

**CONTRACT LAW**  
**SYLLABUS AND COURSE OUTLINE**  
**VERSION 1.1**  
**(UPDATED AUG. 8, 2017)**  
  
**2017-18**  
  
**PROFESSOR LIPSHAW**

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## **ANNOYING AND PROCEDURAL PREFACE TO THE PREFACE**

Welcome to one of the really annoying aspects of being a lawyer. Arbitrary procedural details matter. Here is an example. If you become a litigator, you will discover that each court has its set of annoying procedural rules, like limits on the number of pages in a brief, or the width of the margins, or the size of the type. If you miss the picky little details and happen to be filing a complaint at 5:00 p.m. on the last day before the statute of limitations runs, and the clerk rejects your filing because it fails to comply with the picky little details, you are in, as we say technically, deep doo-doo. That is when you might hear the phrase “notify your malpractice carrier.”

To drive the point home in a moderately fun way, the first of the multiple-choice quizzes you will take online this semester is about the picky little details in this syllabus. Don't worry, like all of my exams and quizzes, it is open book, and the only restriction is that you are obliged under the Honor Code to do it yourself. You will find further details, including the due date, under Quizzes on Blackboard.

## COURSE OBJECTIVES AND LEARNING OUTCOMES

I have decided to do away with the traditional and very expensive casebook in this course. Rest assured, however, that you will not miss anything that matters.

The purpose of this document is to provide you with the precise structure of the course. Our classes will follow the topics that you see here. Consider this your bible for purposes of this course.

The most important thing to understand, from my standpoint, is how different this is from what you did as an undergraduate.

Your job is NOT to learn a mass of material and then regurgitate it back to me on the exam, as though you were writing a report on contract law. I will repeat this over and over again, but the substance of what you are learning here, the body of rules that make up “contract law” is only secondary to the main goal. In fact, we could make this a twelve-hour course and just maybe we’d get to everything that’s in the Blum text. What I’ve done is to pick out the most important things (in my view) with the understanding that you have your bar review and then an entire career to fill in the details as you need them.

Yes, you need to know what many of the rules are (but you don’t need to memorize them because everything here is always “open book” as in real life). But what you will be tested on is how you employ the rules to solve hypothetical problems, as though a client were walking into your office and presenting a tale of woe to you.

Perhaps the most profound piece of learning is at §4.2.2 of the Blum book, which says the following:

Upon learning the rules of offer and acceptance, an inexperienced student may be tempted to waste time and effort in trying to unravel the sequence of offer and acceptance in every case or problem. However, not every contract dispute raises formation issues, because the parties may not be in disagreement over the facts of formation.

At this point, “the rules of offer and acceptance” are likely a mystery to you, but the point Professor Blum makes is critical to every topic you learn in this course, whether the subject is contract formation, the frustrating concept of “consideration,” the Statute of Frauds, the parol evidence rule, or the many, many other things you will learn by the end of the year. The rules are only meaningful in the context of the problem you are trying to solve.

You will hear all sorts of metaphors from me over the course of the year, and I keep making up new ones. The last time I taught Contracts (two years ago), it was the idea that you, as a lawyer, are a painter. The body of rules of law is your palette, and the rules are your paints. What you want to do with the rules is to paint a legal picture of the

situation that is favorable to your client. If the situation calls for mauve, don't use black. It may be that using yellow is a clever way to get a result that even the professor didn't think of. Blue may be a possibility, but after you take a look at it, it turns out it doesn't work. But it was worth considering.

What usually isn't helpful is an exegesis on the nature of paint, or the theoretical relationship of mauve to yellow.

Here's another metaphor (and I apologize for the baseball analogy). If you are trying to get on base, you use a bat. If you are trying to catch a ball, you use a glove. If I ask you to explain how to catch, giving me a long exegesis on bats isn't going to help much. The same applies when you do your legal analysis. If the problem presented doesn't involve the rules, then there's no need to invoke them.

Or here's another one. Suppose you went to the doctor with a problem of bursitis in your knee, and wanted a treatment plan. You'd probably scratch your head if the first thing you read in the doctor's report was the definition of a knee. But that's often how "inexperienced students" approach the legal analysis that they have to do on exams. I don't know how many answers I've read where the first sentence defines a contract, even though the definition of contract has nothing to do with solving the problem. There could be a problem in which the definition of a contract in §1 of the Restatement (Second) of Contracts is relevant to the solution, but it's not a given, even in your Contracts class!

This is the most critical aspect of judgment you can learn in this class. Some categories of rules will obviously apply in the context of the problem, and some obviously won't. Some may fall in a kind of gray area where it makes sense to consider the rule, even though ultimately it won't help solve the problem.

