

Antitrust (LAW607-001-14A): Course Evaluation Report

Course LAW607-001-14A
Title Antitrust
Instructors Klick
Evaluations 26/33

Standard Questions Report

Students rated the Instructor and Course on the following questions. "5" is the highest ranking and "1" is the lowest ranking. Note: Totals that do not equal 100% are due to rounding.

Choice Questions	Statistic	1	2	3	4	5	Totals
1. Organization of the course	Percent	0%	24%	12%	36%	28%	100%
	Responses	0	6	3	9	7	25
	Total Response (% of Enrollment)						76%
2. Workload: 1 - too light 3 - appropriate 5 - too heavy	Percent	0%	0%	58%	31%	12%	100%
	Responses	0	0	15	8	3	26
	Total Response (% of Enrollment)						79%
3. Satisfaction with course materials	Percent	0%	4%	31%	50%	15%	100%
	Responses	0	1	8	13	4	26
	Total Response (% of Enrollment)						79%
4. Clarity and effectiveness of presentation	Percent	8%	15%	15%	31%	31%	100%
	Responses	2	4	4	8	8	26
	Total Response (% of Enrollment)						79%
5. Instructor's knowledge of the subject matter and identification of underlying principles and issues	Percent	0%	0%	12%	20%	68%	100%
	Responses	0	0	3	5	17	25
	Total Response (% of Enrollment)						76%
6. Would you recommend that other students take this course? 1 - Would not recommend 3 - Would recommend 5 - Highly recommend	Percent	12%	4%	20%	32%	32%	100%
	Responses	3	1	5	8	8	25
	Total Response (% of Enrollment)						76%
7. Overall effectiveness of instructor - Jonathan Klick	Percent	8%	4%	12%	38%	38%	100%
	Responses	2	1	3	10	10	26
	Total Response (% of Enrollment)						79%
8. Overall effectiveness of course	Percent	4%	4%	15%	50%	27%	100%
	Responses	1	1	4	13	7	26
	Total Response (% of Enrollment)						79%

Essay Questions

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

- Contracts and corporate law are the foundations. Economics is really helpful.
- No Answer
- Some economics background is probably helpful but not required. He does a good job of providing an economic baseline for building on later in the course
- No Answer
- The knowledge about the economics is highly required. Otherwise you cannot understand what the prof. is talking about.
- No Answer
- Background in economics would be useful
- No Answer
- Some background on microeconomics is strongly encouraged, cause relative topics are not well explained in class. Difficult concepts are explained in seconds and then presumed to be known.
- Not really. But good economic intuition may be helpful. but you can make up for that part in the class. Klick is a super nice guy!
- Some background in economics would be useful, but not essential
- Basic economics
- No Answer

- Some economic back ground is needed.
- No Answer
- A background in economics is helpful.
- Basic Mico Economics OR take Torts with Professor Klick
- No Answer
- Econ would be super helpful; although Professor Klick says it is not required.
- Some understanding of microeconomics is extremely helpful. After the last section this class let out, there was a run on micro-related books in Biddle.
- No Answer
- Micro would help tremendously
- Prior experience in microeconomics and statistics would be helpful, but is not necessary.
- Background in Economics is helpful, but not necessary.
- No. Maybe some micro econ but most info you need to know is covered in review sessions at the beginning of the semester.
- No Answer

10. **Comment on the instructor's stimulation of interest in the subject matter and independent thought.**

