

Instructor Report - Torts (Klick) - Sec 1B - Jonathan Klick - 2021C

Course response summary

Raters	Students FFO
Responded	21
Invited	52
Response Ratio	40.38%

Response distribution by question

Organization of the course, Torts (Klick) - Sec 1B

"5" is the highest ranking and "1" is the lowest ranking.

Organization of the course, Torts (Klick) - Sec 1B				
Options	Count	Percentage	Statistics	Value
1	1	5.00%	Response Count	20
2	2	10.00%	Mean	3.65
3	5	25.00%		
4	7	35.00%		
5	5	25.00%		

Workload:

1 – too light, 3 – appropriate, 5 – too heavy

Workload:				
Options	Count	Percentage	Statistics	Value
1	1	4.76%	Response Count	21
2	5	23.81%	Mean	2.86
3	13	61.90%		
4	0	0.00%		
5	2	9.52%		

Satisfaction with course materials

"5" is the highest ranking and "1" is the lowest ranking.

Satisfaction with course materials				
Options	Count	Percentage	Statistics	Value
1	1	4.76%	Response Count	21
2	2	9.52%	Mean	4.00
3	2	9.52%		
4	7	33.33%		
5	9	42.86%		

Clarity and effectiveness of presentations

"5" is the highest ranking and "1" is the lowest ranking.

Clarity and effectiveness of presentations				
Options	Count	Percentage	Statistics	Value
1	1	4.76%	Response Count	21
2	1	4.76%	Mean	3.76
3	6	28.57%		
4	7	33.33%		
5	6	28.57%		

Instructor's knowledge of the subject matter and identification of underlying principles and issues

"5" is the highest ranking and "1" is the lowest ranking.

Instructor's knowledge of the subject matter and identification of underlying principles and issues				
Options	Count	Percentage	Statistics	Value
1	0	0.00%	Response Count	21
2	2	9.52%	Mean	4.52
3	1	4.76%		
4	2	9.52%		
5	16	76.19%		

Would you recommend that other students take this course?

1 - Would not recommend, 3 - Would recommend, 5 - Highly recommend

Would you recommend that other students take this course?				
Options	Count	Percentage	Statistics	Value
1	2	9.52%	Response Count	21
2	0	0.00%	Mean	4.14
3	2	9.52%		
4	6	28.57%		
5	11	52.38%		

Overall effectiveness of instructor – Jonathan Klick

"5" is the highest ranking and "1" is the lowest ranking.

Overall effectiveness of instructor – Jonathan Klick				
Options	Count	Percentage	Statistics	Value
1	2	9.52%	Response Count	21
2	0	0.00%	Mean	4.00
3	2	9.52%		
4	9	42.86%		
5	8	38.10%		

Overall effectiveness of the course

"5" is the highest ranking and "1" is the lowest ranking.

Overall effectiveness of the course				
Options	Count	Percentage	Statistics	Value
1	2	9.52%	Response Count	21
2	1	4.76%	Mean	3.86
3	1	4.76%		
4	11	52.38%		
5	6	28.57%		

Rate the overall quality of the online learning experience.

"5" is the highest ranking and "1" is the lowest ranking.

Rate the overall quality of the online learning experience.				
Options	Count	Percentage	Statistics	Value
1	0	0.00%	Response Count	14
2	0	0.00%	Mean	4.43
3	3	21.43%		
4	2	14.29%		
5	9	64.29%		

Rate the quality of the online learning experience using Zoom.

"5" is the highest ranking and "1" is the lowest ranking.

Rate the quality of the online learning experience using Zoom.				
Options	Count	Percentage	Statistics	Value
1	0	0.00%	Response Count	0
2	0	0.00%	Mean	NRP
3	0	0.00%		
4	0	0.00%		
5	0	0.00%		

Rate the quality of the online learning experience using Panopto pre-recorded lessons.

"5" is the highest ranking and "1" is the lowest ranking.

Rate the quality of the online learning experience using Panopto pre-recorded lessons.				
Options	Count	Percentage	Statistics	Value
1	0	0.00%	Response Count	0
2	0	0.00%	Mean	NRP
3	0	0.00%		
4	0	0.00%		
5	0	0.00%		

Rate your ability to interact with your instructor Jonathan Klick this semester.

"5" is the highest ranking and "1" is the lowest ranking.

Rate your ability to interact with your instructor Jonathan Klick this semester.				
Options	Count	Percentage	Statistics	Value
1	0	0.00%	Response Count	21
2	0	0.00%	Mean	4.57
3	1	4.76%		
4	7	33.33%		
5	13	61.90%		

Please note the approximate percentage of classes that you attended.

