

**REMEDIES**  
**UNIVERSITY OF FLORIDA LEVIN COLLEGE OF LAW**  
**Spring 2026 Syllabus – Law 6305 (3 Credits)**

INSTRUCTOR: Professor Christopher D. Hampson

OFFICE: Holland Hall 380

OFFICE PHONE: (352) 372-0927

EMAIL: [hampson@law.ufl.edu](mailto:hampson@law.ufl.edu)

OFFICE HOURS: Wednesdays, 8:30–10:30 a.m. (Office); Fridays, 1–3 p.m. ([Zoom](#))

**MEETING TIME:** Mondays, Wednesdays, 3:00 p.m. – 4:25 p.m.

**LOCATION:** Holland Hall 285B

**COURSE DESCRIPTION:**

Welcome to Remedies! You might think of remedies as a litigator’s capstone course, one where we go back over all your common law and constitutional law courses and think through what relief a court might award to make a plaintiff whole. But Remedies is also a helpful course for transactional attorneys, since every deal can fall apart and — if it does — a clever attorney will anticipate what kind of relief a court might award and contract around it.

We will be studying both law and equity and both private and public law. We will also be thinking through policy arguments through the classic lenses of fairness, efficiency, and formation. Indeed, thinking through formative arguments (including administrability and institutionalism) is particularly important when we remember that courts operate with relatively small budgets and personnel. Remedies that require ongoing court involvement thus present additional questions, all of which we will explore together.

**I. Learning Goals**

By the end of this course, students will have achieved the following:

- ❖ Memorized and reproduced the rudimentary branches of the law of remedies in both public and private law
- ❖ Demonstrated an understanding of the legal and equitable principles that govern the process of resolving remedial disputes
- ❖ Applied remedies law to complex, real-world hypothetical situations.
- ❖ Evaluated ethical and policy-based effects of American remedies law.

**II. Required Materials & Workload**

The textbook for this course is *Modern American Remedies — Cases and Materials*, by Douglas Laycock & Richard L. Hasen (6th ed. 2025), published by Aspen Publishing [ISBN: ISBN 979-8-8861-4230-3]. I will allow laptops in class, but the final exam will be in-person, closed-book, and proctored, so feel free to order a virtual book or a hard copy book: whatever works best for you.

I have listed all class assignments in the syllabus below. All material will be either in the textbook, online, or on Canvas. Please be sure to register for the Canvas course and have any required materials with you in print or easily accessible electronic form in class. You are responsible for checking your Canvas page and the e-mail connected to the page on a regular basis for any class announcements or adjustments.

This class will have a midterm examination lasting one hour (multiple-choice), which will count for 20% of your final grade.

ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction. Remedies has 3 “classroom hours” of in-class instruction each week, requiring at least **6 hours of preparation** outside of class reading, preparing, and reviewing material for our class meetings each week.

### III. Mixed-Method Learning

We will be learning contracts law together through ***mixed-method learning***: a blend of lectures, Socratic back-and-forth, and problems. In a traditional classroom, the professor lectures for most of the class meeting to deliver the content, and then students are expected to go off and practice on their own. With mixed methods, we’ll do a little of everything. I expect you to complete the readings, analyze the cases, and try your hand at any problems during your out-of-class preparation.

Studies support the premise that this interactive and applied approach trumps the traditional approach for important metrics of student learning.<sup>1</sup> In particular, students do not all learn the same way, so providing multiple ways to access the material supports learning across the board. That said, it only works if you come prepared, having completed a good-faith effort at absorbing the material and applying it to the problems.

### IV. Class Meetings and Professionalism

#### A. *Showing Up*

I suspect you will look forward to our class meetings! Still, attendance is mandatory and an essential part of the course. You are allowed a total of five absences from class for any reason (including for illness, medical appointments, job interviews, school activities, work tasks, family obligations, and the like). For ease of administration and to respect your privacy, I do not differentiate between “excused” or “unexcused” absences. As a result, there is no need to tell me why you will be or were absent from class, so long as you have no more than five absences total. Only observance of a University-recognized religious holiday does not count toward your seven absences, but you must notify me in advance of those religious observance-related absences.

---

<sup>1</sup> See, e.g., Cindy E. Hmelo-Silver, *Problem-Based Learning: What and How do Students Learn?*, 16 ED. PSYCH. REV. 235 (Sept. 2004).

