University of Florida

College of Law

Complex Civil Litigation

Fall 2020

Law 6930 Section 0694 Class 15914

Monday 11:05 –12:00 Holland 382

Wednesday 11:05 –12:00 Holland 382

Thursday 12:15 – 1:10 Holland 382

Course Syllabus

Smoke coming out of the water

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**Why Should I Take This Course?**

Complex civil litigation shapes today’s body politic. Complex civil litigation challenges governmental actions and law; complex civil litigation vindicates human and civil rights; complex civil litigation remedies collective wrongs, mass torts, and violations of statutory rights. Complex litigation involves employment rights, consumer rights, political rights, financial rights, constitutional rights, and environment rights. Complex litigation structures our everyday life.

In this course you will enter the formative debates over what has been called “public litigation” and explore the dynamics of cases involving extensive harms and damages, broad and important social issues, numerous parties, due process, complicated and challenging legal issues, and significant financial resources. We will explore the parameters, edges, and reach of public litigation. You will unpack the dynamics, and apparent mysteries, of complex litigation. How will you steer your litigation cases and navigate the shoals, safe harbors, and rewards of complex civil litigation? This course is your guide to this exciting world from the perspectives of plaintiffs and defendants.

**Who Is Your Professor?**

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I joined the UF Law faculty as a Legal Skills Professor in 2017 after 30+ years of practicing complex civil litigation with Holland & Knight in Miami (1983 – 2000) and Tampa (2000 – 2010) and Quarles & Brady (2010 – 2016) in Tampa. Before leaving the practice of law, I was a UF adjunct professor for 10 years and established the UF E-Discovery Project and the UF Law E-Discovery Conference, now in its 8th year.

Here are a few links where you can learn more about me.

<https://www.law.ufl.edu/faculty/william-hamilton>

<https://www.law.ufl.edu/areas-of-study/institutes/icair>

<https://www.linkedin.com/in/williamfhamilton>

<http://www.quarles.com/william-bill-hamilton/>

I am married to Cynthia Tejcek. Cindy graduated from Loyola University in Chicago with a BS in mathematics. She also holds an MBA from Kellogg School of Management at Northwestern University. We meet when she was the chief information officer of the American Bar Association.

I have a son who graduated from the University of West Florida and is now a commissioned as an Army First Lieutenant officer.

A close up of a sign

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I have another son who is an RN at Lakeland Regional Hospital in the Emergency Room.

A drawing of a person

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My daughter just graduated from UF with a degree in criminology. 

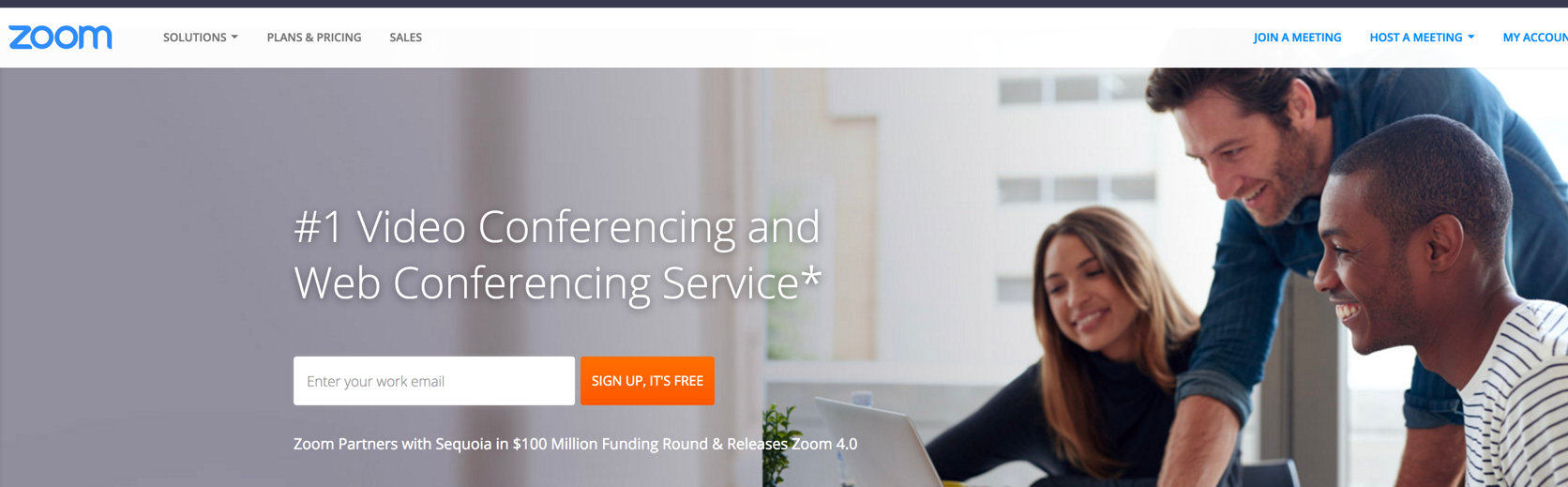
**Office Hours and How Can You Contact Me!**

