

Tort Law and Practice

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SEVENTH EDITION

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CAROLINA ACADEMIC PRESS

Durham, North Carolina

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ISBN 978-1-5310-3233-3
Looseleaf 978-1-5310-3306-4
e-ISBN 978-1-5310-3234-0
LCCN 2024951756

Carolina Academic Press
700 Kent Street
Durham, NC 27701
(919) 489-7486
www.capl原因.com

Printed in the United States of America

Dedication

*Dedicated to the generations of students of torts who make the teaching
of this subject such a joy!*

Dominick Vetri

To my partner Doug DeWitt.

Lawrence C. Levine

*To my friend and colleague Julie Davies; my past, present,
and future students; and in loving memory of my parents,
Lois and Jerry Levine and the remarkable Jeff Poile.*

Joan E. Vogel

*In loving memory of my parents, Harry and Marion Vogel,
and to my good friends, Hugh Scogin and Reed Loder.*

Ibrahim J. Gassama

*To my partner Marva Donna Solomon,
my daughter Fatima Selene Gassama, my sister Binta F. Jalloh,
and in loving memory of Lucille Solomon and Humu Fofanah.*

Carol M. Suzuki

In honor of my parents, George M. and Kaoru Suzuki.

Deepa Badrinarayana

To Appy, Ammy, Gus, Pari, Vidya, Achu, Athimbaer, and Lakshmi

Introduction

You are embarking on a noble and important journey — the study of law. We will be studying our system of law which is older than our nation's 240 plus years. Ours is a legal system with roots in the British-American colonies, England, Normandy, Rome and beyond. To understand law, to think about law, and to learn to use law require the development of a range of skills. You will be learning, as law teachers are fond of saying, "to think like lawyers!" These important skills that turn political scientists, historians, nurses, engineers, schoolteachers, musicians, philosophers and others into competent lawyers include careful reading, active listening, comprehending relevancy, critical evaluation, and developing understanding and a sense of caring about people, institutions, and the local, national and world communities. It also involves the ability to be sensitive to ethical concerns. Your college work and real-life experience undoubtedly have given you a good start with many of these skills. You will develop them considerably more acutely in your law study.

A strange thing about law study is that in most first-year programs you do not study these important lawyering skills directly. Mostly, these skills are acquired and honed as an implicit part of your study of substantive law subjects like torts, contracts, criminal law, and civil procedure. Importantly, American law schools typically do not teach law by having you read and memorize rules and principles from scholarly legal treatises. Instead, in most first-year programs, students learn the law and gain an understanding of the legal system through the study of the materials that lawyers and judges use in their daily work — cases, statutes, and administrative regulations. Law teachers believe that this method is the most effective way for students to learn the law.

Studying law is admittedly no easy task. It will be unlike anything you have ever done before. It will require intense critical thinking and extensive time. It is, however, an adventure — a challenging and rewarding new experience that will bring you immense intellectual and personal satisfaction.

Torts is a challenging field of law because it deals with everyday human experience and tragedy. Tort law is all about contemporary society — the accidents and injuries we experience, the personal and family relationships we create, the technology we use, and the societal mores we continue to evolve and reformulate. Tort law is often invoked to provide compensation for newly recognized injuries, to correct inequities

in our society, and to reform its own historic doctrines and practices. Lawyers have played an important role in the growth and development of negligence law through their advocacy on behalf of individual clients. They have been in the forefront of the struggle to expand the reach of legal protection in tort law to disfavored or marginalized groups. Torts is not only relevant to injured victims and their lawyers but is also vitally important to society as a whole, the business and corporate community, the non-profit sector, the health care industry, and professionals of all types. Tort law is often operative in the arena of technological change. The development of autonomous vehicles, products and systems relying on artificial intelligence pose new challenges for tort law. Lawyers have important roles in aiding the law's adaptation to such changing times. Tort law most definitely is not a stodgy, sterile, spiritless old compartment of the common law. Tort law is a vibrant, vital, and vigorous component of the living common law.

The study of torts includes diverse areas of wrongful conduct such as negligence (personal injury law for unintentional harm), intentional torts (e.g., assault and battery), products liability (defective products), abnormally dangerous activities liability (e.g., blasting, aerial pesticide spraying), nuisance (e.g., air, water, and noise pollution), defamation (libel and slander), privacy invasion, fraud, misrepresentation, and intentional interference with contracts. Tort law study includes consideration of alternatives to the fault liability scheme, such as no-fault systems. Our study also includes legislative measures undertaken in recent years by Congress and many state legislatures. These legislative changes include a number of limitations on tort recoveries, such as maximum damages ("caps") on pain and suffering damages, shorter statutes of limitation, restrictions on medical malpractice actions, protection against frivolous lawsuits, restrictions on contingency fees, and prevailing party attorneys' fee awards.