There is no quick and easy answer for making that call; it's the kind of professional intuition you will develop by practicing giving advice over and over and over again in your classes and during your career.

The other aspect of good judgment is believing that I have no intention of testing you on material that, for example, shows up in Blum, the Restatement, or cases we read that I don't focus on in class. Trust me when I tell you that I can adequately test your abilities to do what I've just outline without sneaking in tricks like expecting you to study things I haven't talked about.

**You can find examples of my tests on Blackboard. The essay questions are always complex stories in which multiple parties are doing a transaction or in conflict over one. You have to act as the lawyer and, in a short amount of time, figure out what legal problems (i.e. issues) are embedded in the story, and then act as a lawyer (or sometimes, but rarely, as a judge) to figure what set of rules might solve the problem, or what you can explain the other side is going to do in the same manner, and try to anticipate or respond to it.**

**As I tell first year students every year, you can write your exam answers without ever specifically referring to a case name and get an A, and you can also recite chapter and verse of the material and get a C-. Because the game is all about solving problems put before you, not about memorizing and spitting it back.**

### **CONTACT INFORMATION**

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Cell Phone: 317-694-4976  
Email: jlipshaw@suffolk.edu

### **COURSE INFORMATION**

Fall: Wednesdays from 8:00 – 9:50 p.m.

Spring: Mondays from 6:00 – 6:55 p.m.  
Wednesdays from 6:00 – 7:50 p.m.

Location: Sargent Hall, Room 335

### **OFFICE HOURS**

Unfortunately for the fall semester, there is no good time for regularly scheduled office hours that is convenient for you and me. I teach on Mondays and Wednesdays until 6:00 p.m., and you start your classes at 6:00 p.m. I've set aside the hour after class on Wednesdays, but I recognize that is going to be very late. So I will be there if you book a time on SignupGenius.com (through Blackboard).

Spring office hours TBD.

### **CLASS MANAGEMENT SYSTEM**

I use Blackboard, which you reach through Campus Cruiser, and on which you are automatically registered. All of my non-oral communication, including e-mails, syllabus updates, unit outlines, supplemental materials, etc., with you occurs via Blackboard. (Of course, if you are reading this, then you may have already found your way to Blackboard.)

### **COURSE MATERIALS**

I am experimenting this year with a new method designed to teach you everything you would have learned had you spent close to \$200 on a casebook without making you spend \$200 on a casebook. Our learning tools will be the following:

**Syllabus and Course Outline.** This is the thing you are reading now. It will provide the entire structure of the course – where we are and what we are studying. Among other things, it substitutes for the table of contents in a casebook.

**Text.** Even if I assigned a casebook, many of you would still go out and buy a commercial text or supplement. I'm going to make life simpler by using one of the best of them – Blum, *Examples and Explanations: Contracts*, 6<sup>th</sup> edition – as our textbook. Remember, however, what I said before. Law school is NOT about regurgitating what you learned in a textbook. Which is one of the reasons I don't think it's that important which one we use.

Nevertheless, I have discovered that some students want the security of a casebook. I originally used the prior edition to Bishop & Barnhizer, *Contracts* 2d ed. (West Academic). You will find many of the cases we read there in edited form. I don't think you need to buy it, but the bookstore will stock some copies, and it is available on reserve in the library.

**Cases.** I have edited all of the cases as though I were a casebook author, and posted them under Course Materials by unit on Blackboard. You get the benefit of a law professor editing the cases to make them easier to read, without having to pay the price of a casebook for the privilege.

**Restatement and UCC.** Bishop & Barnhizer, *Selected Rules for Contracts*, 2d (Thomson West, 2015). The bulk of this volume consists of the two Restatements of Contracts and Article 2 of the Uniform Commercial Code. All of that is available on Westlaw or LexisNexis, so I do not require that you buy it, but it will make your life easier if you do.

**Graphics.** These are Power Point documents prepared by me, also available under Course Materials by unit on Blackboard before, during, and after we use them in class.

**Technology.** I pose multiple choice questions at the end of each unit using a technology called Turning Point. The exercise gives you ungraded but instant feedback because you see the distribution of answers from the entire class. Participation is up to you, but to participate you must have a ResponseWare license or a “clicker.”

## FIRST ASSIGNMENTS

You should read the three cases and course materials for Unit 1. It will take us several class sessions to finish Unit 1 so it is not critical that you have all three cases read before the first class. In addition, there is open book online quiz which is based on this syllabus and the course outline.



