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PEGGY RADIN, MENTOR EXTRAORDINAIRE

*R. Anthony Reese**

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I write to celebrate Peggy Radin's contributions to the legal academy in her role as a mentor. I know that others will speak to her significant scholarly achievements and important contributions across several fields. I want to pay tribute to the substantial time and energy that Peggy has devoted over the course of her career to mentoring students and young academics.

I was extremely fortunate to have had a handful of mentors who helped me become a law professor. (I am also extremely fortunate that some of those mentors became generous senior colleagues who occasionally continue to help me navigate *being* a law professor.) Many of those mentors, including Peggy, were faculty members at Stanford when I was a law student. I am especially fortunate that Peggy was one of my most dedicated mentors.

I want to call attention to Peggy's support for young academics not so much because I was a direct beneficiary of it, but because this kind of contribution can often be overshadowed—especially by a scholarly profile as towering as Peggy's. But in addition to celebrating Peggy's extraordinary record of legal scholarship, we should recognize and honor her work with emerging scholars because it has helped to shape the composition of the legal academy today and foster the work of numerous legal academics making important scholarly and professional contributions to their fields.

I do not have comprehensive knowledge of all of the people Peggy has mentored throughout her career, but her impact has been substantial. I personally know of at least seven current law professors who received degrees from Stanford in the mid-1990s and benefitted from Peggy's support in making their way into legal academics. I suspect that many other law professors working today were lucky enough to have Peggy's help in launching and developing their careers.

As an example of the remarkable service she has provided over her long career to so many students and junior colleagues, I would like to recall some of my own experiences of Peggy's extraordinary work mentoring young academics in three areas: career advising, scholarship, and teaching.

I was lucky enough to benefit from Peggy's mentorship very early in my career. I did not go to law school planning to be a law professor. Indeed, the idea had not occurred to me as a possibility. As a first-year law student, I,

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like many law students, had only the vaguest sense of what law professors actually did beyond teaching classes like the ones I had just started taking. That soon changed thanks to a program that Peggy and a colleague had just started with the goal of introducing students to careers in legal academics, and helping them prepare for those careers.

This program aimed to get more students to consider pursuing an academic career. Information about careers in law firms, in government, or in public interest organizations was obtained relatively easily from the career services office and from summer employment. But there was no real institutional source of information about academic careers, although an individual faculty member might encourage a particular student to consider going in to the academy. The program that Peggy started sought to fill that gap and interest the broader student body in considering an academic career. It helped interested students to better understand what a law professor does and to learn how to develop the skills that would help them become law professors.

I was lucky that Peggy helped start this program, because its information sessions and workshops started me thinking about the possibility of an academic career. But even more importantly, those events introduced me to Peggy. And as I got to know her better—first as a student in her Property Law class and then as one of her research assistants—she became a trusted advisor as I contemplated becoming a legal academic.

As a student, I could always count on Peggy for thoughtful advice. But later, when I was on the teaching market, Peggy was an even more tireless adviser, helping with (seemingly) small issues such as how to fill out the form for the AALS Faculty Appointments Register, as well as with larger questions about preparing for job interviews with law schools. She helped moot my job talk presentation and offered lots of feedback to help me improve the talk before I actually delivered it to prospective employers. She also served as one of my recommenders—taking the time to talk with faculty at other schools about me and my work. Looking back, with a better sense of all of the obligations and demands on the time of a busy academic, I am humbled by how much time she spent with me, and on my behalf, while I was a candidate on the teaching market. She has shown that same generosity of time to many teaching candidates over the years, making her contributions to helping her students start their careers in the academy truly impressive.

I want to highlight one particular piece of advice that Peggy gave me. By the time I entered my third year of law school, I knew that my primary academic interest was copyright law. In talking with Peggy about my class schedule, she encouraged me to take the Antitrust Law course. She impressed upon me the importance of understanding the limits that antitrust law could place on the exercise of patent, copyright, and trademark rights. When I expressed some trepidation about taking Antitrust Law without hav-

ing a background in economics, Peggy promised that she could teach me the economics that I needed to know in order to understand the legal issues in the basic antitrust course. Once I started the course and had doubts about how well I understood the basic underlying economics of antitrust law, Peggy kept her promise with a terrific one-on-one tutorial.

I am particularly grateful to Peggy for persuading me to take Antitrust Law, though not for the predictable reasons. As she foretold, it is very helpful for an IP scholar to have a basic understanding of one of the principal bodies of law that limits the behavior of IP rightsholders. More importantly, though, shortly after taking Antitrust Law on Peggy's advice, I met an antitrust attorney, and eventually he became my partner and a leading antitrust law professor. We have now been together for over twenty years, and while I am no antitrust expert, I understand his scholarly work far better than I would have if I had not taken Antitrust Law. Good advice can sometimes have extremely positive unintended consequences: I am fairly sure that Peggy did not foresee that benefit to me when she advised me to take the course. I am sure, though, that Peggy has been pleased that her advice paid personal, not just professional, dividends, because Peggy cares about her mentees as people, not just as scholars.