A course in tort law provides many opportunities to discuss, consider and include the diversity of our communities. The authors of the casebook are committed to making diversity and inclusion concerns critical components of the first-year learning process. There are cases, notes, and problems throughout the casebook that will assist any teacher who is inclined to engage students on such matters as they relate to tort law. We have employed the materials to teach torts with a clear appreciation of how issues of diversity and inclusion have been addressed, ignored, or dismissed by the civil justice system. A new Table of Diversity and Inclusion Materials has also been created for the convenience of teachers and students in identifying areas and problems that they may want to examine.

This casebook begins with an overview of the different culpability standards that can be used in tort cases: intent, recklessness, negligence, and strict liability. The chapter uses hypothetical variations on the now infamous McDonald's hot coffee spill case to illustrate the spectrum of culpability. These opening materials help you to begin to formulate the goals and objectives of the legal system as they relate to providing compensation for physical and emotional harm from intentional misconduct and unintentional accidents. Some teachers begin with intentional torts, others with neg-

ligence law. There are excellent reasons for starting with each subject area; this book is designed to accommodate either approach.

Historically, intentional torts evolved first. An understanding of this subject area allows for the elements of topics such as assault and battery to be readily developed and understood. Negligence has become the predominant means of recovery for unintentional harm in American law today. Virtually all that is learned in our focus on negligence has direct benefit and application in studying the other areas of tort law, particularly products liability. In studying negligence, we investigate the fundamental objectives that our society seeks to achieve through this method of compensation for unintentional harm.

In studying torts, you will learn much about our legal system, and particularly about our common law system. Indeed, one of the reasons torts is considered a building block and required course in the first-year curriculum is that an understanding of the subject carries along with it an understanding of the common law legal system. You will become very familiar with the legal process in civil cases, the use of precedents, and the role of the courts.

In the earliest period of the evolution of the common law legal system in Britain, crime and tort were much the same in scope. The intentional torts of assault, battery, and trespass to land were probably the first to develop. The law's function in these instances was to satisfy a public and private need for vengeance, and to avoid citizens taking the law into their own hands. Deterrence of wrongful conduct also came to be seen as an important objective. Tort liability, in effect, was a legal device to dissuade a victim from seeking retaliation by offering the potential of monetary compensation instead. The recognized torts in this evolutionary period were closely related to threats of public disorder, or what came to be known as breaches of the King's peace.

During the early period of American history (before 1800), life was mostly agricultural in nature and injury resulting from the conduct of strangers was primarily intentional. Life was tough and unusually short compared to modern times. Concern over unintentional harm was not a primary interest. As industry, urban life, and transportation developed, unintended accidents became much more commonplace, and indirect injury occurred more frequently. The new risks posed by the developing industrial economy confronted the courts with problems that could not be resolved readily by the existing tort law; torts before then were based primarily on notions of causation and whether or not the harm was direct.

The common law courts, on both sides of the Atlantic and in other parts of the world, proceeded to develop a new accident law to cope with the changing society. Finding the "right balance" between the competing concerns of compensating victims and not unduly impeding developing entrepreneurship and industrialization was an important part of the development of tort law. In trying to find the right balance between these two concerns, the courts built upon the ancient concept of negligence. Your study will show that negligence law has not remained static since that early

period. The negligence law of the twenty-first century is not the same as the negligence law of the nineteenth century. As society has changed, so has negligence law. We will examine whether the right balance has been struck for our time.

We will also study the effects of accidents in American society. Accidents are an ever-present reality in the American scene. Importantly, we have made considerable progress in bringing down the accident rate, but there have been no miracles here. The total number of accidents involving serious injuries and death on U.S. highways, at work, in our homes, and in public venues remains at an unacceptably high level. As part of our study of tort law, we will inquire into the kinds of accidents that occur in America today and their costs, both human and financial. Studying accidents naturally leads to consideration of accident prevention. Logically, accident prevention is a much wiser course of action than merely coping with medical treatment of injuries after the fact. We will consider whether in the scheme of things, accident prevention is generally given a high enough priority to have a significant effect on the number of accidents that occur.

Accidents cause injuries and injuries involve costs. The costs include not only physical injury harm, the resulting medical and rehabilitative expenses, and the loss of employment earnings, but also resulting property damages and economic losses. Furthermore, they include the human costs in terms of pain and suffering, loss of work ability and self-esteem, the emotional distress that arises from accidents, and death. How do accident victims cope? How do they pay those costs? Health and disability insurance are major players in dealing with some of these costs. But too large a segment of our population does not have access to health or disability insurance. With the passage of health care reform, more people have access to health insurance but still about 8.5 percent of the population or 27.5 million persons do not have insurance protection. We will have to examine whether the extension of health insurance coverage has lowered the costs of accidents and injuries. As you will see, tort law interacts in complex ways with health, disability, and liability insurance. Liability insurance has grown alongside negligence law and has become its partner, some would say senior partner, in the modern era.