Mean	Median	Standard Deviation
94.00	96.00	8.33

Please note the approximate percentage of classes for which you had read the assigned materials in advance.

Mean	Median	Standard Deviation
61.05	60.00	30.89

Comment responses

Is there any special preparation or background necessary to take this course?

Comments
No.
no
econ would be beneficial
no
No.
None strictly necessary, but some econ experience would have been very helpful. Klick often assumed many of us knew things we didn't (e.g., that we had taken calculus at some point).
Not necessary, but helpful to have a background in econ, statistics, philosophy
Some economics background is helpful but not necessary
No (although econ/stats might be helpful.)
No, but a quantitative background is helpful.
n/a
As long as you don't hate math SO much that looking at an equation gives you a panic attack, you'll be fine.
N/A
None.
N/A
some background in econ would be helpful, but not necessary
I would recommend some basic knowledge about economics in particular to take Professor Klick's class.
no
It helps to have some kind of quantitative background. Professor Klick's limitations and intellectual dishonesty become very clear once you have the tiniest crumb of understanding of what economics is and is not. Klick takes advantage of the gap in quantitative literacy between himself and his students, couching reactionary, narrow-minded thoughts in the language of logic and rigor. A masterclass in bullshitting.

Comment on the instructor's (Jonathan Klick) stimulation of interest in the subject matter and independent thought.

Comments
Klick was very clearly convinced that the vast majority of torts law would not be relevant for any of us in the future. This, admittedly, made it difficult to fully engage with the material at times. He did, however, frequently encourage us to draw our own conclusions.
Professor Klick presents a really interesting approach to torts. It is clear that he has a deep understanding of the material, but that he is more interested in exploring the messiness than he is in guarding his own way of thinking. I have never experienced a learning environment like that and it was really stimulating. I felt comfortable suspending my normative beliefs in order to more critically evaluate concepts.
Definitely made me think more broadly about incentives as it relates to torts but also in Civ Pro & Contracts as well.
always encouraging of opinions and questions
really good. started to influence me into thinking about incentives/cost-benefit analysis for everything and i've noticed others do the same
I personally really liked the way Klick ran class. It was a lot less anxiety-inducing not having to worry about getting cold called, which was very refreshing from our other doctrinal courses. I like how he always asked for student input and pushed students to back their beliefs. A lot of my peers did not agree with many of his provocative statements or pure law and economics philosophies, but he's funny and made the class engaging.
Klick is an interesting Professor. He rightly points out that almost none of us (at Penn) will be going into personal injury law. Therefore, his focus in the course is on a law and economics framework and for us to remove heuristic bias from our legal analysis. These are worthy focuses, that I definitely never intentionally framed in this way previously.
Prof. Klick enjoys tort law and has a great sense of humor related to it.
Professor delivered a new mechanism to think about law and case law, which i find insightful.
Everyone knows of Professor's interest in Econ and that he teaches Torts from that perspective. At the same time, I wish I had the most BASIC, fundamental ideas of torts down before we started implementing the more nuanced economic approach to it.
Very good.
He made me think about things in a way I otherwise would not have. I think because I likely will not use torts in my career how he made me think still made sure that I got a great deal out of this class.
Klick is all about independent thought. He wants us to avoid mood affiliation and other cognitive biases at all cost.
The discussion format of the class was great. Professor Klick welcomed student opinions and ideas on all topics, which allowed us to present and analyze our arguments. I found this an effective way to truly learn the material, as opposed to simply memorizing rules or case fact patterns.
Klick was very good at making the subject matter interesting and providing useful ways to analyze it, and really pushed all students to think through their arguments for all subjects.
Professor Klick is very knowledgeable. He cites a million things each class without ever having notes or a book in front of him. I appreciate his efforts to make students see the other side in Torts, but also in how they evaluate the normative world in general. It's refreshing and entertaining.
Klick's use of humor to engage the class was really effective for me. He fielded a lot of questions, which helped to clarify a lot of issues where possible.
Klick does not want to teach torts, and certainly does not seem interested in stimulating independent thought among his students. This is a man who, from the very first class, told us that "normative arguments are pointless" and that no one person's "first principles" are better than another's. This is, respectfully, the stupidest thing I've ever heard someone in a teaching position say. Whenever someone questions the "fairness" of a certain policy, Klick rushes to tell them that that's a "normative" or "intuitive" view of theirs. He'll often put words in their mouth, like, "you're reacting that way because the victim is a [black person, poor person, woman, low-wage employee]" and "I bet you didn't arrive at that opinion analytically."
This conviction of his, that the goals of "fairness," "equality," and "justice" are inversely related to things like "utility" and "efficiency," is normative. It's riddled with value-laden judgments that are worth interrogating. I understand that doing so would be scary for Klick... it's no fun thinking about how the inequality that you've been reifying for your entire academic career might actually the result of systemic unfairness, and not some natural order in which you happen to have made it pretty close to the top.
It was very apparent that Professor Klick was knowledgeable about torts and gave a classroom environment that brought it multiple perspectives. Whether it was looking through a normative lens or an economic lens, the subject matter discussion was well rounded.