I like to hear from students by email, phone, or text. Please let me know If you have something to share with me – an inspiration, a new thought, a frustration, or concern.

|  |  |  |  |
| --- | --- | --- | --- |
| Email | Telephone | Text | Office |
| hamiltonw@law.ufl.edu | 480.993.8777 | 480.993.8777 | 342 Holland |

|  |  |
| --- | --- |
| Zoom | SKYPE |
| https://ufl.zoom.us/j/459159787 | william.hamilton.1120 |

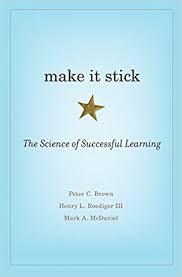
Zoom is my favorite videoconferencing platform. We can have a face-to-face conference ***any time*** (even on tablets and smartphones). **I will also hold office hours for Zoom drop-in from 3:00 - 4:00 PM Monday and Tuesday.**



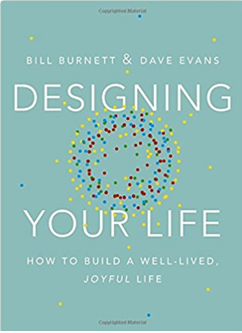
**How You Can Do Well in this Course. It’s Simple!**

You will want to be engaged in this class. This is not a lecture-based course. At the beginning of each class, I will present the class with a problem that you will work on with your classmates based on what you have gleaned from the readings. Then we go over your suggested solutions together in class. Finally, I may summarize the lesson and outline the key take-aways. We will have three scheduled multiple choice “low stakes” check-up quizzes designed to help you absorb and remember the course materials. We will also discuss current events and some of the many complex litigation cases now in the courts.

My teaching practices are reflected in [***Make It Stick: The Science of Successful Learning***](https://www.amazon.com/Make-It-Stick-Science-Successful-Learning/dp/0674729013) by Peter C. Brown.



This course will introduce you to a litigation career path. You will want to see if it fits your interests and passions. I recommend the book ***“Designing Your Life: How to Build a Well-Lived Joyful Life,”*** by Burnett and Evans, Alfred A. Knopf (2016), for helpful strategies to find career directions that may work for you.

[](https://designingyour.life/the-book/)

**Attendance:** You are expected to attend all the class sessions. I take attendance for every class.

**Examination and Grading Policy:** The total points that may be earned in the class are 1090. While the course grade distribution usually reflects the usual structure of A = 100 – 90%, B = 89% - 80%, etc., you should keep in mind that your final grade will reflect your class rank. For example***,*** a numerical grade average of 92% earned on various exercises and assignment during the course may not translate the final grade of A- when combined with the score earned on the final examination. Early assignment scores should not establish an expectation of a similar final grade. This is because most students do well on the early check-up quizzes and the assignments and exercises are usually completed properly for full points.

**How Will I be Graded?**

Here is how your final grade will be determined.

*Grade points:*

***1. Final examination***: 200 points

There will be a 3-hour take-home, open-book examination composed of 4 questions and fact patterns. The final exam may be taken at any time during the finals period. There are no “breaks” or timeouts” after you start the examination. The Student Honor Code applies.