## ABOUT ME

I'm a little unusual in that I am a full-time faculty member but I practiced law a lot longer than most people who end up becoming law professors. I graduated from the University of Michigan with a bachelor's degree in 1975, and from the Stanford Law School in 1979. I began my career as a business, securities, and antitrust litigator with the large Detroit firm of Dykema Gossett, where I became a partner in 1987. In 1989, I moved from litigation to transactional work within the firm, and did corporate and mergers and acquisitions work.

In 1992, I moved in-house and became the Vice President and General Counsel of AlliedSignal Automotive, a very large automotive parts supplier. (AlliedSignal has since become Honeywell.) I returned to Dykema in 1998, after we had sold off much of the business. In 1999, I became the Senior Vice President, General Counsel and Secretary of Great Lakes Chemical Corporation, a Fortune 850 company whose stock traded on the New York Stock Exchange. In 2005, another company acquired Great Lakes Chemical, and I left the corporate world for academia.

I was a visiting law professor at Wake Forest in 2005, teaching contracts and sales, and at Tulane in 2006-07, teaching sales, secured transactions, and business associations. This is my eighth year at Suffolk. It is the sixth time I have taught Contracts. I have taught or am teaching five different upper level courses, Corporations, our course on unincorporated business entities (LLCs, partnerships, and limited partnerships), Securities Regulation, and a small highly participatory course called "Entrepreneurship, Venture Capital, and the Law. I have written extensively on the subject of promises and contracts, particularly in the business setting.

For more information about me, see <http://www.professorlipshaw.com>.

## MY APPROACH

### *A. Socratic Method*

You may have heard about the Socratic method – in my class, the closest we will get to it is a high level of participatory interaction. Please don't worry. I do not believe in hiding the ball or in making you feel bad. You will learn quickly that I am a smart-aleck from way back, and like banter. But this is *professional* training, in which you are learning how to process information and exercise professional judgment in anticipation of when, several years from now, clients ask you: "what should I do?" There are rarely any simple rules. If things are confusing, it ought to be because the material itself is confusing, not because I'm trying to trick you.

### *B. Participation and Attendance*

Part of the socialization process in law school is getting called on in class. I do it, but I'm not a maniac about it. I will assign "on call" panels, i.e. a group of students upon

whom I may call to discuss the materials on given days. I don't reward or punish students in connection with participation. You are paying a lot of money for this education; you can decide whether you want to get out of it. I should also note that my enthusiasm (if it ever existed) for cold calling tends to peter out over the course of the year.

I also don't care where you sit, but I do like to know your names, and so I like the custom of your having name cards in front of you, at least until later in the year when I know some or all of your names. I'm getting old and my brain cells aren't what they used to be, so forgive me if I see you in the hall and don't remember your name. I do tend to remember names of students who participate actively, and I think that makes it more pleasant for both of us.

The Law School's student attendance policy is set forth in Section II.B of the Rules and Regulations, which can be found at the following URL: <http://www.suffolk.edu/law/student-life/rulesandregs.php#rule2B>.

## GRADING AND ASSESSMENT

**Exams.** Each semester will conclude with the usual proctored final examination, which will be open book as provided in Suffolk's student handbook (that is, I place no restrictions on what you can bring into the exam room and the only restrictions are those that the school requires, mainly relating to electronics). The exams in both semesters are three hours long, with 180 points (which you can use to allocate your time). The final exams are all entirely essay questions in the typical law school "issue-spotting" mode. We will discuss this along the way.

**The final exam will count for two-thirds (2/3) of your grade for the semester.**

Here is a bit of advice. I have a reputation for giving very long and difficult exams. On the other hand, I am never quite sure how hard the exam is, so I let the students' results set the curve, and I follow the school's guidelines on grade distributions. The best predictor, in my experience, of doing well, is reading the material, attending class, and being active in the discussions.

**Quizzes.** One-third of your grade will be based on a series of quizzes to be administered online through Blackboard over the course of the semester. There will be the first one about the syllabus, one at the end of each unit, and a "final" quiz you will need to complete on your own before the final exam. Of the eight "unit" quizzes in the first semester, I will drop the one with the lowest score.

## TEACHING ASSISTANT

Our teaching assistant will be Clare Prober, who took Contracts from me last year and who is and was a stellar student. My expectation is that Clare will be available to

answer questions, hold office hours, participate in the administration of the practice exam, and other things to aid you. She won't do any of the actual grading. That is, for better or worse, entirely my responsibility.

### **OTHER RESOURCES**

The Calamari & Perillo hornbook is also good resource, and not a bad thing to own as a professional resource.