The administrative costs of the negligence system are excessively high. Looking at trial and appellate court operations, they include judicial salaries, courtroom facilities, jury fees, court clerks, secretaries, bailiffs, security guards, clerical personnel, building use costs, furniture, computers, network systems, utilities, cleaning expenses, and much more. Then there are the attorneys' fees, both plaintiffs' and defendants', that have to be factored into overall administrative costs. The costs of our current accident scheme require us to also consider the cost of liability insurance, which includes the expense of selling and administering the insurance system through adjusters and supervisors. In addition, settlement and mediation of accident claims have become increasingly important in recent years.

Tort liability cannot be the only means of deterring accidents in our society. Administrative safety regulations, criminal laws, private industry standard setting,

public interest consumer and worker organization oversight, safety education, and publicity about safety concerns all are part of the effort to reduce the accident level, along with tort law. It will be appropriate to consider the proper mix of these efforts on accident deterrence. Tort liability and liability insurance are not the only means of compensation for injuries; private health and disability insurance, no-fault auto insurance, and public welfare are other important mechanisms for covering accident losses. Here, too, we need to be concerned about the proper blending of these resources.

Since most Torts courses are now 3 to 4 credit hours, we recognize that few teachers have the class time to also cover defamation and privacy. Accordingly, we have moved chapter 11 (Defamation) and chapter 12 (Privacy) from the Torts casebook and placed them on the Carolina Academic Press website as electronic documents. The two chapters are available to teachers for downloading for use in torts classes or in an advanced course. They have been revised and updated.

Your study of torts will provide you with an opportunity to learn much about the legal rules and policies underlying the personal injury civil justice system in the United States. Importantly, it will also teach you about the common law legal system. This knowledge will be helpful in your other law studies and in your law career years ahead. Welcome to torts.

Book Guide

Studies of teaching show that engaged students learn better. Because reading materials and listening to lectures involve only a low level of engagement, almost all of your classes in law school involve discussion and interaction with the teacher and other students to raise the level of engagement, and thus, enhance the learning experience. This casebook uses several techniques to increase the level of engagement as well. One of the first things you will realize is that there are lots of cases and a relatively low level of narrative information about the law. We teach primarily from cases, and more recently, from statutes and administrative regulations because they are the raw materials that lawyers and judges use in their daily work. Acquaintance with these materials and how to reason from them are critical to legal training.

Also, there are a number of questions following each case. You may find these questions somewhat difficult at first, but they are worth your patience and effort. Typically, they are designed to increase your understanding of the case, the evolving legal rules, and the attributes or deficiencies in the reasoning. They often do not have definitive answers and are intended to stimulate your development of analysis skills. Work through as many questions as you can by re-reading the relevant parts of the case and talking over the questions with your colleagues. Sometimes in coming back to a question, you will later find that you have begun to work out an answer. The class discussion may often be patterned on, or relate in some way, to the questions. The questions are designed to engage you at a deeper level with what you have read, to encourage you to go beyond memorizing basic legal concepts, and to help you think about the materials.

One of the features of the book in the negligence area is its introduction to the five elements of a negligence claim including damages and the concept of defenses in an overview of negligence law at the outset. The basics are set out early in your learning process; you get to see the larger picture and where we will be headed for a good part of the semester. The next several chapters take each element in turn and focus on the more complex aspects of the element. The questions, materials, and problems following the cases frequently remind you to maintain the overall perspective of the five necessary elements to make out a negligence claim, as well as possible defenses. This book emphasizes sequential learning. Gradually, you will increase your sophistication and understanding of each element as we proceed through the chapters. As

you build your skill and understanding, the more challenging portions of the subject will fall into place.

Our study of tort law will give you the basic grounding in understanding our common law system and the use of precedents. The common law, in contrast to authoritative texts such as constitutions and statutes, is that part of the law that is established by courts. Common law courts typically invoke precedents to justify their conclusions. They also often explain why they have followed certain earlier decisions and not others. The common law is knowable only by reading past cases and deducing legal principles from those cases. It is different from statutory and constitutional law in that common law is self-generating, i.e., past decisions are used to justify present decisions, and present decisions are references for future cases. At the same time that the common law relies on past decisions to decide many of today's cases, however, it must be open to change in light of an evolving society. A system of law that ties itself only to the past would soon be useless in the modern world. Thus, working with precedents, you will learn, is far more sophisticated and complex than just trying to determine what the rule was in a case decided 50 years ago. Our earliest concerns will be in determining what is precedent, why courts should follow it, logical extensions of precedent, developing analogies from precedent, and the flexibility courts have in dealing with precedents that are out of date, discriminatory, unbalanced, unfair, or simply wrong. Learning to identify the "holdings" of cases is the first step in working with precedents, since holdings are binding as precedent on future courts. Case Briefing Guidelines are provided at the end of this Book Guide to get you started in working with cases.