The final examination will be graded on the following rubric:

1. 20%: Identification of the issues presented by the scenario
2. 20%: Analysis of the issues presented by the scenario
3. 20%: Application of case law to the issues presented by the scenario
4. 20%: Resolution of the issues presented by the scenario
5. 20%: Felicity, conciseness, and richness of the written expression

***2. Three In-Class Check-up Quizzes****:* 20 points each quiz (total quiz points: 60)

There will be 3- short check-up quizzes spaced evenly through the semester. The goal of the check-up quizzes is to help cement the course basic principles and to provide a quick glance at your comprehension. The quizzes are 20 minutes in length and composed of multiple choices questions. We will discuss each quiz in class after its completion.

***2. Class Attendance and Participation:*** 4 points each class (total class points: 160)

The purpose of class participation is to attain a depth of understanding through probing responses and answers. Each class is worth 4 points. Class participation will be evaluated on the following rubric:

1. Asking and answering questions that illuminate the issues,
2. Asking and answering questions that enrich the class dialogue and advance the classes understanding of the issues,
3. Participating in the class dialogue and discussions,
4. Participation team debates and mock exercises,
5. Engaging in class activities, exercises and projects.
6. Demonstrating class preparation.

Classes will contain numerous individual and group exercises and problems. ***Students attending the class remotely are required to participate in the class and to be “on screen.”*** The classes will be recorded, and access provided to all students enrolled in the class. You may not take, circulate, or post photos or videos of classroom discussions, whether they are in-person, hybrid, or completely online.  Students failing to follow this rule will be referred to the College of Law Honor Code Council and the university’s Office of Student Conduct and Conflict Resolution.

**Is this Course Graded on a Curve?**

I am provided a curved grade range by the Registrar and my class grade average must be within that range. In past semesters my grade point average has been around 3.25.

Please keep in mind that your scores earned on individual quizzes and class attendance may not predict your final grade in the class, especially when combined with the score earned on the final examination. Early course grades (where the average class grade is frequently higher than curve requirements) should not create an expectation of a similar final grade.

**Are Smartphones and Laptops Permitted in the Classroom?**

You may use laptops in class to take notes. I will turn my phone off when I come to class. Please do the same. Please restrict the use of your laptop to taking notes, and ***not visiting social media websites, texting, or emailing***. I expect your attention in class. Nothing life changing will happen while you are offline in class.

**What Notes Should I Take in Class?**

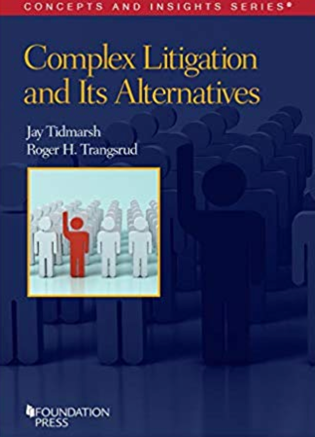
I recommended that you do not take word-for-word literal notes. This is not a court reporting class! Instead, think about what is happening in class and record the key ideas. Handwriting your notes is better for you then typing notes. Check out this article***: Note-Taking: Writing vs. Typing Notes.*** https://studyskills.com/students/note-taking/].

**What Happens if I am Late Turning in an Assignment?**

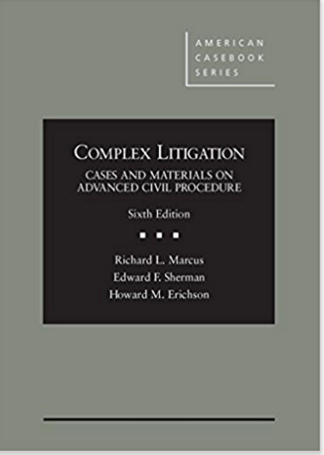
Assignments will be posted on Canvas. Canvas provides three dates for each assignment: a date when the assignment is open, a date when the assignment is due, and a date when the assignment is closed. Assignments, however, stay open on Canvas for an additional weeks after the due date. If the assignment is turned in during the first week after the due date, the available points on the assignment are reduced by 10%. Absent a good excuse, I will not accept an assignment more than a week late, and you will earn zero points for the assignment. These assignments are typically easy points. Do not miss an assignment!