Excused absences, including observance of religious holidays, are consistent with [UF](#) and [Law School](#) policies and require appropriate documents and/or notification before or shortly after class about your absence.

Each absence after five absences results in a reduction of your final grade by one third of a point (*e.g.*, from a B+ to a B) or even failing the course.

### ***B. Respectful Presence***

We all benefit from your active presence in class meeting. Please do not arrive late, leave early, or leave to take a break during class absent extenuating circumstances. Please refrain from eating or drinking in class, apart from water and any food you may need for medical reasons. Please refrain from wearing cologne or perfume in class, as strong scents can create problems for your colleagues with allergies.<sup>2</sup> I reserve the right to lower your final grade if you engage in behavior that disrupts the learning environment for your classmates.

### ***C. Electronic Device Policy***

I do not prohibit devices in my classroom, but you will learn best if you take handwritten notes, and you do not need a laptop or tablet to succeed. If you do use a laptop or tablet to take notes, please close all software and browser windows that do not relate to the course. You may use your laptop, cellphone, or tablet for interactive polling. Please mute all devices.

## **V. Diversity & Discussion**

Among our greatest resources in learning contracts law is the diversity of background, experience, and perspectives of the class — including age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, veteran status, and more. We will welcome, celebrate, and draw on the wealth of difference in our class throughout the semester in various ways, including in our group-based activities. Throughout the semester, we will practice respect for each other, including in forms of personal address (pronouns, names, and honorifics). This will help us create an inclusive, honest, and rigorous learning environment.

When we turn to ethical and policy-based questions, my goal is to help you develop as thinkers and advocates by practicing argument within the bounds of the legal tradition, *i.e.*, building from relevant legal authorities, solid reasoning, and evidence. All perspectives within that tradition are welcome, including both traditional and transformative ideas. That said, I may ask you to articulate the strongest argument for a position with which you do not personally agree. While

---

<sup>2</sup> Lest you think I made this up, Judge Laura Taylor Swain (S.D.N.Y.) adopted this rule for her courtroom overseeing the *Puerto Rico* bankruptcy. See Sixteenth Amended Notice, Case Management and Administrative Procedures, Dkt. No. 20190-1, § III.C, *In re Commonwealth of Puerto Rico*, No. 17-03283 (D.P.R. Feb. 22, 2022) (“Those in attendance in the main courtroom at any hearing shall refrain from wearing cologne or perfume.”). Practice Tip: always read the local rules, the judge’s individual rules of practice, and any case management order before getting ready to go to court. You do not want to be known as that lawyer that the judge sent out to the washroom!

that can feel uncomfortable, it strengthens your legal mind (and allows you to learn the course material without feeling that you must have opinions on ideas you have just learned!).

## **VI. Office Hours and How to Contact Me**

I hold regular office hours (or “drop-in hours”) to answer your questions about the course, law practice, law school, finding a job, your legal career, or anything else that may be on your mind. My door will be open to all students — no appointment necessary — and you may swing by individually or in groups. If you would like to schedule a private appointment, please let me know and we will set something up.

## **VII. UF Levin College of Law Standard Syllabus Policies**

Other information about UF policies, including compliance with the UF Honor Code, Grading, Accommodations, Class Recordings, and Course Evaluations can be found [here](#) for the law school and [here](#) for UF.

## **VIII. Final Assessment**

Consistent with the learning objectives for this course, your final grade will be based on a multiple-choice midterm examination (20%) and an essay-based final examination (80%). I will grade the final examination anonymously and follow UF Law’s grade distribution policy when setting the curve.

I expect professionalism from every member of the class. I will take exceptional professionalism into account in setting the curve, and I reserve the right to increase grades by 1/3 of a point (*e.g.*, from a B to a B+) if I conclude that a student’s examination performance does not reflect that student’s contributions to our learning environment. Grade adjustments are the exception, not the norm.

The midterm exam will be one hour long and the final exam will be three hours long. You can find the [policy](#) for examinations on the UF Law website. I will hold an optional review session before the Final Exam.