The materials from the outset help you to integrate civil procedure into tort practice. The two are inextricably intertwined. You will also find that our study of torts complements your study of criminal law, contracts, and property in many areas. Our work with statutes will also prepare you well for administrative law and the heavily statutory-based courses, such as environmental law, the Uniform Commercial Code, and tax law. Traditionally, areas like torts, contracts, and property were predominantly common law. Statutes, however, have come to play an increasingly important role in these three subject areas. We will focus on the relationship of courts and legislatures in our system. The roles of judges and lawyers also loom large in the text.

A major feature of this book is its use of problems. Problems are placed strategically throughout the materials to engage you and to reinforce learning. Learning how to problem solve is quite important, because essentially, that is what lawyering is all about. Problem solving takes you beyond learning rules. These problems help you learn application, synthesis, and the integration of legal doctrines and skills into practice. Educators know that this is the most effective way to learn. Problem analysis raises the level of engagement considerably.

The problems typically ask you to assume the role of a lawyer. The materials also challenge the system and legal structures and call upon you to consider public policy choices. Law exams are typically based on problems that are similar to the ones you

will encounter throughout the text. Learning how to analyze the problems and write organized, coherent answers will prepare you for not only torts exams, but those in all your courses. You are encouraged to write out your answers to problems and to discuss the problems and your answers with your colleagues.

Ethical concerns and ethics problems are also integrated throughout the materials. Ethical integrity and propriety are an important part of legal education and your law career ahead. Such an important area cannot be left to a single course on Professional Responsibility. Ethics issues are best understood in the contexts and circumstances in which they arise. You will confront ethical decision-making in personal injury cases, such as the problem of the lying client, conflicts of interest, honesty to the court, the zealous advocacy role of the lawyer, and others.

The cases, problems, hypotheticals, and questions in the book also present the opportunity to learn about issues related to diversity and inclusion — people of color, ethnic groups, gender, disabilities, sexual orientation, and gender identity. As lawyers, you will handle cases for people from a wide variety of backgrounds, and you must be prepared to conscientiously, sensitively, and competently represent clients from the diverse American community. As a small starting point, the names of the parties in the problems throughout the book reflect the multi-cultural nature of American society. There are cases, notes, and problems throughout the casebook that can be used to engage such matters as they relate to tort law. A Table of Diversity and Inclusion Materials has also been created for the convenience of teachers and students in identifying areas and problems that they may want to examine. In short, the book is intended to reflect contemporary America and to prepare you to practice law in this milieu.

Our study of tort law will not focus on the law of any particular state. Much of tort law, as we shall see, is either the same or quite similar among many states. The differences and variations among states often are opportunities to learn about alternative solutions and about law reform possibilities. We will be learning general principles, alternatives, exceptions, and the role of public policy in court decisions on torts. Since law continues to evolve, comparing alternatives and evaluating exceptions is an important role for lawyers. Many of the cases in the book were decided after 1990, and a number within the last five years. The classic torts cases, however, have been included. A sense of legal history is provided. Tort law is an evolving social phenomenon and the book aims to be contemporary.

The names of the cases usually reflect only the first party on each side of the case, e.g., *Rudolph v. Arizona B.A.S.S. Federation*, the first case in Chapter 2. There were several parties on each side of this case, but the practice by lawyers in citing cases is to use only the first party's name on each side. Most courts today place the plaintiff's name to the left of the versus line, and the defendant's name to the right. An earlier practice, reflected in older cases, placed the appellant's name (the appealing party whether plaintiff or defendant) to the left of the versus line, and the respondent's name after.

The citation of a case follows the case name, e.g., the *Rudolph* case is followed by 182 Ariz. 622, 898 P.2d 1000 (Ct. App. 1995). The first cite is usually to the volumes of

official reports, here Arizona Reports, and the second cite is usually to a private commercial reporter system — West Publishing Co., here the Pacific Second series. The numbers 182 and 898 in the preceding cite are to the respective volume numbers of the reports, and the numbers 622 and 1000 are the page numbers in those reports where the case begins. Thus, you will find the *Rudolph* case in volume 182 of the official Arizona reports at page 623, and the same case also appears in volume 898 of West Publishing's second series of Pacific Reports at page 1000. The year the case was decided is placed in parenthesis after the citation. If the highest court of the state wrote the opinion, only the date is in the parenthesis. If a lower court wrote the opinion, an abbreviation of that court's name appears in the citation. In the *Rudolph* case, the Arizona Court of Appeals, an intermediate court lower in rank than the Arizona Supreme Court decided the case. You will soon become an old hand at working with these citations.