Comment on the instructor (Jonathan Klick) with respect to attitude toward students and accessibility outside of class.

Comments
Aside from his occasional tendency to bolt out of class before folks can ask him question, Klick was very accessible. His candor and humor made him more approachable than most professors, I feel.
Professor Klick has an upbeat, honest attitude that allows his students to quickly connect with him. He is receptive in office hours. I like that they are group style instead of individual appointment slots. I wish that he had started office hours the second/third week of class instead of waiting until October because several students and I had questions, but did not want to ask him to start office hours earlier than he planned. Clarifying that foundational knowledge would have made progressing through the semester's material easier.
I know not everyone meshes well with Klick's style, but he was definitely accessible outside of class, and it definitely seemed like he genuinely cared about our understanding of the material and broader principles. Or at least cared about our ability to think critically about issues.
always available
Klick always made himself available for office hours and was very patient answering questions.
Professor Klick has office hours over zoom twice a week, and I always felt if I needed to get in contact with him he would have a timely response.
Klick presses on peoples assumptions and is able to drive interesting conversations due to that.
very easygoing and open to discussion.
I thought Professor had strong opinions, but he was always willing to listen and respect others' opinions. He was available often, but some people may have felt intimidated to approach him due to differences in perspectives.
Good.
Klick was available twice a week for office hours and was generally very accessible.
Professor Klick was appropriately accessible to students through office hours. I did not appreciate his flippant attitude toward students and the course. Professor Klick repeatedly said that because we were at a "fancy" law school, none of us were actually going to use torts at our fancy jobs as "corporate shills," so we didn't need to learn torts, and joked that whatever class he was assigned to teach he would just choose to teach law and economics instead. But none of us decided to be in this section of torts, and it's not like we can decide take a different torts class now or later on if we decide we actually want to have the foundation in torts that the other 5/6 of 1Ls here get. Even this semester, when our civ pro/contracts professors asked if we'd covered a concept in torts, our half of the section often did not know the concept even when the other half did. There was a stark difference between torts and our other doctrinal courses in that our other professors clearly cared a lot about whether students were making progress in understanding the law. Professor Klick's attitude set the tone from the beginning, starting with the syllabus, that he wasn't taking the course particularly seriously and perhaps we shouldn't either.
Professor Klick was very accessible both in class times and outside.
Klick definitely pushes back on students, but it all seems fair and aimed at helping the class reason through complex issues.
He has more office hours than he needs. Class is always recorded. He's very aware of our current circumstances.
Klick made himself available to use through office hours, emails, and occasionally after class and always seemed happy to help out with understanding the material
A common thread throughout the semester is Professor Klick saying that none of us are going to be personal injury lawyers, and that we're all gonna be "corporate sellouts." This is transparently a dig at some some perceived elitism he associates with "the Left." Notably, Klick's definition of "the Left" seems to just be... people who think disparities between black and white people might be because of racism.
w/r/t accessibility, he seemed fairly accessible, no complaints there.
He was accessible outside of class with two office hours dates a week and he made the classroom environment comfortable, allowing for students to participate.

Comment on the strengths and weaknesses of the course. How could it be improved?

Comments
Could be improved by at least having a time where we really honed breaking down a fact pattern in a doctrinal way. We have a midterm review that does this at least somewhat, but maybe at least a class or two where we really do a doctrinal breakdown would