### **ACCOMMODATIONS**

If you anticipate issues related to the format or requirements of this course due to the impact of a disability, it is important that you contact the Law School's Dean of Student Office for further information and assistance, including information on disability-related accommodations. We can then plan how best to coordinate any accommodations.

### **MENTAL HEALTH, STRESS, AND SUBSTANCE ABUSE**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, lack of motivation, or feeling ill. These concerns or other stressful events may lead to diminished academic performance or may reduce your ability to participate in daily activities. Suffolk University services are available to assist you in addressing these and other concerns you may be experiencing. You can learn more about the broad range of medical services and confidential mental health services available on campus at the following websites:

**[Counseling Center](http://www.suffolk.edu/offices/989.html)** -- <http://www.suffolk.edu/offices/989.html>

**[Office of Health and Wellness Services](http://www.suffolk.edu/offices/932.html)** -- <http://www.suffolk.edu/offices/932.html>

Law Students may also wish to access the services of Lawyers Concerned for Lawyers – [www.lclma.org](http://www.lclma.org)

In addition, the Law School Dean of Students Office is available to discuss resources and possible approaches to address the academic/enrollment impact of the above issues. (The Law Dean of Students Office is on the 4<sup>th</sup> floor, within the Dean's Suite – [LawDeanOfStudents@suffolk.edu](mailto:LawDeanOfStudents@suffolk.edu)),

## **COURSE ORGANIZATION**

### **FALL SEMESTER (2 CREDIT HOURS\*)**

#### **PART I – ISSUES IN THE ENFORCEABILITY OF PROMISES, AGREEMENTS, AND UNDERSTANDINGS**

- Unit 1: Introduction to the Practice of Contract Law**
- Unit 2: The Basic Elements of Enforceability – Promise and Consideration**
- Unit 3: Hard Cases in Enforceability – Is the Transaction More Like a Bargain or a Gratitude?**
- Unit 4: Enforceability Without Bargains: Promissory Estoppel**
- Unit 5: Enforceability Without Any Promises: “Quasi-Contract”**

#### **PART II – ISSUES IN THE FORMATION OF CONTRACTS**

- Unit 6: The Classical Model of Contract Formation – Offer, Acceptance, Termination of Acceptance, and Counter-Offer**
- Unit 7: Beyond the Classical Model of Formation – Pre-acceptance Reliance in Unilateral Contracts**
- Unit 8: Beyond the Classical Model of Formation – Pre-acceptance Reliance in Bilateral Contracts**

### **SPRING SEMESTER (3 CREDIT HOURS\*)**

#### **PART III – ISSUES IN DETERMINING THE SCOPE OF CONTRACT OBLIGATIONS**

- Unit 9: Parol Evidence Rule**
- Unit 10: Interpreting the Terms of a Contract**
- Unit 11: Implied Contract Terms Under the Common Law**

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\* I am required by the school administration to advise you that a “credit hour” is an amount of work that reasonably approximates not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.

**Unit 12: Implied Contract Terms Under the Uniform Commercial Code**

**Unit 13: The Implied Obligation of Good Faith**

**PART IV –DEFENSES TO ENFORCEMENT**

**Unit 14: Unconscionability**

**Unit 15: The Statute of Frauds**

**Unit 16: Void and Voidable Contracts, Power of Avoidance, and Examples**

**Unit 17: Mistake**

**Unit 18: Impossibility, Impracticability, and Frustration**

**PART V – ISSUES IN PERFORMANCE AND BREACH OF THE CONTRACT**

**Unit 19: Conditions, Breach, and Anticipatory Repudiation**

**Unit 20: Common Law Remedies**

## FALL SEMESTER

### UNIT 1 - INTRODUCTION TO THE PRACTICE OF CONTRACT LAW

- I. Getting Acquainted
- II. Practicing (Contract) Law – the Lawyerly Art of Applying Competing Rules Competitively
  - A. A Little Background on What Contract Law Is
  - B. The Venn Diagram Approach to Competing Rules
  - C. Bargains vs. Gifts – The “Going Out to Dinner” Case (A Preview of the Bane of 98% of all First Year Law Students – Consideration)
  - D. Bargains vs. Exploitation – *Batsakis v. Demotsis*
  - E. Applying Rules in the Context of the Dispute – Enforceability versus Formation (Making Sense of R2K §17)
- III. The Objective Theory of Contract
  - A. *Lucy v. Zehmer*
  - B. “Is” and “Should Be” Statements about the Law
  - C. The “Joke” Defense – *Leonard v. Pepsico, Inc.*

#### Reading:

**Blum, Examples and Explanations: Contracts, 6<sup>th</sup> edition (“Blum”).**

Chapter 1 (all sections)

§§ 2.2, 2.3, 2.4, 2.5, 2.6, 2.8

§§ 3.1, 3.2, 3.3\*

§§ 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.6

§§ 7.7.1, 7.7.2 (in connection with *Batsakis* – you will be reading much of

Chapter 7 in the next unit anyway)

#### Cases

*Batsakis v. Demotsis*

*Lucy v. Zehmer*

*Leonard v. Pepsico, Inc.*

#### Restatement

Restatement (Second) of Contracts (“R2K”) §§1, 3, 17, 71 (including comment c), 79, 208

\* I disagree with Blum’s description of the role of inductive reasoning.