Peggy's mentoring, of course, extended to scholarship as well. My first published academic writing grew out of a paper that I wrote for a seminar that Peggy and Barbara Fried co-taught. While Peggy had to read the paper to grade it, she went beyond that obligation. She encouraged me to revise the paper and submit it for publication, and she offered helpful advice on how to improve the piece and how to turn it from a paper tied to the specific seminar for which it was written into an article of more general interest. She strongly recommended that I change the title, and I gratefully adopted her suggestion for a much better title. She knew that an article might be worth reading—but might nonetheless not get read—if the title did not help draw busy readers in. (I have not proven to have Peggy's talent at coming up with good titles, but she did teach me the importance of at least trying to do so.)

Such support for the early scholarly work of students (particularly students hoping to enter academia) is a hallmark of Peggy's contribution to the legal academy. An informal search on Westlaw indicates nearly two dozen law student authors who have thanked Peggy in a published note or essay or article, and some of those student authors are now law faculty members at Chicago-Kent, Columbia, Georgetown, Ohio State, UC Davis, UC Irvine, UCLA, and the University of Pennsylvania.

Finally, I am grateful that Peggy mentored me in my role as a classroom teacher. I first benefitted from her example, experiencing her teaching when I was a first-year student in her Property Law course. The class covered the standard topics—trespass, nuisance, adverse possession, the common-law system of estates, covenants and servitudes, alienability, marital property, landlord-tenant law, zoning, takings, and more. But throughout the course,

Peggy added supplementary material of her own. This included not only additional cases, but also excerpts from important law review articles, as well as readings in primary sources (including works by Locke, Nozick, Kant, Hegel, and Marx) on philosophical inquiries into the concept of property. In addition, she provided substantial background on the basic approach of economic analysis of law, and challenges to that approach. All of this added a rich understanding of fundamental questions underlying the particular doctrinal topics we were studying. Of course, some students grumbled that we were not concentrating only on “law” in class. But when I got to the property portion of my bar review course a couple years later, every topic that we reviewed in preparing for the bar exam was one that I had already encountered in Peggy’s property course. Clearly she had managed to enrich her students’ insight into property law without short-changing any of the doctrinal material we needed to learn.

Later, I was fortunate to learn from Peggy when I returned to Stanford as a fellow in the Program on Law, Science, and Technology, and Peggy and I co-taught a course called Intellectual Property in Cyberspace. This was a new course, so I got to work with Peggy to design the course from scratch and to put together our own materials. (We made the materials available to the students online, which was fairly unusual in 1999, and those materials eventually became the basis for a casebook on Internet Law.) Peggy gave me plenty of responsibility, and plenty of guidance, as we worked together to create the course and to prepare for each class session. Looking back, I suspect that creating and teaching the class with me may have been more work for Peggy than if she had just done it herself. But she was unfailingly enthusiastic about teaching the course together, and I have always been grateful that the first time I designed and created a course, I was able to do so in partnership with an excellent experienced teacher.

One piece of teaching advice that Peggy gave me when we were co-teaching this class has stuck with me. After one class meeting, I was unhappy that the session had not gone as well as I had hoped. Peggy said something along the lines of, “You’re giving yourself a C- for today’s teaching. Next week, you may think that the class has gone so well that you’ll give yourself an A. But if you asked the students, they might well give you a B+ for both classes.”

Having often seen Peggy working very hard on her teaching, I knew that teaching well mattered a great deal to her. So I knew that Peggy was *not* saying “Don’t bother trying too hard to teach well because the students won’t be able to tell the difference.” Instead, she was telling me that teachers who care about their teaching are often their own harshest critics, and that while my teaching performance in a particular class session might not have met my own expectations, that did not mean that I had shortchanged my students during that class hour. Even after teaching law school classes for over fifteen years, I still sometimes walk out of a class meeting feeling dis-

appointed that the class did not go as well as I had hoped. And Peggy's advice from the first course I taught still helps keep things in perspective.

Over the course of her academic career, Peggy Radin has devoted much time and effort to mentoring students, particularly helping her students to become academics themselves. She was instrumental in launching many academic careers, and those of us whom she mentored are in her debt. We honor her generosity and dedication in nurturing future academics as part of paying appropriate tribute to all of her considerable accomplishments as a law professor.