Comments
have been helpful for me to make sure I understand the basics, and give better framework to the overall analysis.
much clearer structure and syllabus/ actual page numbers for reading instead of about 30 pages per day when we barely covered some of cases. more clear presentation of actual tort law.
Torts is already a more "subjective" field of law, in my opinion, and it was hard to understand what was "good law" or how to legally analyze torts cases. I think I learned well how to analyze cases from a policy perspective (incentives, etc.), but I'm still iffy on how to approach torts from a court's perspective
As Klick himself admits, this was as much a law and econ class as a torts class. Unfortunately, that often resulted in the actual tort rules getting buried under econ discussion and consideration. On the other hand, I do feel I learned a great deal about the law and econ framework.
The biggest weakness of this course was the lack of organization and the way this lack of organization disincentivized class preparation. The syllabus and Professor Klick's lectures left students confused about what we should be reading for each class, and Professor Klick disincentivized class preparation further by only haphazardly referring to the reading assigned. The common wisdom about this class is that doing the reading does not pay off and it did not usually help in understanding what we discussed in class. I don't think it was productive to have freewheeling class discussions on subjects where a large number of students' only background was Professor Klick's two-minute summary of the topic. An illustrative example: we spent around half a class discussing John Rawls before someone had to ask what century he was from. Professor Klick should have assigned relevant materials for policy/econ topics and told us what parts of the casebook he actually cares about.
I think I would have gotten more out of a course that was more evenly split between traditional torts and the law and economics perspective. I was frustrated by how little class time we devoted to the basics of the law. I (and at least some of my peers) did not understand that torts was about duty and breach until at least a month into the course. The lack of a real syllabus made it unclear what I should even be trying to teach myself outside of class/reading. While I don't agree with Professor Klick's ideology, my criticism is not about that and I think his perspective could have been interesting if he taught a more structured class and made it more straightforward for students to learn the material.
I think it might make more sense to start with negligence instead of intentional torts since intentional torts are more of a tiny carve out
I thought it was organized well and was a very interesting course.
Strengths— this was my favorite class. Most importantly, Klick is extremely approachable. There are tons of students who participate in this class (including me) who never participate in other classes. That is 100% a product of the environment that Klick fosters in the classroom. He deeply engages students in the material (and pushes us to think beyond the normal scope of tort law). He takes his work seriously but doesn't take himself seriously. The legal profession and the law school would do well to adopt Klick's approach.
It seems that Professor Klick knows which cases he wants to talk about in class. Instead of generally recommending reading 30 pages for each class—which almost no one did, i wish that he had just assigned the cases that he planned on talking about. This way, people would have been incentivized to read and more people could have gotten involved in the discussions. Also, i know Professor Klick does not like to cold call, but I wish that he did sometimes. The same people would speak in class and it threw off the vibe between the students. It also would force people to practice discarding their normative beliefs in order to think through this Law and Econ approach and to criticize it. I think that Professor Klick's style of teaching is uniquely poised to have great discussions, but we didn't really have that often.
I thought learning Torts through an L&E framework was helpful for this and my other doctrinals.
If Professor Klick had a weekly key terms sheet, I think it would be helpful. Class often goes in many interesting directions. But, a simple paper for each chapter about some key points would help students track some of his econ terminologies.
The class structure and reading materials were very strong. I found it helpful to have the overarching economic framework and feel that it encouraged examination of our individual biases. I also appreciated the fake midterm as a way to understand expectations for the course. I have no complaints.
maybe could first go through course materials then open to discussion, i feel like in this way the discussion in class would be more meaningful as people will understand basic ideas.
The structure could be improved. While I did enjoy the frequent student-Klick discourse, we often got on many tangents.
I think that a strength of the class is the open participation and the ability to talk about torts in a simplistic and tangible manner. I think that a weakness is that some of the economic perspectives tend to strike some controversy and it gets detached from normative concepts that need to be discussed.
More visual aids when describing the economic analysis would have been helpful. Otherwise things were okay.
The course could be improved if, on the very first day, the ceiling caved in and we all got concussions. Then, we wouldn't have to take this class and we would potentially also learn a thing or two about tort law.

Comment on the online instruction in this course specifically. What aspects worked well? What suggestions would you offer for improvement?

Comments
N/A
n/a
lots of discussion
N/A
Online is a great supplement, in-person which we did as much as possible (like 90%) is always superior.
looks good overall.
N/A
The online classes regarding insurance and the fake midterm were very good. I think the online format was well-suited for those topics and I appreciated having flexibility in choosing when to watch those classes.
n/a
N/A
n/a
n/a
N/A

Other comments.