## UNIT 2 - THE BASIC ELEMENTS OF ENFORCEABILITY – PROMISE AND CONSIDERATION

- I. Existence of a Promise
  - A. The Fundamental Lawyering Skill: Breaking a Case Down into Legal Theories and Elements
    - 1. What Makes a Legal Claim?
    - 2. The Procedure for Resolving Legal and Factual Claims
  - B. Elements of Promise – *King v. Trustees of Boston University*
  - C. The Venn Diagram Approach - Promises versus Opinions, Predictions, and Other Things That Aren't Promises
- II. Bargains versus Non-Bargains – Consideration
  - A. A Brief History of the Development of the Theory of Consideration – *Hamer v. Sidway*
  - B. Bargained-For Exchange – *Dougherty v. Salt*
  - C. Cutting to Core of the Confusing Crap about Consideration – the Venn Diagram Approach to “Bargain” versus “Not-A-Bargain” (herein of avoiding the search for the Platonic ideal of consideration)

### Reading:

#### Blum

§§7.1, 7.2, 7.3, 7.4

#### Cases

*King v. Trustees of Boston University*

*Hamer v. Sidway*

*Dougherty v. Salt*

#### Restatement

R2K §§ 2, 71, 72

**UNIT 3 - HARD CASES IN ENFORCEABILITY – IS THE TRANSACTION  
MORE LIKE A BARGAIN OR A GRATUITY?**

- I. Recapping the Bidding
  - A. Consideration as Bargain
  - B. The Law's (Somewhat) Laissez-Faire Attitude Toward Fair Bargain
  - C. The Frame of Reference Problem – Coherence or Justice?
- II. Examples (Not Exclusive) of Hard Cases
  - A. Past Consideration – *Hayes v. Plantations Steel*
  - B. Conditional Promises – *Kirksey v. Kirksey*
  - C. Illusory Bargains – *Harris v. Blockbuster, Inc.*

**Reading:**

**Blum**

§§ 7.3.4, 7.3.5, 7.8, 7.9.1 (the *Wood* case discussed in 7.9.2, if you happen to read ahead, is something we will cover in the spring semester).

**Cases**

*Hayes v. Plantations Steel*  
*Kirksey v. Kirksey*  
*Harris v. Blockbuster, Inc.*



## UNIT 4 - ENFORCEABILITY WITHOUT BARGAINS: PROMISSORY ESTOPPEL

- I. Promissory Estoppel – Making Gratuities Binding
  - A. Non-Commercial: *Ricketts*
  - B. Charitable Subscriptions: *Allegheny*
  - C. What’s Going On: Reliance as an Alternative Framing Concept to Bargain
- II. Competing Frames: Promissory Estoppel in a Market Setting
  - A. Employment Promises: *Barker*
  - B. Reporter-Source Promises: *Cohen*
  - C. What’s Going On: The Clash of Competing Frames in Hard Cases

### Reading:

#### Blum

§§ 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10

#### Cases

*Ricketts v. Scothorn*

*Allegheny College v. Nat'l Chautauqua County Bank*

*Barker v. CTC Sales Corp.*

*Cohen v. Cowles Media Co.*

#### Restatement

Restatement §90

## UNIT 5 - ENFORCEABILITY WITHOUT ANY PROMISES: “QUASI-CONTRACT”

- I. Introduction to Restitution as Cause of Action – Obligation without Promise
  - A. The terminology morass (cause of action as distinguished from remedy)
  - B. Prototypes: unjust enrichment, intermeddling, Good Samaritans, self-promoters
  - C. A case: *Bloomgarden*
  - D. Pure restitution (obligation without promise) vs. promissory (“moral obligation”) restitution

