

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

Course LAW607-001-14C
Title Antitrust
Instructors Klick
Evaluations 46/56

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	7%	18%	30%	25%	20%	100%
	Responses	3	8	13	11	9	44
	Total Response (% of Enrollment)						79%
2. Workload: 1 - too light 3 - appropriate 5 - too heavy	Percent	0%	4%	53%	31%	11%	100%
	Responses	0	2	24	14	5	45
	Total Response (% of Enrollment)						80%
3. Satisfaction with course materials	Percent	7%	18%	31%	27%	18%	100%
	Responses	3	8	14	12	8	45
	Total Response (% of Enrollment)						80%
4. Clarity and effectiveness of presentation	Percent	9%	9%	38%	27%	18%	100%
	Responses	4	4	17	12	8	45
	Total Response (% of Enrollment)						80%
5. Instructor's knowledge of the subject matter and identification of underlying principles and issues	Percent	0%	0%	18%	22%	60%	100%
	Responses	0	0	8	10	27	45
	Total Response (% of Enrollment)						80%
6. Would you recommend that other students take this course? 1 - Would not recommend 3 - Would recommend 5 - Highly recommend	Percent	9%	7%	31%	38%	16%	100%
	Responses	4	3	14	17	7	45
	Total Response (% of Enrollment)						80%
7. Overall effectiveness of instructor - Jonathan Klick	Percent	4%	9%	29%	29%	29%	100%
	Responses	2	4	13	13	13	45
	Total Response (% of Enrollment)						80%
8. Overall effectiveness of course	Percent	5%	12%	23%	44%	16%	100%
	Responses	2	5	10	19	7	43
	Total Response (% of Enrollment)						77%

Essay Questions

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

- Economics, Calculus
- No Answer
- No
- No Answer
- No Answer
- It would definitely help to have some background in economics as a lot of the course is based on that. However, it is not necessary if you do some outside reading on basic microeconomics.
- No Answer
- No Answer
- I think it would be good to have an economics background before taking this class.
- A background in economics would be very helpful
- No Answer
- This course is taught from a law and economics perspective. The first few weeks of class are exclusively focused on teaching microeconomics and its applicability to anti trust analysis. 1/3 of the exam is a pure econ problem set type question.
- A background in economics would be helpful, but not necessary.

- No Answer
- None needed; basic econ 101 helps
- No Answer
- No
- No Answer
- An undergrad degree in economics is very useful, but not necessary.
- Economics would be helpful
- Some economics is helpful but certainly not necessary.
- No.
- Having a background in microeconomics would be very helpful.
- No, but some background economics would be helpful.
- No
- Maybe some econ.
- No Answer
- Microeconomics is helpful but not necessary.
- Economics knowledge
- No Answer
- Microeconomics 101
- Some econ background would be helpful
- No Answer
- No
- A little background in math and economics will truly help those who shall study this course. But the level of math needed doesn't rise above the subjects we all studied in high school
- No
- It is easier to follow the classes if students have a minimum background in micro-economics
- Knowledge of economics necessary. At least read up on it by yourself before taking the course.
- Microeconomics. I don't have a background so I have to struggle with the subject.
- Economics background is a must. The professor analyses every case study from an economist perspective. If you are not aware of economics, there is a high probability of getting lost.
- No Answer
- No Answer
- microeconomical knowledge is crucial
- No Answer
- No Answer
- No Answer
- No Answer