**What are the assigned texts?**

**1. Complex Litigation and Its Alternatives, 2nd Edition,** Jay Tidmarsh and Roger Transgrud (2018).



***2. Complex Litigation: Cases and Materials on Advanced Civil Procedure, 6th Edition*,** Marcus, Sherman, & Erichson, West Academic Publications (2015)



3. Federal Multidistrict Litigation in a Nutshell, Robert H. Klonoff (2020)

A screenshot of a cell phone

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We will also be referring the following free resources:

* ***Manual For Complex Litigation****, Fourth,* Federal Judicial Center 2004, <https://public.resource.org/scribd/8763868.pdf>.
* ***Coordinating Multijurisdiction Litigation****, A Pocket Guide for Ju*dges, Federal Judicial Center and National Center for State Courts, 2013, <http://ncsc.contentdm.oclc.org/cdm/ref/collection/civil/id/116>.
* ***The Judicial Panel on Multidistrict Litigation***

http://www.jpml.uscourts.gov/

**What Will We Be Doing Each Week?**

The course’s Canvas webpage includes our weekly topic, readings, resources, recorded lectures, assignments, and other reference materials. The Canvas web page is our “official” course home.

**How Much Reading Will I Have?**

Law schools are accredited by the American Bar Association. The ABA requires courses to have readings exceeding 15 pages, but not more than 30 pages, per credit hour. This means you will have between 45 and 90 pages to read each week.

Here is the outline of what we will cover in each weekly module:

***Module 1: Why Would We Ever Want Litigation to Vindicate Broad Social Goods? Complex Civil Litigation as Public Litigation: An Overview***

After completion of this module you will be able to:

* + - Understand the social policies of “public litigation”
    - Understand the tension between public good v. private gains endemic to complex litigation
    - Assess management issues associated with complex litigation
    - Understanding social benefits and costs of aggregate litigation
    - Understanding the drawbacks to aggregate litigation
    - Understanding the ethical issues raised by aggregate litigation

*Complex Litigation,* Tidmarsh & Trangsrud, pp. 1-38

*Complex Litigation*, Markus et al., pp. 1-14

Federaral Multidistrict Litigation, §§ 1.1, 1.2, 1.3

***Module 2: Why Would A Plaintiff Want to Bring Claims Against Different Parties in the Same Litigation?***

After completion of this module you will be able to:

* + - Understand the requirements of permissive party joinder
    - Understand the requirements of compulsory required party joinder
    - Understanding Interpleader
    - Articulate multiparty litigation joinder strategies

*Complex Litigation,* Tidmarsh & Trangsrud,pp*. 39 – 74.*

*Complex Litigation*, Markus et al.

Mosley v. General Motors, pp. 15 – 19

In Re Stand’N Seal Products, pp. 24-28

Stanford v. Tennessee Valley, pp. 28-31

Hall v, E.I. Du Point, pp. 33-37

Eldredge v. Carpenters Northern, pp. 40-43

***Module 3: Why and How Would Anyone want to Become Part of an Ongoing Litigation?***

After completion of this module you will be able to:

* + - Assess the benefits and risks of case intervention
    - Determine when intervention if a viable strategy and weigh other potential strategies.
    - Understanding consolidation, transfer, and removal.

*Complex Litigation,* Tidmarsh & Trangsrud,pp*. 75 – 82*

*Complex Litigation,* Markus et al.

*Animal Protection Institute v. Merriam*, pp. *57-61*

*Martin v. Wilks*, pp. *68- 81*

***Module 4: How Should We Coordinate Lawsuits in Different Federal and State Jurisdictions Involving Similar or Identical Parties and Issues?***

After completion of this module you will be able to:

* + - Seeking stays, transfers, and injunctions
    - Avoiding issue preclusion

*Complex Litigation,* Tidmarsh & Trangsrud,pp*. 101 – 138*

*Complex Litigation,* Markus et al.