### Reading:

#### Blum

§§9.2, 9.4, 9.5, 9.7.1, 9.7.2

#### Cases

*Bloomgarden v. Coyer*

#### Restatement

R2K §86

## UNIT 6 - THE CLASSICAL MODEL OF CONTRACT FORMATION – OFFER, ACCEPTANCE, TERMINATION OF ACCEPTANCE, AND COUNTER-OFFER

- I. Transition from the Consideration Models to the Mutual Assent Models
  - A. Recap of the “bargain-gift” Venn diagram
  - B. The “bargain-no bargain” Venn diagram
- II. Overview of Classical Offer and Acceptance – The “Popping the Question” Metaphor of Objective Mutual Assent
- III. Issues in the Classical Model
  - A. Offers as promises – *Owen v. Tunison*
  - B. Power of acceptance
    - 1. Creation of the power
    - 2. Offeror as “master of the offer”
  - C. Termination of the power of acceptance
    - 1. Silence: acceptance or termination? *Day v. Caton*
    - 2. Offeror revocation/Mailbox rule – *Dickinson v. Dodds*
    - 3. Rejection or counter-offer

### Reading:

#### Blum

§§ 4.2 (4.2.2 is really, really important), 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.13.1, 4.13.2, 4.13.3

#### Cases

*Owen v. Tunison*  
*Day v. Caton*  
*Dickinson v. Dodds*

#### Restatement

§§22-25, 29-36, 38-43, 50-70, 87(1)

**UNIT 7 - BEYOND THE CLASSICAL MODEL OF FORMATION – PRE-ACCEPTANCE RELIANCE IN UNILATERAL CONTRACTS**

- I. Walking Across the Brooklyn Bridge: Sorting out the Unilateral-Bilateral Models of Offer and Acceptance
- II. More Coherence versus Fairness in the Application of After-the-Fact Models
  - A. Coherence (and Symmetry) Over Fairness: *Petterson v. Pattberg*
  - B. Being Fair (Coherently) – The Presumption of a Bilateral Contract: *Davis v. Jacoby*

**Reading:**

**Blum**

§§4.12.1, 4.12.2, 4.12.3, 4.12.4

**Cases**

*Petterson v. Pattberg*  
*Davis v. Jacoby*

**Restatement**

R2K §32, 45

**UNIT 8 - BEYOND THE CLASSICAL MODEL OF FORMATION – PRE-ACCEPTANCE RELIANCE IN BILATERAL CONTRACTS**

- I. Contorts Reviewed
- II. The Paradigm Case: Offeree’s Reliance on a Non-Binding Bilateral Offer
- III. Contorts Reappear: Bargain versus Reliance as the Appropriate Model
  - A. The classical doctrine (“you disappointed me”) prevails: *James Baird*
  - B. Reliance doctrine (“you hurt me”) prevails: *Drennan*

**Reading:**

**Blum**

§ 8.11

**Cases**

*James Baird Co. v. Gimbel Bros., Inc.*  
*Drennan v. Star Paving Co.*

**Restatement**

R2K §25, 87

**SPRING SEMESTER**  
**UNIT 9 - PAROL EVIDENCE RULE**

- I. Overview of “Scope of Agreement” Issues
  - A. Overlap with contract formation
  - B. Topics
    - 1. What else is part of the agreement if we have a written contract?
    - 2. What do the terms of our agreement mean?
    - 3. Are there implied terms in our agreement?
    - 4. Is good faith implied in our agreement?
- II. Parol Evidence Rule (PER)
  - A. Evidence law versus contract law
    - 1. The PER is not an evidence rule.
    - 2. The problem the PER is trying to address
  - B. The classical PER
    - 1. The base rule and the "four corners" integration test – Thompson v. Libby
    - 2. Collateral Agreements: The Distinction Between Final and Complete (Fully Integrated versus Partially Integrated) – Mitchell v. Lith
    - 3. Exclusions from and exceptions to the PER
      - a. Evidence of meaning
      - b. Post-writing agreements
      - c. Condition precedent
      - d. Invalidity
      - e. Equitable remedies
  - C. The “modern” PER - Masterson v. Sine

**Reading:**

**Blum**

§§12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.11, 12.12, 12.13

**Cases**

*Thompson v. Libby*

*Mitchell v. Lath*

*Masterson v. Sine*

**Restatement**

R2K §§209-216

## UNIT 10 - INTERPRETING THE TERMS OF A CONTRACT

- I. Words, Phrases, and Meaning – Before and After the Fact
  - A. The Context of Interpretation
    - 1. “Plain meaning” versus “vagueness” and “ambiguity”
    - 2. Objective, subjective, and inherent meaning
    - 3. Meaning in context
  - B. Community Standards and Private Languages
- II. Legal Rules of Interpretation: Objective and Subjective Meaning (Pacific Gas)
  - A. The Plain Meaning Rule
  - B. Parol Evidence versus Interpretative Evidence
  - C. Subjective and Threshold Approaches
- III. Proving Meaning of Ordinary Words and Phrases After the Fact (Frigaliment)