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

- No Answer
- No Answer
- Instructor speaks in a very monotone voice, very difficult to understand and not at all engaging. Focus is very econ heavy instead of antitrust.
- No Answer
- No Answer
- I don't think the professor did a very good job of this. He just kind of lectures and once in a while asks questions but is not very engaging.
- No Answer
- No Answer
- He didn't stimulate much interest or independent thought.
- Professor Klick is very knowledgeable about the intersection of antitrust law and economics but sometimes forgets that not all students have an econ background, which can lead to some confusion in class.
- No Answer
- Klick is a good professor that stimulated interesting discussion points when people were informed enough to participate.
- Lectures are usually interesting, although we spend what I think is too much time on the facts of the cases.
- No Answer
- Klick supplemented the course material with "puzzles" where he had the class think and analyze real world scenarios
- No Answer
- He is really interesting and engaging. He doesn't cold call, which is nice and promotes class discussions.
- No Answer
- Prof. Klick's lectures often seemed to focus on very fact-specific issues, rather than the big picture of legal standards and economic analysis, and often skipped large chunks of the assigned reading.
- He is an EXPERT
- No Answer
- Awesome.
- Prof. Klick uses neat puzzles to stimulate conversation in class of why certain oddities are the way they are in mainstream life. He applies them to antitrust law.
- Klick has a lot of experience in this area and is able to provide a practical insight to the material.
- Professor Klick's lectures very clearly reflected his interest and expertise in antitrust law, which was very engaging
- Very interested, definitely knowledgeable.
- No Answer
- I appreciated a lot the "puzzles" we were doing, very often it was hard to predict to what notion/principle they eventually lead to, but I always got it after the punchline was revealed.
Lots of good questions/hypotheticals making me think beyond what was in the books.
- The professor asked questions in class.
- No Answer
- The way of teaching the class through discussions and without real written support apart of the readings may create difficulties in benefiting fully of the class.
- No Answer
- No Answer
- No Answer
- The professor was very much interested in teaching the course and
- The instructor is more focused on micro-economic analysis of underlying cases rather than antitrust law
- No Answer
- No Answer
- Prof Klick knows his antitrust law but sometimes the class does get off the mark.
- The professor is great in terms of simulation and thought provoking. He gives many hypothetical examples for better understanding.
- No Answer
- No Answer

- No Answer
- No Answer
- No Answer
- No Answer

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

- No Answer
- No Answer
- Fine
- No Answer
- No Answer
- He seemed to be relatively accessible and respectful.
- No Answer
- No Answer
- He was respectful towards students. I don't know anything about his accessibility outside of class.
- No Answer
- No Answer
- Very respectful toward students. I did not visit him in office hours, but I talked to him after class and I know that students were successful in meeting him in office hours.
- Seemed to be available.
- No Answer
- Klick always made course recordings available
- No Answer
- He's willing to meet and has 2 days of office hours.
- No Answer
- Prof. Klick was always very professional and approachable.
- Very helpful and kind person; responds quickly to emails
- No Answer
- Great. Very approachable.
- Seems very respectful of students' viewpoints. Never attended his office hours
- No Answer
- Very willing to accommodate students with questions
- Respectful, does not treat the class like children.
- No Answer
- Very good attitude, chilled class, only those who wanted to participate actually spoke in class. Excellent accessibility outside class. P. Klick knows his stuff and he's very clear (though it is necessary to follow, otherwise the puzzles become really puzzling). Bonus points for a great sense of humor!
- Great.
- No Answer
- very opened to questions and happy to answer everything and help students understand the concepts
- No Answer
- No Answer
- No Answer
- The professor was really nice to us and he had no attitude problems and he was very accessible outside of class and responded to emails shortly after I sent them to him.
- Very accessible and is good with students
- No Answer
- No Answer
- He is open to questions and welcoming.
- Satisfactory. Very easily approachable during his office hours.
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer

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

- No Answer
- No Answer
- Weaknesses - econ heavy course without much time devoted to antitrust, very difficult to follow, no structure to the course.
- No Answer
- No Answer
- Better organization - maybe powerpoint slides. I just had a really hard time paying attention because of the way the lecture was formatted. It just felt like one giant monologue and I had a difficult time staying engaged.
- No Answer
- No Answer
- It's a great course and there are important topics. I felt like the casebook is completely unnecessary for the class. Everything he tests on the exam can be found in one much shorter and much cheaper book that I bought instead. Why require students to buy a casebook when you don't test their knowledge of the law? I love the class as it is because I love economics and I love knowing the reasons for and policies driving the antitrust laws. I just think the reading assignments and frequently the lectures were off point.
- No Answer
- No Answer
- I think that Klick should be upfront about the level of economics needed and used in the course and that he does not emphasize cases.
- I appreciate the professor's non-paternalist attitude, but it was clear that only a few people read for each class. People need incentives to read. I would institute a panel on-call system.
- No Answer
- The course could be improved by applying a different discussion method to ensure more of the class did the readings.
- No Answer
- Sometimes the reading load was too heavy --it was also erratic. One day it would be 20 pages and the other day it'd be 60.
- No Answer
- The course could be improved primarily with a different casebook. While the current book explained the necessary doctrines clearly, it was very repetitive and verbose, focusing too much on antitrust history as opposed to the nuances of antitrust law as it stands today.
- It's not organized that well. It's hard to delineate between different sections, but that's also just part of antitrust
- No Answer