The names of the attorneys who wrote the briefs and argued the cases on appeal can also be found by looking up the cases in the reports. Customarily in casebooks, to save space, the attorneys' names are omitted. This is a disservice to the hardworking attorneys because their work is usually the basis of the opinions of the courts. Much of the responsibility for the quality of opinions belongs to the attorneys. The judge who is the author of the opinion usually should not get all of the credit if it is a good opinion, or all of the blame, if the opinion leaves much to be desired. The *Rudolph v. Arizona B.A.S.S. Federation* case in Chapter 2 includes the names of the attorneys, to remind you of their necessary role in the process. A fundamental dimension of this book is to orient the student towards the lawyers' work in presenting, defending, and appealing personal injury cases.

We have tried to balance the use of pronouns throughout the book. Older cases and articles almost invariably use male references. The note cases that sometimes follow lead cases are primarily in the language of the courts, but occasionally we have rephrased some of the content. In such note cases, the language of the court always appears in quotes. The cartoons are used to lighten up what often is rather tragic material. When you think about it, this is a book that, for the most part, deals with injuries, death, and other kinds of harm. Although keeping a certain emotional distance from the problems confronted is essential to doing competent work, total disengagement is not acceptable either. Finding the right balance is one of the criteria that defines a professional.

The book makes frequent reference to a number of excellent texts and treatises, available in your law library, in a shorthand fashion as follows: DAN B. DOBBS, PAUL T. HAYDEN & ELLEN BUBLICK, *THE LAW OF TORTS* (2015 Westlaw), usually cited as "DOBBS" followed by a section number; JOHN L. DIAMOND, LAWRENCE C. LEVINE & ANITA BERNSTEIN, *UNDERSTANDING TORTS* (7th ed. 2023), abbreviated as "UNDERSTANDING TORTS"; and JOSEPH W. GLANNON, *THE LAW OF TORTS: EXAMPLES & EXPLANATIONS* (6th ed. 2020) is abbreviated as "GLANNON."

Class preparation requires that you brief the cases that you read. Briefing is an art that lawyers acquire from experience. Teachers often have special ways they like

to have cases briefed, so there is no uniform pattern. The following suggestions on briefing, however, are offered as general guidelines as you begin your classes. We are indebted to Professors Paul J. Mishkin and Clarence Morris and their impressive book, *ON LAW IN COURTS* at 11 (1965), for their considerable insights about briefing cases.

Case Briefing Guidelines

(1) **Facts.** Identify the critical facts of the case, striking off those facts that are not relevant to the decision of the court.

(2) **Procedural Background.** Determine the particular ruling or rulings of the trial judge that became crucial on appeal. Was it the grant or denial of a directed verdict motion, a summary judgment motion, a motion on the pleadings, a motion on the judgment, etc. Another way of looking at this is to ask, who won below and what procedural device did the winner invoke? Isolating the procedural ruling helps to identify the issue on appeal in terms of law and fact questions.

(3) **Issues.** Identify the precise legal issues on appeal. Determine the legal questions that were necessary for the court to resolve. A ruling on an issue that is not necessary to the resolution of the case is referred to as dictum. Rulings on relevant issues are referred to as holdings. Holdings have precedential value for future cases. Dicta has whatever persuasive weight future courts choose to give it.

(4) **Holding.** State the holding of the case as a rule of law. Often, there are several holdings. You will learn that a holding can be stated broadly or narrowly in terms of its effect on future cases. Lawyers, on behalf of their clients, often use this flexibility in describing holdings when arguing the merit of a precedent in future cases. You should attempt to both frame your holdings broadly and narrowly in each case to help you develop the skill. Consider the rules the plaintiff and defendant were respectively seeking to have adopted by the court. Determine whether the court chose one party's suggestions or developed its own legal rule. We are looking for the guidance the decision provides for future cases. Procedural details and irrelevant facts should be eliminated from your holding statements. Determine if the case expands existing precedents, modifies them, overrules them, or possibly reduces the reach of the precedents.

(5) **Sources of Authority.** Identify the sources of authority relied on by the court. Determine if the court relies on in-state precedents, out-of-state decisions, statutes, administrative regulations, treatises, law review articles, etc. Analyze whether the sources of authority are clearly on point, are based on strong principles, are controlling, and are persuasive. Determine if the court relied on public policy considerations. Policy considerations such as accident prevention, economic concerns, compensation, administrative workability of rules, fairness and justice are often appropriate factors in the resolution of torts cases.

(6) **Evaluate the Reasoning.** Consider whether the reasoning of the court is sound, effective, and persuasive. Determine if the court overlooked or under valued anything. Consider how you would have decided the case.

(7) **Concurring and Dissenting Opinions.** Determine why the judge believed it necessary to write a separate opinion. These separate opinions may provide insights about what the majority did. Compare the reasoning and the use of precedents of the differing opinions.

