

Law and Economics (LAW514-001-11A): Course Evaluation Report

Course LAW514-001-11A
Title Law and Economics
Instructors Klick
Evaluations 64/72

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	3%	3%	24%	38%	32%	100%
	Responses	2	2	15	24	20	63
	Total Response (% of Enrollment)						88%
2. Workload: 1 - too light 3 - appropriate 5 - too heavy	Percent	13%	19%	63%	3%	2%	100%
	Responses	8	12	40	2	1	63
	Total Response (% of Enrollment)						88%
3. Satisfaction with course materials	Percent	3%	13%	27%	26%	31%	100%
	Responses	2	8	17	16	19	62
	Total Response (% of Enrollment)						86%
4. Clarity and effectiveness of presentation	Percent	0%	8%	11%	32%	48%	100%
	Responses	0	5	7	20	30	62
	Total Response (% of Enrollment)						86%
5. Instructor's knowledge of the subject matter and identification of underlying principles and issues	Percent	0%	0%	5%	15%	81%	100%
	Responses	0	0	3	9	50	62
	Total Response (% of Enrollment)						86%
6. Would you recommend that other students take this course? 1 - Would not recommend 3 - Would recommend 5 - Highly recommend	Percent	3%	3%	26%	21%	47%	100%
	Responses	2	2	16	13	29	62
	Total Response (% of Enrollment)						86%
7. Overall effectiveness of instructor - Jonathan Klick	Percent	2%	2%	16%	30%	51%	100%
	Responses	1	1	10	19	32	63
	Total Response (% of Enrollment)						88%
8. Overall effectiveness of course	Percent	3%	3%	22%	38%	33%	100%
	Responses	2	2	14	24	21	63
	Total Response (% of Enrollment)						88%

Essay Questions

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

- No Answer
- No Answer
- No.
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- no.
- No Answer
- No
- No Answer
- No
- micro 101 college
- no. economics background, or at least knowing what an externality is, may help
- micro econ will be helpful, but not necessary
- No Answer
- Useful to have done some economics at an undergraduate level.
- A little economics background is helpful, but not necessary.
- No Answer
- No
- No Answer
- Some basic knowledge of economic theory - particularly game theory - would be helpful but isn't necessary
- No Answer
- Some background knowledge of econ was helpful.
- No Answer
- No Answer
- some economics would be helpful but not necessary and Klick is very good at breaking down difficult economics concepts
- No Answer
- No Answer
- No Answer
- No.
- If I had been an econ major, I would have found a lot of this class really boring. That being said, I do fear that a strong econ background will end up being a major advantage on the exam (despite Prof. Klick's insistence to the contrary).
- Know about economics
- No Answer
- Not really. Basic Econ is helpful.
- No Answer
- Some (basic) econ would be helpful.
- No Answer
- Background in economics would have been helpful. I didn't have one and didn't consider myself on an even playing field.
- No Answer
- Not really.
- Econ background helpful, but not necessary
- None, though an understanding of economics certainly helps.
- No Answer
- A background in microeconomics would be helpful but is not necessary.
- No Answer
- Not really
- No Answer
- No Answer
- No Answer
- No Answer
- I would say a background in economics or business would be very helpful, but maybe not necessary
- Economics
- No Answer
- A little econ knowledge surely helps.
- No Answer
- No Answer
- Economics students and students who have contemplated economics before seem to have a distinct advantage. I was well aware of many of the concepts that were introduced before Klick brought them up, and much of the empirical research that was utilized.
- No Answer
- He almost assumes you have a background in micro-econ.
- No Answer
- No Answer
- no
- No Answer

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

- No Answer
- No Answer
- Excellent.
- No Answer
- No Answer
- No Answer
- excellent
- No Answer
- good.
- No Answer
- Great
- No Answer
- No Answer
- great
- No Answer
- Discussions and issues he raises are very interesting.
- No Answer
- Presents interesting thought experiments.
- Very stimulating in economic theory of law.
- No Answer
- No Answer
- No Answer
- The instructor was very engaging, providing interesting real-world examples and applications of what was being taught in class. Much of what was covered was particularly interesting as the instructor often provided an alternative reading of the data or a different - often novel - perspective.
- No Answer
- No Answer
- No Answer
- No Answer
- sometimes I felt like he lectured too much but he also let us try to fish out some things on our own
- No Answer
- No Answer
- No Answer
- When I write about the "course materials," I am also referencing Prof. Klick's ability to survey the last 500 years of major Western thought and summarize fantastic breakthroughs throughout that period within 2 sentences. Prof. Klick's organization was impeccable, and his relaxed approach to the class makes it one where questions and insights are valued far more than knowing facts about cases.
- No Answer
- No Answer
- No Answer
- Course revolved around Prof's independent thought. Very interested, and interesting.
- No Answer
- Professor Klick really knows his subject matter, he is like a walking wikipedia.
- No Answer
- Excellent at stimulating interest, in bringing concepts into contexts we could understand and appreciate.
- No Answer
- Fantastic professor. Says so many interesting things that you can't help but be into the subject.
- Amazing professor
- No Answer
- No Answer
- No Answer
- No Answer
- Outstanding willingness to accept independent thought and encourage students' interests in the material
- No Answer
- No Answer
- No Answer
- Professor Klick is very interested in the material and does a great job presenting it.
- Although economics is not normative, I felt there were a lot of shoulds and this is the way it is and a lot of theory. I was concerned about my freedom of thought sometimes.
- No Answer
- Klick was great as an econ lecturer. Very different style than the Socratic method we are used to.
- No Answer
- No Answer
- Klick does a great job of cutting through BS and making statements from the perspective of economic efficiency.
- No Answer
- Fair.
- No Answer
- No Answer
- did a good job
- No Answer