- No Answer
- Strengths: Great professor, interesting topics if you like economics
- The course felt a bit disorganized. It would have helped to have a more structured style or clear takeaways from certain sections. The rules and tests took time to decipher, whereas it would have been easier to see the development of the rules and learn how they have been applied if they had been more straightforwardly given to the class.
- Overall the workload was manageable, but some classes required a lot of reading and others very little...perhaps it would be helpful to spread the reading out more evenly over the semester
- Maybe some more hypotheticals, more focus on econ explanations.
- No Answer
- I would maybe devote less discussion to cases from 1940s, though I understand they are still good law. Also maybe, although this is a European perspective, it would help to structure the material bit more, for example to collusion, monopolization etc (despite the overlapping practices).
- Strengths are we can know about micro-economics knowledge combining antitrust law.
- No Answer
- It should be specified that the class focuses more on economic intuitions and not purely on legal aspects in the name of the class
- No Answer
- No Answer
- Instructor has great knowledge. However, sometimes difficult to see relevance of casebook with regard to actual exam questions.
- The course was fine.
- The course could be improved if it incorporated more of the US law on antitrust in addition to the economics of antitrust cases
- No Answer
- No Answer
- Antitrust is a fascinating subject and before taking this course, I did not realise the depth of it. Because it isn't an obvious law subject I want to pursue it further.
- Strength - Professor
- Weakness - No proper basic economics teaching
- I think the professor should prepare the slide for each class.
For me, it is really hard to understand what the professor teaches us. Especially for microeconomics.
- No Answer
- too much microeconomics, not enough law
- No Answer
- No Answer
- No Answer

13. **Other comments:**

- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- More clarity could be provided about what types of math students will be required to know for the exam
- No Answer
- No Answer
- I wasn't a fan of the casebook we used. I found it confusing to be jumping all over the book. A more well organized syllabus would be helpful.
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- None
- No Answer
- Very good class, highly recommend!
- n/a
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- none
- -
- No Answer
- No Answer
- Take this course if you're curious about this area of law.
- Every class if recorded will be of great help for LLMs in terms of language.
- No Answer
- No Answer
- Professor Klick always says that the microeconomic stuff he mentions is only background knowledge, but if it comes to the exam all the formula become important. so always write down the formulas he writes on the board!
- No Answer
- No Answer
- No Answer

Percentage Questions

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

Mean	Median	Std. Dev.
87	93	15

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

Mean	Median	Std. Dev.
77	80	19

Category Relative Statistics

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	Mean	Median	Std. Dev.
1.	3.3	3.0	1.2
2.	3.5	3.0	0.8
3.	3.3	3.0	1.2
4.	3.4	3.0	1.2
5.	4.4	5.0	0.8
6.	3.4	4.0	1.1
7.	3.7	4.0	1.1
8.	3.6	4.0	1.1
14.	87.3	92.5	15.2
15.	77.1	80.0	19.4

Results are calculated using the evaluation responses for LAW607-001-14C 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.	4.0	4.0	1.0
5.	4.7	5.0	0.6
6.	4.1	4.0	1.1
7.	4.3	5.0	0.9
8.	4.2	4.0	1.0
14.	91.9	95.0	12.5
15.	84.6	90.0	20.0

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.	4.2	0.8
2.	3.4	0.6
3.	4.0	0.8
4.	4.0	0.8
5.	4.7	0.4
6.	4.1	0.9
7.	4.3	0.7
8.	4.2	0.8
14.	93.9	7.3
15.	86.2	16.2

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.