- Prof. Klick is a thought provoking and pleasant instructor. Classes are never boring with him and problems are always approached from different and sometimes unexpected angles. I personally really enjoyed to be in his class and I learned a lot.
- Klick is great at captivating the class by discussing everyday questions and how their answers relate to the subject matter at hand.
- He focuses on the economics too much. I learned little about the antitrust legal aspects from the class.
- No Answer
- He did not really explain certain things for students who are not familiar with economic concepts
- No Answer
- Sometimes the structure of the lecture was not so clear, which made it difficult to me to concentrate on it.
- No Answer
- Very matter-of-fact attitude, which I appreciated. No-nonsense approach to some of the arguments made, great use of analogies. Though-provoking questions.
- No Answer
- No Answer
- The class is focus on the economic analysis of the cases, thus, the discussion of the cases are related to that area.
- No Answer
- No Answer
- The professor was excellent at presenting complex material in an accessible way. I was fortunate to have some background in econ and took Klick for torts so I was at somewhat of an advantage, but even so I feel like the ideas were presented well.
- No Answer
- We have brain-teasers every once and a while to try to analyze economic implications either forming people's decisions or resulting from their decisions.
- Prof. Klick dispensed almost entirely with the formalistic legal junk and cut right to the underlying economics. In light of that fact, the beefy casebook felt a little unnecessary, particularly because we didn't dwell much on the courts' opinions/"doctrine"/any of the typical stuff you care about in most law school courses. That said, I certainly came away from this course wanting to learn more about micro- in general, and even if it wasn't on the exam, watching the judiciary refine its approach to antitrust analysis was interesting for its own sake.
- No Answer
- No Answer
- Professor Klick has tends to approach issues in antitrust solely from a neoclassical perspective. Fortunately, life is more vibrant than aggregate utils--and the class would be improved if Professor Klick encouraged students to think beyond the four corners that bind blackboard economics.
- I personally love this subject, and he managed to make it boring.
- Professor Klick was good at stimulating interest, especially w/the econ puzzles we went through at the beginning of each class.
- No Answer
- No Answer
- No Answer

11. **Comment on the instructor with respect to attitude toward students and accessibility outside of class.**

- He is very friendly and easygoing. He clearly respects students and he seems always available to discuss after class.
- No Answer
- No Answer
- N/A
- This is the laziest class I've taken at Penn. The Syllabus was sloppily made, and assigned weeks worth of reading at once rather than breaking it down to the cases we would actually expect to cover. I guess he is available outside of class, tried to record class when students missed but not always successful with this.
- Professor Klick seemed accessible outside of class, although admittedly I did not try to get in touch with him outside of class meetings.
- No Answer
- No Answer
- I never took advantage of Prof. Klick's office hours, but he let student questions guide class a lot, and was a good sport about rehashing the basis for a room that was at least partially made up of econ virgins. He's also an easy-going and entertaining teacher.
- Great.
- No Answer
- The professor always seemed like he was available after class and was always friendly and respectful.
- No Answer
- No Answer
- He is open to questions in class.
- No Answer
- No Answer
- No Answer
- Very approachable
- No Answer
- Prof. Klick is friendly
- No Answer
- No Answer
- No Answer
- He talks fast, nonstop and incoherently. I often had difficulty in catching what he's talking about. Besides, most students don't have economics background. It is hard to follow the class.
- No Answer
- No Answer

Percentage Questions

14. Please note the approximate percentage of classes that you attended.

Mean	Median	Std. Dev.
87	90	10

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

Mean	Median	Std. Dev.
82	85	16

Category Relative Statistics

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	Mean	Median	Std. Dev.
1.	3.7	4.0	1.1
2.	3.5	3.0	0.7
3.	3.8	4.0	0.8
4.	3.6	4.0	1.3
5.	4.6	5.0	0.7
6.	3.7	4.0	1.3
7.	4.0	4.0	1.2
8.	3.9	4.0	1.0
14.	87.4	90.0	9.8
15.	82.4	85.0	15.6

Results are calculated using the evaluation responses for LAW607-001-14A only.

Upper-Level

	Mean	Median	Std. Dev.
1.	4.2	4.0	0.9
2.	3.4	3.0	0.7
3.	4.0	4.0	1.0
4.	4.1	4.0	1.0
5.	4.7	5.0	0.6
6.	4.1	4.0	1.0
7.	4.4	5.0	0.8
8.	4.2	4.0	0.9
14.	93.5	95.0	9.9
15.	84.2	90.0	20.6

Results are calculated using the evaluation responses for all Upper-Level courses. Each response has equal weight, so courses with more enrolled students have a greater effect on the results than courses with fewer students.

Upper-Level Weighted By Course

	Mean	Std. Dev.
1.	4.3	0.7
2.	3.4	0.6
3.	4.0	0.8
4.	4.2	0.8
5.	4.7	0.5
6.	4.1	0.9
7.	4.4	0.7
8.	4.2	0.8
14.	94.2	7.5
15.	84.9	18.1

Results are calculated by first calculating a result for each Upper-Level course and then equally weighting each of those results together to form the final result. This means that each course has equal weight in the results.