*William Gluckkb & Co. v. International Playtex,* pp. *88-93*

*Semmes Motors v. Ford Motor,* pp. *93-99*

*Katz v. Realty Equities Corp*., pp. *101-109*

*Ginsey Industries, Inc. v. L.T.K. Plastics,* pp*. 112-114*

*DeMelo v. Lederle Laboratories, pp. 117 -124*

***Module 5: Should Cases from Around the Nation be Consolidated into a Single Case before One Judge?***

After completion of this module you will be able to:

* Understand the role of the multidistrict panel
* Assess the factors bearing on the transfer decision
* Invoking and utilizing powers of the transferee court

*Complex Litigation,* Tidmarsh & Trangsrud, *pp. 83 – 92.*

*Complex Litigation, Markus et al.*

*In Re Shoulder Pain Pump, pp. 136 – 137*

*In Re Aviation Products, pp.137-143*

*Stanley A. Weigel, article, pp. 147- 148*

*In Re Factor VIII, pp.148-151*

*In Re Vioxx Products, pp. 163 – 167*

*BP Oil Spill Litigation, article, pp. 171 -175*

*Federal Multidistrict Litigation, Chapter 3.*

***Module 6: Can the Multidistrict Court Preserve the Rights of all the Parties and Still Get Fair Results?***

After completion of this module you will be able to:

* + - Evaluate the twin goals of efficiency and fairness in MDL proceeding
    - Assess whether public policy should bear on MDL proceedings
    - Manage coordination between dual federal state proceedings through abstention, stays, and injunctions

*Complex Litigation, Markus et al., pp. 158 – 197*

*Abstention, pp 176-178*

*Burford Abstention, pp. 178 – 179*

*Younger Abstention, pp. 179-181*

*Life-Link International v. Lalla, pp. 181-183*

*Standard Microsystems Corp. v. Texas Instr., pp. 187-192*

*Federal Multidistrict Litigation, Chapter 7.*

***Module 7: How Can We Handle Legal Wrongs Not Worth Litigating Individually?***

After completion of this module you will be able to:

* Understand the class action elements and the rationale for class actions
* Assess and implement an appropriate class definition and establish numerosity

*Complex Litigation,* Tidmarsh & Trangsrud, *pp. 139 – 170*

*Complex Litigation, Markus et al.*

*Hansberry v. Lee, pp. 202 -205*

*Kline v. Coldwell, Banker & Co., pp. 205 -208*

*Simer v. Rios, pp. 214 -219*

*Oplchenski v. Parfums Givenchy, Inc., pp 223 -231*

***Module 8: Should Some Cases Be Excluded from Class Treatment?***

After completion of this module you will be able to:

* Identify the commonality requirements of class certification
* Defend and challenge the adequacy of class representation
* Identify the kinds of class actions that can be maintained

*Complex Litigation,* Tidmarsh & Trangsrud,pp. *170 – 199*

*Complex Litigation, Markus et al., pp. 236 – 266*

*Wal\_Mart Stores v. Dukes, pp. 236 – 247*

*Peil v. National Semiconductor Corp. pp. 256 – 258*

*Rodriguez v. West Publishing Corp., pp. 258 – 261*

***Module 9: What Class Action Types and Remedies are Available?***

After completion of this module you will be able to:

* Understand Injunctive relief and when injunctive relief is appropriate and the correct strategic choice
* When to seek declaratory relief and its benefits
* Understand jurisdictional issues related to class actions

*Complex Litigation,* Tidmarsh & Trangsrud, *pp. 199 – 212*

*Complex Litigation*, Markus et al., pp. 266 – 299

Ortiz v. Fibreboard Corp., pp. 267 – 279

Parsons v. Ryan, pp. 286 – 290

Wal-Mart Stores, Inv. V. Dukes, pp. 290 – 295

*Amgen Inc. v. Connecticut Retirement, pp. 302 – 311*

*Smilow v. Southwestern Bell, pp. 316 – 322*

*Castano v. The American Tobacco Co., pp. 330 – 343*

*In Re Nassau County Strip Search Cases, pp. 348 - 356*

***Module 10: Once a Class Action Starts Can It Be Settled Short of Full litigation?***

After completion of this module you will be able to:

* Understand the settlement negotiation process
* Articulate the elements of a settlement
* Implement the conditional settlement process
* Avoid the challenges to a conditional settlement

*Complex Litigation,* Tidmarsh & Trangsrud,pp*. 212 – 215*

*Complex Litigation*, Markus et al.