We trust that as you work your way through this book and develop competent lawyering skills, you will find your study of tort law as intellectually stimulating and interesting as many generations of law students before you have found it. Good venturing in tort law!

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Acknowledgments

[A] person does not cease to be a person when she puts on her black robe, any more than a judge who acknowledges her humanity thereby ceases to be a judge. The best judges are those who can be both judge and human at once.

SHIRLEY S. ABRAHAMSON, CHIEF JUSTICE,
WISCONSIN SUPREME COURT

Dominick Vetri

I would like to thank all the people who have influenced the development of the casebook over the years:

The many law faculty colleagues who were very helpful in offering cogent suggestions for the revisions.

The numerous torts students I have had the pleasure of teaching and those who used this book in its various incarnations enabled me to develop many of the ideas for the casebook. I heartily thank them for their contributions.

Linda Ziskin, a torts student and now a successful attorney, contributed considerable legal insights, and wit, satire, and artistic talent with her wonderfully creative cartoons. She also was extremely helpful in developing and coordinating the permissions that were essential for the first edition of the book. Sean Mangan also created a wonderful cartoon strip to illustrate the McDonald's hypothetical problems in Chapter 1.

Bailey Dobbs and Debby Warren brought their considerable faculty support competence and talents to this work.

I am also indebted to my extremely competent and diligent research assistants for their work and insights on the seven editions of the casebook: Amanda Bowers, Laura Sadowski, Christopher Walther, Shannon Green, Ben Tiller, Michael Stephenson, Natalie Duke, Steffanie Foster, Tiffany Keb, John Wilson, Anne Abbott, Heather Cavanaugh, Christy Cox, Arne Cherkoss, Monica Wells, Ky Fullerton, Louis Bubala, Charlotte Waldo, Jeff Mitchell, Robert Muraski, Sam Taylor, Tristyne Edmon, Anthony Wilson, Chad Standifer, Linda Ziskin, Tamara Brickman, M.H. Choo,

Lynne Rennick, Kirsten Jepsen, Gene Shapiro, Phil Horne, Kyle Wuepper, Inger Brockman, Tracy Trunnell, Joel Parker, Mark Ditton, Susie Mason, Patrick Aquino, and Merlyn Adams. Their thorough legal research, ideas, and editing make the book a much better work product, and working with each of them made the development of the book a pleasure. I wish each of them well, happiness, and great success in their lives and career years ahead.

Thanks also to my partner Doug Dewitt, for his encouragement and inordinate patience with me as the book grew and developed and now has become a seventh edition.

Lawrence C. Levine

My thanks to the University of the Pacific, McGeorge School of Law for providing me a sabbatical to work on an earlier version of this project. Also thanks to my colleague, Julie Davies, for her helpful input along the way. Indeed, my dedication to this book recognizes Julie's enormous contributions to me not just on this book, but as a Torts professor in general. I also am extremely grateful to Dom Vetri for inviting me to participate on the casebook. It took great generosity and confidence.

I have benefitted from the work of too many Torts teacher-scholars to name. I appreciate the work that continues to make tort law fairer and more inclusive.

I am grateful to my former research assistants and faculty assistants who provided invaluable help on prior editions. For this edition, my heartfelt thanks to research assistants Patrick Fortelka, Kristina Lee, Jack Sandage, and Jewel Unga as well as to my superb faculty assistant Lusayo Munde.

Finally, a shout out to the many students who have inspired me with their hard work, insight, and good humor. Thanks for making each class a new adventure!

Joan E. Vogel

I wish to acknowledge a special debt of gratitude that I owe to Lucinda Finley who recommended that I join this casebook in its Second Edition. I also want to thank all my research assistants and faculty secretaries for their invaluable assistance on the previous editions of this casebook. I am especially grateful to Elizabeth Frye and Joseph Gerngross, for the wonderful assistance they provided on the Seventh Edition. I am also grateful to Lucinda Finley, Richard Delgado, Leslie Bender, Taunya Banks, Jean Love, Phoebe Haddon, Martha Chamallas, and Okianer C. Dark for helping me think about ways to integrate race, gender, sexual orientation, sexual identity, and class into the teaching of tort law. As always, I want to express my thanks to all my torts students for their invaluable feedback on the casebook over the years.

Ibrahim J. Gassama

My deepest gratitude goes to Dom Vetri, Joan Vogel, and Lawrence Levine for the opportunity to participate in this outstanding labor of love. I am honored to be

in their company. To the many students in my torts classes over the years who have never allowed me to leave a class uninspired, I want to say thank you. My thanks also go to Dean Hari Osofsky and Professor Michelle McKinley, for their encouragement and support over the years. My contribution to this text would have suffered greatly without the insights and commitment of my research assistants over the years, including Nia Crosley and Bhuri (Tim) Tiasevanakul.