## **IX. Accessibility & Accommodation**

In accordance with law and UF policy, I aim to make this course accessible to all members of the community. Students requesting accommodation for disabilities must first register with the [Disability Resource Center](#). Once registered, students will receive an accommodation letter and should present the letter to the Assistant Dean for Academic Affairs, Dean Mitchell, when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Students may access information about various resources on the [UF Law Student Resources Canvas page](#).

## **X. Student Course Evaluations**

Great teaching matters deeply to me and to UF Law. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing evaluations online. Please review the [guidance on GatorEvals](#) on how to give professional and respectful feedback. 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 [Blue](#). Students may also [view summaries](#) of course evaluation results.

## **XI. Academic Honesty**

Academic honesty and integrity are fundamental values of the UF Law School community. Please ensure that you understand and comply with the [UF Honor Code](#) and [UF Law's application](#) of it. UF students are bound by The Honor Pledge which states,

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

The Honor Code specifies a number of other behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

Beyond your time at UF Law, honesty and integrity will be key pillars of your ethical obligations as lawyers. Most law students and lawyers are not "bad people," but we can yield to temptation under significant pressure, whether pressure from life events or simply pressure to succeed. Even if you have made a mistake (e.g., you misread the due date for an assignment), I encourage you to acknowledge the mistake than to make the problem worse by cheating or covering it up. In my experience, lawyers get into the most serious trouble when they ignore a problem or cover up a mistake. The stories I could tell you!

## **XII. Health & Wellness Resources**

Law school can be a daunting experience, especially when life outside the law becomes challenging or turbulent. UF Law provides numerous resources for your support, and I encourage you to seek help if you have concerns. Any student who has difficulty accessing sufficient food or lacks a safe place to live is encouraged to contact the Office of Student Affairs. If you are comfortable doing so, you may also notify me so that I can direct you to further resources.

- ❖ *U Matter, We Care*: If you or someone you know is in crisis, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), (352) 392-1575 (available 24/7), or visit the [U Matter, We Care](#)

[website](#) to refer or report a concern and a team member will reach out to the student in crisis.

- ❖ *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis services as well as non-crisis services.
- ❖ *Student Health Care Center*: Call (352) 392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- ❖ *University Police Department*: [Visit UF Police Department website](#) or call (352) 392-1111 (or 9-1-1 for emergencies).
- ❖ *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [visit the UF Health Emergency Room and Trauma Center website](#).

### XIII. Course Schedule

This schedule sets forth a guide to the direction of the course. Our pace will depend on the level of interest and difficulty of each section and is subject to change. Please read the pages thoroughly before class and come prepared to work through them together.

- ❖ Adequate preparation requires *writing down your summary of the cases, plus any reasoning and answers* to each problem in advance. You will not be judged for getting it wrong, but (trust me) you will *not* be able to puzzle through the problems on the spot — or remember your reasoning from when you worked through them earlier. Good lawyering is 99% preparation.
- ❖ Each assignment builds on the previous one, so I do not recommend reading ahead. I will tell you if I think getting a jump on the next assignment might be helpful.
- ❖ I reserve the right to modify this syllabus depending on our progress, most likely by trimming pages or problems. At the end of each class meeting, I will notify you of any changes to the assignment for the next class.
- ❖ Please let me know if you require any accommodation to access the course material.

You can find all the materials in your textbook (LAYCOCK & HASEN), online, or on Canvas.

PART I – INTRODUCTION	
1. Wed., Jan. 21	<b><i>Introduction; Contempt of Court</i></b> pp. 1–8; 749–770, Supp. 21 (top)
PART II – COMPENSATORY DAMAGES	
2. Mon., Jan. 26	<b><i>Restoring Plaintiff to the Rightful Position</i></b> pp. 9–16, 16–32

3. Wed., Jan. 28	<b><i>Reliance, Expectancy, Consequential Damages</i></b> pp. 32–49, 49–60.
4. Mon., Feb. 2	<b><i>Limits on the Basic Principle</i></b> pp. 60–75, UCC §§ 2-714, 2-719, <i>Rockingham Cty v. Luten Bridge Co.</i> , <i>Parker v. Twentieth Century-Fox Film Corp.</i> (Handout 3-12), pp. 79–91
5. Wed., Feb. 4	<b><i>Limits Cont'd (the Scope of Liability); Time and the Value of Money</i></b> pp. 93–109, 138–152