### Reading:

#### Blum

§§10.1.2, 10.1.3, 10.1.4, 10.5

#### Cases

*PG&E Co. v. G.W. Thomas Drayage & Rigging Co.*  
*Frigaliment Importing Co. v B.N.S. Int'l Sales Corp.*

#### Restatement

R2K §§200-203

## UNIT 11 - IMPLIED CONTRACT TERMS UNDER THE COMMON LAW

- I. The Common Law of Implied Terms
  - A. Interpretation and Parol Evidence versus Implied Terms
  - B. When Are Courts Inclined to Imply Terms?
    - Wood v. Lucy, Lady Duff-Gordon
    - B. Lewis Productions v. Angelou
  - C. Default and Immutable Terms

### Reading:

#### Blum

§§10.1.1, 10.2.1, 10.2.2

#### Cases

*Wood v. Lucy, Lady Duff-Gordon*  
*B. Lewis Productions v. Angelou*



## UNIT 12 - IMPLIED CONTRACT TERMS UNDER THE UNIFORM COMMERCIAL CODE

- I. The UCC as Alternative Model of Contract Law
  - A. Background of the UCC
  - B. Scope of the UCC – “Goods” and “Merchants,”
  - C. UCC Implied Warranties and their Disclaimers
- II. Inclusion of Implied Terms: The “Battle of the Forms”
  - A. Typical Purchase Orders and Acknowledgments
  - B. The Classical “Last Shot” Rule
  - C. The 2-207 Flow Chart – Expression of Acceptance
  - D. Electronic and Shrink Wrap Contracts as Written Confirmation: *Klocek*

### Reading:

#### Blum

§§2.7, 6.1, 6.2, 6.3, 6.4, 10.2.3

#### Cases

*Klocek v. Gateway 2000*

#### UCC (*not* the revised version!)

§§1-204; 2-102; 2-104; 2-105; 2-206; 2-207; 2-313; 2-314; 2-315; 2-316

## UNIT 13 - THE IMPLIED OBLIGATION OF GOOD FAITH

- I. Common law concepts of good faith
  - A. Defining good faith
  - B. Imposing a legal obligation of good faith
- II. The conundrum of good faith
  - A. “Fruits of the contract”
  - B. Pretext
  - C. Contested interpretation
  - D. Bluffing and its consequences before and after the fact
  - E. “Sole discretion” contracts – *Locke v. Warner Bros.*

### Reading:

#### Blum

§§10.3.2, 10.5.3, 10.6

#### Cases

*Locke v. Warner Bros.*

#### Restatement

R2K §205

## UNIT 14 - UNCONSCIONABILITY

- I. Unconscionability at Common Law and under the UCC
  - A. Background
  - B. Williams v. Walker-Thomas
  - C. Procedural versus Substantive Unconscionability
- II. More Dichotomy Conundrums
  - A. Freedom/Autonomy/Duty to Read versus Compulsion/Power-Need/Paternalism
  - B. Hard Cases

### Reading:

#### Blum

§§13.11, 13.12.1

#### Cases

*Williams v. Walker-Thomas Furniture Co.*

#### Restatement

R2K §208

#### UCC

§2-302 (and comments), 2-309, 2-719

## UNIT 15 - THE STATUTE OF FRAUDS

- I. Genesis of the Statutes of Frauds
- II. The Three Questions
  - A. Is the Contract Within the Scope of the Statute of Frauds?
  - B. Is There a Sufficient Writing or Memorandum?
  - C. If (A) is Yes, and (B) is No, Is There an Exception? Partial Performance/Promissory Estoppel
- III. Merchants' exception under the UCC

### Reading:

#### Blum

§§11.1, 11.2, 11.3, 11.4

#### Cases

*Coan v. Orsinger*  
*Crabtree v. Elizabeth Arden*  
*McIntosh v. Murphy*

#### Restatement

R2K §§110, 130, 131, 134, 139

#### UCC

§2-201

**UNIT 16 - VOID AND VOIDABLE CONTRACTS, POWER OF AVOIDANCE,  
AND EXAMPLES**

- I. The “Void” and “Voidable” Concepts
  - A. Void Contracts
  - B. Voidable Contracts
  - C. Prototypes and Gray Areas
- II. The Power to Affirm or Avoid
- III. Duress as Grounds for Contract Avoidance – Totem Marine Tug