Carol M. Suzuki

I thank my friends Carol Izumi, Frank Wu, and Donna Lee, who provide encouragement, kindness, levity, and support. I am grateful to my mentors Stephen Wizner, Robert Schwartz, J. Michael Norwood, and Gay Gellhorn, who have supported my development as a teacher, and to Jane Aiken, who recommended this book to me when I began teaching torts. I appreciate my colleague April Land, who continues to submit to my draft Torts exams as I finalize them. I am indebted to my research assistants Shannel Daniels (UNM '24) and Ceryndipity Schoel (UNM '25), for their careful attention to detail, thorough research, adept editing skills, and creative suggestions. I thank my students at the University of New Mexico School of Law for their enthusiasm to learn and insightfulness when discussing issues of gender, race, ethnicity, sexual orientation, gender identity, class, fairness, and justice.

I recognize my UNM faculty colleagues for their forbearance as I prepared this edition; the staff for their continual support; the librarians for their capable research to locate specific material that I seek; and the administration for recognizing the importance of this book to teaching at the law school and to my professional development. I am grateful to the Keleher & McLeod Endowed Professorship in Law for supporting this endeavor. Finally, I thank my co-authors for their trust and confidence in providing me with an opportunity to join them again in this endeavor.

Deepa Badrinarayana

I am grateful to Professors Vetri, Levine, Vogel, Gassama, and Suzuki for inviting me to join as co-author of this wonderful textbook and for their incredible support. Special thanks to Keith for his faith in my work. My deepest appreciation also goes to numerous colleagues and friends in academia for their support and insights.

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Online Materials

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Additionally, Chapters 11 & 12 on Defamation and Privacy are available to Professors for student use on the Carolina Academic Press website at <https://caplaw.com/sites/tortlaw7e/>.

Diversity and Inclusion Materials

Incorporating Diversity and Inclusion in Teaching Torts

We believe we should constantly work to make ourselves more adept at understanding how race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, veteran status, and ability or disability affect the way we live and learn, so that we are better able to respond to intolerance and prejudice, which violate our purpose and mission.¹

American institutions of higher education emphasize diversity and inclusion as essential to the success of their mission. Many have hired professionals, created units, or established faculty committees charged with promoting diversity and inclusion. Students and employers have often been at the forefront of these efforts to ensure that students receive training that would make them culturally aware and competent. Impetus in this direction has also come from greater awareness of the resilience of social discrimination and intolerance. It is also the case that increased information about sexual harassment and the obligations imposed by Title IX have pushed academic institutions to respond proactively to barriers faced by women in higher education. Many law schools have embraced the challenge of graduating future lawyers who are prepared to succeed in an increasingly diverse profession. They accept that they have unique contributions to make towards promoting diversity and inclusion and they have moved to improve their curriculum offerings and develop skills training consistent with this mission. Today, many law schools are going beyond occasional lectures and elective seminars and are encouraging faculty to design core courses to highlight issues of diversity and inclusion. The American Bar Association created a Center for Diversity and Inclusion in the Profession in 2018 in support of its commitment to promote full and equal participation and eliminate bias in the legal profession

1. From Mission Statement of the University of Oregon Division of Equity and Inclusion.

and the justice system. Undoubtedly, the efforts to mainstream issues of diversity and inclusion will grow.

A course in tort law provides many opportunities to discuss, consider and include the diversity of our communities. In almost every chapter of this casebook, there are cases, notes, and problems that would assist any teacher who is inclined to engage students in a robust conversation about diversity and inclusion matters, generally, and as they relate to tort law. This is the result of a commitment by the authors to make such concerns critical components of the first-year learning process, a commitment that was present from the very first edition of this casebook. The authors have outlined below how they have employed the materials to teach negligence, intentional torts, and products liability with a clear appreciation of how issues of diversity and inclusion have been addressed, ignored, or dismissed by the civil justice system. An index on diversity and inclusion has also been created to further assist faculty and students in identifying areas and problems that they may want to examine.

The introductory materials in **Chapter One** explicitly point to the substantial individual and social cost of accidental injury and deaths and the important role tort compensation plays in making victims whole again. Of particular focus is the availability and affordability of insurance for particular social groups. The text notes that children in poverty and minority individuals are found in disproportionate numbers among the uninsured. Someone has to pay the cost of injuries and deaths. The McDonald's coffee case and the various hypotheticals based on it could be used to signal how gender and age considerations influence not only litigation but also public perception of who or what deserves compensation. The brief introduction in the chapter to personal injury damages also provides an initial opportunity to presage the fuller discussion in Chapter Six of race, gender, class and other considerations relating to diversity and inclusion.