Comments
Be open-minded about this class. You don't focus on the doctrinal Tort black letter law as much as the other doctrinals, but I still learned more about law and econ than I ever have. Law and Econ is a fundamental legal philosophy and analysis that is one of the main pillars of all legal philosophy. This class helped me in understanding underlying motivations and incentives in the other doctrinals. Whereas the other classes are very narrowly focused. Love this class, Klick never change.
It was really refreshing to have a class that provided space for different perspectives and encouraged students to probe their own convictions. Also, Professor Klick always highlighted key takeaways when covering a particular topic which I found very helpful.
the man doesn't teach torts but it's a great class
This should not be a required 1L class. Professor Klick is probably a fine instructor in a seminar setting, but this class was a mess. The fact that our other professors seemed to be in on the joke that our half of the section wasn't really learning the basics of torts was disappointing.
Really feel like I've learned a lot and have strengthened my critical thinking skills.
N/A
N/A
Klick gets a bad rep, but I think he genuinely means well and wants his students to learn.
N/A
n/a
Klick's class can certainly be entertaining sometimes, and his lax attitude when it comes to attendance, class preparation, and the exam is appreciated. He should not be teaching 1L torts, though.
Also, I have not devoted much space in this course eval to his racism. I understand this label is meaningless to him, and he'll wear it like a badge of pride... just another reminder that he is one of the brave few in a world of people who are scared of being politically incorrect. ("Me? Racist? I bet you can't empirically prove that. All I'm saying is that there is some really interesting data showing that if you compare skull shapes with IQ..."). Jokes aside, the racism is a problem, and if Penn meaningfully cares about ALL of its 1L students, he would no longer be teaching here.

Each course at Penn Law has stated learning outcomes. To review the learning outcomes for this course, please refer to the Course Information page on Canvas. Please assess how this course contributed to your achievement of its stated learning outcomes:

Comments
I feel I have a rough understanding of torts.
I think that we quickly went over the elements of the causes of actions and focused most of our time on policy. I would have liked to more explicitly go over the elements of the causes of action and the defenses, and then had the policy discussions. Looking through my notes, it was hard to discern what the law actually requires.
It definitely contributed well to that.
not sure on this one
yaaaaaaaaa
achieved stated learning outcomes
This course achieves its stated learning outcomes.
I learned the basics of Tort law through his course.
The class aligns with the goal generally.
Great teacher. Very humorous. Novel idea of Tort. Encourage student participation. I really recommend this course to anyone who like detailed idea of Tort.
The learning outcomes are accurate and definitely what I got out of this course.
Successfully.
Yes
It met the course information objectives.
Poor contribution
I feel that the course helped me to achieve the stated learning outcomes successfully.
I felt we met the outcomes
Each outcome was achieved. I greatly enjoyed this class!
This course examines the doctrinal, theoretical, institutional, and policy dimensions of non–promissory civil liability for harm to persons, property, and certain intangible interests: successful
I think i've touched on everything I need to say.
I believe that Professor Klick's teaching of the course aligned with the stated outcomes and that I have learned information through different lenses.

Mean responses by student's class/degree

Question	JD24	Grad	Overall
Organization of the course, Torts (Klick) - Sec 1B	3.65	NRP	3.65
Workload	2.85	3.00	2.86
Satisfaction with course materials	3.95	5.00	4.00
Clarity and effectiveness of presentations	3.70	5.00	3.76
Instructor's knowledge of the subject matter and identification of underlying principles and issues	4.50	5.00	4.52
Would you recommend that other students take this course?	4.10	5.00	4.14
Overall effectiveness of instructor – Jonathan Klick	3.95	5.00	4.00
Overall effectiveness of the course	3.80	5.00	3.86

Category Relative Statistics - First-Year

Question	Scores for this course			Category scores (weighted by students) (2021C)			Category scores (weighted by course) (2021C)	
	Mean	Standard Deviation	Median	Mean	Standard Deviation	Median	Mean	Median
Organization of the course, Torts (Klick) - Sec 1B	3.65	1.14	4.00	4.40	0.88	5.00	4.45	4.59
Workload	2.86	0.91	3.00	3.42	0.72	3.00	3.39	3.30
Satisfaction with course materials	4.00	1.18	4.00	4.34	0.89	5.00	4.36	4.47
Clarity and effectiveness of presentations	3.76	1.09	4.00	4.29	0.94	5.00	4.37	4.46
Instructor's knowledge of the subject matter and identification of underlying principles and issues	4.52	0.98	5.00	4.83	0.48	5.00	4.84	5.00
Would you recommend that other students take this course?	4.14	1.24	5.00	4.36	0.98	5.00	4.36	4.46
Overall effectiveness of instructor – Jonathan Klick	4.00	1.18	4.00	4.51	0.81	5.00	4.54	4.67
Overall effectiveness of the course	3.86	1.20	4.00	4.38	0.88	5.00	4.39	4.50