**Reading:**

**Blum**

§§13.1, 13.2, 13.3, 13.4, 13.6.1, 13.8, 13.9.1, 13.9.2, 13.13.1,

Chapter 14

**Cases**

*Totem Marine Tug and Barge v. Alyeska Pipeline*

**Restatement**

R2K §§ 7, 8, 163, 174, 175, 176, 378, 380, 381, 382, 383

## UNIT 17 - MISTAKE

- I. Frames of Reference, Objectivity, and Subjectivity in Mistake Law
- II. Dichotomies in the Cases (Sherwood, Lenawee, and Cummings)
  - Fact versus Prediction
  - Material versus Immaterial
  - Essence versus Quality
  - Mutual versus Unilateral
  - Implicit versus Express
  - Windfall versus Balanced
  - Implausible versus Rational
- III. Risk Allocation

### Reading:

#### Blum

§§15.1, 15.2, 15.3, 15.4, 15.5, 15.6

#### Cases

*Sherwood v. Walker*

*Lenawee County Board of Health v. Messerly*

*Cummings v. Dusenbury*

#### Restatement

R2K §§151-157

## UNIT 18 - IMPOSSIBILITY, IMPRACTICABILITY, AND FRUSTRATION

- I. The Fundamental Risk Allocation Questions
  - A. Default Rule Review
  - B. Default Implied Risk Terms
- II. Modern Law of After-the-Fact Excuse Doctrine
  - A. Impracticability versus Impossibility
    - 1. Common Law and UCC 2-615 Similarities
    - 2. Transatlantic Financing Corp.
  - B. Frustration versus Impracticability – Mel Frank Tool & Supply

### Reading:

#### Blum

§§15.7, 15.8

#### Cases

*Transatlantic Financing Corp. v. U.S.*  
*Mel Frank Tool & Supply v. Di-Chem*

#### Restatement

R2K §§261-265

#### UCC

§2-615

## UNIT 19 – CONDITIONS, BREACH, AND ANTICIPATORY REPUDIATION

- I. Overview of Conditions to Performance – The Context of “Playing Chicken”
- II. Express Conditions
  - A. Express Includes Implied in Fact
  - B. Interpretive Issues
    - 1. Avoidance of Forfeiture – *Oppenheimer v. Oppenheim*
    - 2. Covenants versus Conditions
- III. Constructive (Implied in Law) Conditions – Order of Performance
- IV. Concepts in Contract Performance and Breach
  - A. Elements of Total and Partial Breach
  - B. Perfect Tender under the UCC – 2-601
  - C. Substantial Performance – *Jacob & Youngs v. Kent*
- V. Anticipatory Repudiation
  - A. Breach versus Repudiation: R2K §250; UCC 2-610
  - B. Elements of Repudiation
  - C. Retractions – *Truman L. Flatt & Sons*; UCC 2-611
  - D. Adequate Assurance: R2K §251; UCC 2-609

### Reading:

#### Blum

§§16.1, 16.2, 16.3, 16.4, 16.6, 16.8, 16.9, 17.1, 17.2, 17.3.1, 17.3.3, 17.3.4, 17.3.5, 17.4, 17.5.1, 17.7.1, 17.7.2, 17.7.3, 17.7.4, 17.7.5

#### Cases

*Oppenheimer & Co. v. Oppenheim, Appel, Dixon & Co.*  
*Jacob & Youngs v. Kent*  
*Truman L. Flatt & Sons v. Schupf*

#### Restatement

R2K §§224, 225, 226, 227, 228, 229, 235, 236, 237, 238, 243, 250, 251, 253, 256, 257

#### UCC

§§2-601, 2-609, 2-610, 2-611



## UNIT 20 - COMMON LAW REMEDIES

- I. Introduction to Common Law Remedies: Restitution, Reliance, and Expectancy
- II. Restitution and Election of Remedies
- III. The Expectancy Interest
  - A. The Basic Principle: *Hawkins v. McGee*
  - B. The Basic Algorithm
    - 1. Loss in Value: American Standard
    - 2. Plus Other Losses (Foreseeability – Hadley)
- IV. The Reliance Interest
- V. Mitigation Obligation – Rockingham County
- VI. Liquidated Damages

### Reading:

#### Blum

§§18.1, 18.2, 18.3, 18.5, 18.6 (skip 18.6.3d), 18.7, 18.9, 18.10.1 (intro only), 18.11.1

#### Cases

*Hawkins v. McGee*  
*American Standard, Inc. v. Schectman*  
*Hadley v. Baxendale*  
*Rockingham County v. Luten Bridge Co.*

#### Restatement

R2K §§344, 345, 347, 348, 349, 350, 351, 376, 377, 378