end with refinements to the basics. Simply omitting these pages and all background material reduces the length of the text to approximately 620 pages — without omitting any of the basic doctrine. One would then be left with a pure old-fashioned casebook, albeit with Study Guides, References, and relevant U.C.C. and Restatement sections.

Randy E. Barnett

January 1995

^{5.} Randy E. Barnett, Perspectives on Contract Law (1995).

^{6.} This figure assumes the omission of Chapters 1, 2C, 3C, 7, 8, 9A, 10, 11D, 12B, 13A, 14, and 16C and all background material. (But what a pity that would be!)

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SPECIAL NOTE TO THE READER

Original footnote numbers from case decisions, law review articles, and other quoted material have been changed and integrated into the footnote numbering scheme for each chapter. Footnotes by the author within quoted material are distinguished from original footnotes by the abbreviation "Ed." and/or enclosure within brackets. Some original footnotes have been omitted without indication.

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