Amchem Products, Inc. v. Windsor, pp. 363 - 378

***Module 11: How Can Courts Manage All the Conflicting Claims and Interests? What if I Want to go it Alone?***

After completion of this module you will be able to:

* Direct class action motion practice, hearings, and experts
* Understand the scope of class action subject matter jurisdiction
* Manage class notices, opt-out, and class communications
* Selecting class counsel
* Group representation ethical issues

*Complex Litigation,* Tidmarsh & Trangsrud, pp. 291-313

*Complex Litigation,* Markus et al.,

In Re Hydrogen Peroxide Antitrust Lit., pp. 383 – 394

Notice, Opt-Out and Class Communications, pp. 454- 460

***Module 12: Who Says A Class Action Settlement is Fair and What Happens When Not Everyone is Happy with a Proposed Settlement?***

After completion of this module you will be able to:

* + - * Understand the basic principles of fairness in class action approvals, objectors, and fairness hearings
      * Handle settlement funds distribution and negotiations
      * Determine appropriate fees and costs for class counsel Determine settlement subclasses and relief
      * Implement or resist settlement objectors

*Complex Litigation,* Tidmarsh & Trangsrud, pp*. 215 – 225*

*Complex Litigation*, Markus et al.

Parker v. Anderson, pp. 610 -613

In Re Prudential Insurance Co., pp. 615 -629

Dennis v. Kellogg Co., pp. 642 -648

In Re UnitedHealth Group, Inc., pp. 652 -654

*Federal Multidistrict Litigation, Chapter 10*

***Module 13: Final Examination Review and Preparation***

Weekly reading assignments may be supplemented to include new and important case law, events, and public policy debates. The syllabus may be adjusted to reflect class progress and interests. I will work hard to keep your reading assignments within 40 pages per week. I invite you to provide me feedback on the intensity of the course..

***IMPORTANT UNIVERSITY AND LAW SCHOOL POLICY STATEMENTS***

***Accommodations for students with disabilities***

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Accommodation for the final examination will be handled by the Dean of Students without involvement of the instructor.

***UF Law grading policies***

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| --- | --- |
| **Letter Grade** | **Point Equivalent** |
| A (Excellent) | 4.0 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.0 |
| B- | 2.67 |
| C+ | 2.33 |
| C (Satisfactory) | 2.0 |
| C- | 1.67 |
| D+ | 1.33 |
| D (Poor) | 1.0 |
| D- | 0.67 |
| E (Failure) | 0.0 |
|  |  |

The law school grading policy is available at: <http://www.law.ufl.edu/student-affairs/current-students/academic-policies#9>.

# ***Student Course Evaluations***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>.  Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals or via <https://ufl.bluera.com/ufl/>.  Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results](https://gatorevals.aa.ufl.edu/public-results/).

**Academic misconduct:**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

**Getting technical help with Canvas:**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

● Learning-support@ufl.edu

● (352) 392-HELP - select option 2

● https://lss.at.ufl.edu/help.shtml

Other resources are available at http://www.distance.ufl.edu/getting-help for:

* Counseling and Wellness resources
* Disability resources
* Resources for handling student concerns and complaints
* Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

**Disclaimer:** *This syllabus represents the current course plans and objectives. As the semester proceeds, these plans may be changed to enhance the class learning experience. Such changes, communicated clearly, are not unusual and should be expected.*

***COVID Related Safety Issues***

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions:

* You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution. You also will no longer be permitted on the UF Law campus. Finally, Dean Inman will also report your noncompliance to the relevant state board of bar examiners.
* This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
* A Teaching Assistant has been assigned to the class by the Administration. The TA will help with attendance protocols and oversee compliance with classroom safety protocols. Follow the TA’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
* If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please do not come to campus or, if you are already on campus, please immediately leave campus. Please use the UF Health screening system and follow the instructions about when you are able to return too campus. https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.