6. Mon., Feb. 9	<b><i>Damages Where Value Cannot Be Measured in Dollars</i></b> pp. 155–168, 173–191
-----------------------	---

### PART III — INJUNCTIVE RELIEF

7. Wed., Feb. 11	<b><i>Preventive Injunctions</i></b> pp. 257–271, Supp. 4-11 ( <i>Trump v. CASA Inc.</i> ), pp. 272–276.
8. Mon., Feb. 16	<b><i>Prophylactic Measures; Reparative Injunctions; Institutional Reform</i></b> pp. 276–285; 291–297; 297–308
9. Wed., Feb. 18	<b><i>More Institutional Reform (Structural Injunctions)</i></b> pp. 308–328.
10. Mon., Feb. 23	<b><i>More Institutional Reform (Modifying Injunctions &amp; Rights of Third Parties)</i></b> pp. 329–345, 345–356

### PART IV — CHOOSING REMEDIES

11. Wed., Feb. 25	<b><i>Substitutionary or Specific Relief</i></b> pp. 361–369, pp. 370–373, 376–377 (note f); 369–370, 379–388.
12. Mon., Mar. 2	<b><i>Undue Hardship and Burden on Court</i></b> pp. 390–409, 410–420, 420–428.

13. Wed., Mar. 4	<b><i>Preliminary or Permanent Relief</i></b> pp. 428–446, 446–450, 456–459
<b>PART V — DECLARATORY REMEDIES</b>	
14. Mon., Mar. 9	<b><i>Declaratory Remedies</i></b> pp. 561–570, 583–584, 593–606.
15. Wed., Mar. 11	<b>IN-CLASS MIDTERM (20%, 1 hour)</b>
	<b>SPRING BREAK</b>
<b>PART VI — RESTITUTION</b>	
16. Mon., Mar. 23	<b><i>Restitution from Innocent Defendants</i></b> pp. 609–625, 625–632.
17. Wed., Mar. 25	<b><i>Disgorging Profits of Conscious Wrongdoers</i></b> pp. 640–649, 650–671, <i>Gaste v. Kaiserman</i> (Handout 13-17)
18. Mon., Mar. 30	<b><i>Restitution, Breach of Contract, Constructive Trusts</i></b> pp. 671–680, 686–707, 713–714
19. Wed., Apr. 1	<b><i>Equitable Liens and Subrogation</i></b> pp. 714–721
20. Mon., Apr. 6	<b><i>Defenses and Rights of Third Parties; Replevin and Ejectment</i></b> pp. 730–736, 744–747
<b>PART VII: PUNITIVE DAMAGES</b>	
21. Wed., Apr. 8	<b><i>Common Law and Statutes</i></b> <i>Grimshaw</i> case (Handout 18-22), pp. 207–224
22. Mon., Apr. 13	<b><i>The Constitution &amp; Right to a Jury Trial</i></b> pp. 547–559 (through note 3); 547–559



PART VIII: ANCILLARY REMEDIES (REVISITED)	
23. Wed., Apr. 15	<i>The Rights of Third Parties &amp; Drafting Decrees</i> pp. 793–806, 808–818
24. Mon., Apr. 20	<i>Collecting Money Judgments</i> pp. 818–832, 834–844
PART IX: REMEDIAL DEFENSES	
25. Wed., Apr. 22	<i>Unconscionability, Unclean Hands, In Pari Delicto, Equitable Contract, Estoppel, Waiver</i> pp. 917–941, 941–947,
26. Mon., Apr. 27	<i>Laches and Limitations</i> 948–955, 955–958, 962–963
PART X – REVIEW, FINAL & FEEDBACK	
Apr. 28	<i>Reading Period Begins</i>
TBD	<b>REVIEW SESSION (OPTIONAL)</b> — We will go over as a class anything you like in preparation for the Final Exam.
May 1	<i>Exam Period Begins</i>
TBD	<b>FINAL EXAMINATION — 3 Hours, 80% of your final grade</b> The Final Examination is summative and closed book: it will assess all content in the course and will be based on essay questions.
TBD	<b>FEEDBACK</b> — I will provide class feedback on the final exam, typically by circulating a memorandum and sample student responses. I will also provide individualized feedback upon request and will be available to meet in person.