

TEACHING AGENDA

MOTIVATION

My desire to teach courses at the intersection of law and business is shaped by my research interests, business school and law school teaching experience, and corporate transactional practice experience. I would be interested in a course package that includes Securities Regulation, Business Associations, Corporate Governance, Negotiation, Empirical Legal Studies, Corporate and Venture Finance, and other business-related courses. I would also be interested in teaching the two first-year foundational courses connected to my background and research, Contracts and Torts.

The opportunity to teach courses related to my research can enrich my experience as both teacher and scholar. Law teaching is at its best when inspired by the concentrated, analytical immersion one can experience through scholarship. Likewise, passionate teaching can trigger passion in students, cultivating a classroom dynamic that can spark fresh, relevant scholarship.

I have felt a unique level of joy and fulfillment from my experiences teaching law school and business school students. As a law school professor, I hope to convey to my students my enthusiasm for teaching, my passion for the law, and my continuing curiosity about the subjects I teach.

CONTRACTS

I would be thrilled to have the opportunity to teach Contracts. This course is connected to my research and practice experience, and was a focal point of my Ph.D. studies. Our program supplements the economics Ph.D. program's core curriculum with a set of foundational courses that place great emphasis on contract theory.¹

This intellectual foundation has inspired my research on the agency costs and incentive effects of contracts within firms, and will also inspire my teaching of Contracts. The basis of my Contracts curriculum will reflect the classic pedagogical paradigm: a focus on the application of core contract doctrine to the analysis of cases and judicial reasoning.

Although doctrinal and case analysis serve a vital intellectual objective, this conventional approach provides an incomplete account of the contractual issues lawyers face in today's marketplace. I experienced the gap between contracts in law school and contracts in law practice while working as a transactional attorney. My work included drafting, negotiating, and interpreting contracts; measuring and proving damages; and analyzing arbitration clauses—these practical skills are not emphasized in the standard Contracts curriculum.

In my experiences teaching business school classes, case studies have been an effective pedagogical tool for bridging abstract theory with the development of practical skills. I believe a version of the case study approach can be useful in introducing law students to real-world contractual disputes, placing them in the role of the key decision-making lawyer in the case. Practical, contract-related legal skills can be integrated into the case analysis. Incorporating the role of contracts in today's legal environment can be both experientially relevant and can deepen

¹ This curriculum is largely shaped by the work of the face of the Business and Public Policy group: Oliver Williamson. His seminal research reframed areas of economic inquiry from the lens of choice to the lens of contract. I believe work has deep and underappreciated implications for the economic analysis of contract law. His ideas and his mentorship have inspired me greatly.

the learning and retention of doctrinal principles. Nevertheless, because foundational courses serve a purpose much broader than the acquisition of practical skills, practice-relevant exercises should only be added at the margins and should not detract from the course's core intellectual objectives.

TORTS

My research and teaching interest in torts stems from my fascination with the economic analysis of the law; tort law provides fertile ground for analyzing the virtues and limitations of the law and economics approach. My research analyzes torts committed by directors and officers of publicly traded companies. I analyze these violations from the perspective of an economist—I examine the incentives of the relevant parties, use empirical analysis to test my theory, and place great emphasis on whether the theory leads to a socially inefficient outcome.

But what drives my attention to these violations is a strong sense of social justice; a belief that intentional financial torts committed by the privileged and powerful must be exposed. A broad conception of distributive justice also motivates my research; a belief that too much attention is placed on crimes of desperation by the underprivileged and too little on crimes of greed by the wealthy.

In teaching Torts, I plan to incorporate these analytical frameworks in discussions of torts cases and doctrine. What is pedagogically important for me is for students to discover the differences in values that underlie their disagreements over policy. For example, identifying that one group of students places greater emphasis on the deontological, moral aspect of a tort action, while another prioritizes a utilitarian, consequentialist approach.

I intend to apply a modified Socratic method in the classroom, with less focus on a targeted dialogue between student and teacher and more emphasis on stimulating an interactive debate among the students. To stimulate this collaborative dynamic, I plan to incorporate case studies of real events that can bring tort doctrine to life. For example, a case study can place students in the role of policymakers as they debate the merits of a tort reform bill.

LAW AND BUSINESS

Securities Regulation, Business Associations, Corporate Governance, and others courses related to corporate law and the securities markets fit squarely within my research interests. I plan to distill from my scholarly passion for these subjects a pedagogy that merges critical analysis of relevant laws and regulations, with the acquisition of practice-related knowledge. Other business-related courses I am interested in teaching have analogues at business schools and provide ample opportunities for experiential learning.

NEGOTIATION

I would be excited about the opportunity to teach a course on Negotiation. In my research, I am interested in behavioral models of contracting that account for anomalies in the predictions of rational choice-based theory. Negotiation theory takes this a step further by systematically demonstrating how far negotiators can deviate from the self-interested, optimizing homo economicus that inhabits the rational-actor models. I find this complexity fascinating.

The course I envision integrates discussions of theory with simulation exercises. Because negotiating is ubiquitous in our personal lives, students are likely to fall back on deep-seated habits and assumptions if a clear objective is not set forth; this detracts from the principled approach needed to learn from performing and watching the simulations. Each simulation will be motivated by a single, specific objective and will provide ample time for post-simulation reflection and analysis.

VENTURE FINANCE AND VENTURE CAPITAL

As new business capital formation is integral to my research agenda, I am interested in teaching courses related to the Law of Venture Capital and Venture Initiation. Because the legal landscape for small business capital formation is rapidly evolving, existing courses covering early stage businesses may need to be adapted to incorporate these key changes, or restructured altogether. Central to the course will be an understanding of legal and regulatory changes that provide new options for small businesses seeking public capital; understanding the relevant costs and benefits of these regulatory innovations can drive an interesting policy debate regarding the proper objectives of policymakers in this context and how best to achieve these objectives.

EMPIRICAL LEGAL METHODS AND LAW AND ECONOMICS

Lastly, I would be interested in teaching seminars in Empirical Legal Methods and Economic Analysis of the Law. These courses are directly aligned with my research interests and will be a joy to teach.

In ELS, I will first convey to students my belief that the strengths of a good law student are well aligned with the mindset needed to be a talented empiricist. The logical, analytical thinking needed for effective legal analysis is essential to sound empirical work. I will teach research methods, data analysis, and statistics, to provide students with the simplest set of tools needed to develop empirical research. The course will also teach students to become critics of empirical scholarship. Much of the class will be spent dissecting and analyzing legal empirical papers; the goal will be to train students to assess the validity of empirical claims and identify tools and strategies for meaningful empirical scholarship.

I would also be interested in teaching a seminar that analyzes formative developments in the history of the economic analysis of the law. This course would give me the opportunity to develop a curriculum that incorporates the most influential law and economics articles and important critiques of the economic approach; many of these articles have transformed my thinking about the role of law in society. I would be thrilled to facilitate the exciting discussions that can spring from students sharing their reactions to and interpretations of these readings; for motivated students, this course can be a valuable element of their intellectual development in law school.