The **Breach of Duty** chapter provides opportunities to engage the students on some critical diversity and inclusion issues. In the cases and notes dealing with the child standard of care and treatment of people with intellectual disability or mental illness, the discussion is front and center. A more searching conversation could be built around the value of adopting a "reasonable woman" standard for some cases or the gender discrimination implicit in some applications of Judge Hand's risk calculus. *McCarty v. Pheasant Run, Inc.*, is an effective vehicle for bringing out some of these gender discrimination issues while the *Dangerous Bus Stop* problem casts a bright light on race and class discrimination.

Perhaps more than any other element of the negligence scheme, duty demands appreciation of the struggle to expand the reach of legal protection in tort law to disfavored or marginalized groups. Without delving extensively into the dispute over whether negligence was designed to favor certain class interests, the **Duty** chapter provides diverse opportunities for examining historical and contemporary diversity and inclusion matters. The *Ruvalcaba* case, for example, is an invaluable tool in generating discussions about problematic applications of the status trichotomy rules

and the potential for bias founded implicitly upon ethnicity, race, and class considerations. The sections dealing with limited duties to assist or rescue, to take protective measures against risks posed by third parties, and to protect against criminal conduct, are replete with examples of how gender, age, and intellectual disability may not receive appropriate consideration in the development of duty doctrines and in their applications. Concepts such as special relationship, identifiable victim, or the prior similar incidents test are fraught with value judgments about what interests are worthy of protection under some circumstances. For better or for worse, duty is the fulcrum around which we make the first cut in the negligence scheme. The notes in the public duty doctrine section are striking in terms of how duty concepts are deployed in evaluating institutional responses to gender violence. The centrality of gender may also be seen in the development of judicial approaches to negligent infliction of emotional distress cases. From the cold calculus of *Mitchell v. Rochester* to the invitation to the absurd represented by the *Burgess, Huggins*, and *Boyles* group of cases, the stage is set for a thorough investigation into how the duty concept struggles to incorporate diverse experiences and interests.

The **Causation** chapter provides multiple opportunities for raising diversity and inclusion concerns. One such opportunity comes in examining how Judge Calabresi analyzed cause in fact concerns in the *Zuchowicz* and *Williams* cases where defendants' breach of duty was clear and arguably deprived plaintiffs of the opportunity to prove causal responsibility. *Williams* extends the discussion to the responsibility of educational institutions or landlords more broadly to protect students or tenants from criminals. The market share cases dealing with DES and lead paint also provide direct and urgent avenues for confronting gender, age and class implications of the causation doctrine.

In the **Scope of Liability** chapter, the exceptions to the foresight rule suggest opportunities for bringing up diversity and inclusion matters: the intersection of the thin-skulled plaintiff rule and mental distress, the gendered application of the rescuer doctrine, and the abject treatment of suicide.

Perhaps more so than the elements dealing with liability in negligence, the calculation of *damages* raises serious concerns about how the marginalization of minorities and disfavored groups are reinforced by the civil justice system. As a result, the casebook devotes a substantial portion of the chapter on **Damages** to an explicit consideration of such matters in **sections 6.05 and 6.06, "race, ethnicity, gender, cohabitation, and class fairness in tort."** However, even the cases outside of that section raise significant issues relating to diversity and inclusion. Some highlights of the damages chapter include the *Calva-Cerqueira* case with its comprehensive analysis of personal injury damages and the inevitable explicit and implicit class, race, and gender assumptions about the value of one's life especially post-accident. Life expectancy, work-life expectancy, the valuation of pain and suffering, compensation for loss of enjoyment of life, the history behind wrongful death claims and the current interpretations of statutes authorizing such actions, and statutorily imposed limits on recovery for non-material

losses, all provide further instances for critical considerations of why diversity and inclusion are important values within our profession and the justice system.

In the chapter on **Defenses and Immunities**, affirmative defenses such as contributory negligence, assumption of risk, immunities, and statutes of limitations provide valuable windows into how the negligence system reflects power differentials in society. The *Wassell* case, in particular, could motivate a robust discussion of how women's experiences and interests are valued within a seemingly dispassionate process of assessing comparative responsibilities.

Some colleagues have chosen to begin their course with the materials in the chapter on **Intentional Torts** precisely because they allow for a more explicit discussion of how the civil justice system treats the most vulnerable members of society. Almost every case in the chapter allows for an enriching conversation about power differential in private and public lives and how the tort system disciplines intentional conduct. The collection of cases that are offered to examine intentional infliction of emotional distress, from *Brandon* to *Alcorn*, *Swenson*, and *Graham*, is instructive. Beyond those, the *Reavis* case and the notes stand out for this section's sophisticated consideration of the abuse of women in the workplace, and *Wal-Mart Stores* allows for discussion of how minority experiences are policed in the consumer sector.

The text is by no means comprehensive but we believe that it makes an important contribution to the field and the context in which it must be taught. We are grateful for any suggestions for improvement.

To search for diversity and inclusion materials, please see the **Index of Diversity and Inclusion Materials** below.

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