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

- It would be better if presentation tools are used (e.g. ms power point).
- No Answer
- It is a perfect class as it is, extremely entertaining and informative
- No Answer
- Not organized.
- excellent
- No Answer
- The course would be better if he could provide more materials, articles, books, about the topics he speaks.
- No Answer
- Could be more structured, with more required reading (e.g. articles/journals)
- Weaknesses: take home exam is only available during a two-day window of exam week. I would have preferred to take it during any 24 hour time during exam week.
- No Answer
- No Answer
- No Answer
- The strengths of the course primarily lie in the instructor's expertise regarding his subject matter and his skill at conveying information. However, I found that the course materials assigned were not necessarily very helpful in following what was being taught and the instructor's method of lecturing made it difficult to take effective notes. Also, as the course only has one graded component - i.e. the final exam / paper, it made it difficult to assess how well I was doing during the course of the term
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- This class is amazing. Period. I think a student can learn more in this class than from any normal economics course (even an advanced level course) because it draws connections between the core principles of economics and other topics, and does so based on empirical data. Therefore, this is not only a theoretical explanation of a connection, but a tangible demonstration of one through the short stories constructed from data evaluation. That is the most effective way to learn.
- As nice as it was to never have to do reading for this class, I would have learned more if there had been more assigned (or at least recommended) reading. We discussed a lot of Prof. Klick's articles in class, why not have us read them?
- Should probably find a more relevant book to supplement course with. Some sort of greater organizational principle, rather than a new topic every week and random economic studies that have been done.
- No Answer
- Really interesting, fun and stimulating course. Ppt slides would have been helpful.
- No Answer
- I wish Professor Klick pushed his students a little more. He could really be one of the best professor at Penn, but because of his economic reasoning (e.g you may or may not do the readings, it is your own rational decision), I think some of our classmates abused of it, and just did not prepare at all for class.
- No Answer
- Strengths: Professor Klick himself, command of the material, ability to illuminate concepts through examples. Weaknesses: incentivizes slacking, no examination of cases.
- No Answer
- Maybe more precise statement of what is expected for the exam.
- All strengths...maybe a few articles here or there to clarify some topics or see some new studies he talks about in class
- This class could use more reading. The professor often referenced scholarly works, but it was difficult to judge those works without having read them myself.
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- He is great at lecturing. The organization is a bit of a concern. He seems to just jump through random topics that don't relate to one another. However, it doesn't detract from the course too much.
- No Answer
- No Answer
- There should be a more substantial reading load so that we can really grasp the material both through lecture AND through reading.
- No Answer
- No Answer
- The course might be improved by providing some means for the students with less of an economics background to keep pace with the econ students.
- No Answer
- More organization and more relevance to law.
- No Answer
- No Answer
- no improvements necessary
- No Answer

13. **Other comments:**

- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- nothing.
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- none
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- No Answer
- I would have preferred to have had grade-able assignments or quizzes interspersed throughout the term
- No Answer
- Impressive that Prof. Klick never looks at notes or a textbook the entire time; straight off the dome!
- No Answer
- No Answer
- No Answer
- No Answer
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- No Answer
- Too unorganized for someone who has no economics background.
- No Answer
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- No Answer
- There was minimal effort to connect any of the information to any sort of legal analysis. I have no idea why this course is offered in the law school. It was interesting nonetheless.
- No Answer
- No Answer
- No Answer
- No Answer

Category Relative Statistics

LAW514-001-11A			
	Mean	Median	Std. Dev.
1.	3.9	4.0	1.0
2.	2.6	3.0	0.8
3.	3.7	4.0	1.1
4.	4.2	4.0	0.9

First-Year			
	Mean	Median	Std. Dev.
1.	4.1	4.0	0.9
2.	3.5	3.0	0.8
3.	3.8	4.0	1.0
4.	3.9	4.0	1.0

First-Year Weighted By Course		
	Mean	Std. Dev.
1.	4.1	0.8
2.	3.5	0.7
3.	3.9	0.9

5.	4.8	5.0	0.5
6.	4.0	4.0	1.1
7.	4.3	5.0	0.9
8.	4.0	4.0	1.0
14.	91.2	95.0	10.9
15.	73.6	80.0	26.8

Results are calculated using the evaluation responses for LAW514-001-11A only.

5.	4.6	5.0	0.7
6.	3.9	4.0	1.1
7.	4.1	4.0	0.9
8.	4.0	4.0	0.9
14.	94.6	95.0	7.3
15.	87.5	95.0	18.7

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

4.	4.0	0.9
5.	4.6	0.5
6.	3.9	1.0
7.	4.2	0.8
8.	4.0	0.9
14.	94.7	6.4
15.	87.1	16.3

Results are calculated by first calculating a result for each First-Year 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.