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Date	DOW	Week	Session	Segment	Topic	Subtopic	Focus	Where	Notes	Detail Documents
1/20/2026		2	1	1 A	The Texts	Colonial period; Articles of Confederation	Articles of Confederation; Sample Federalist Papers; Sample Anti-Federalist Papers	3-16; li-lvii; 26-27		https://docs.google.com/document/d/1k4Jx7An_Sh8MP602FzaHWbh7v1SYeB0_km6l7YQObBA/edit?usp=sharing
1/20/2026		2	1	1 B	The Texts	Constitution	The Constitution	xxxiii-l; 27-30	I really do want you to read the whole constitution -- carefully	ConLawSpr25C1
1/21/2026		3	1	2 A	Using AI Effectively to study constitutional law	Part I	NotebookLM; How to prompt; Study and Learn; legaled.ai			
1/21/2026		3	1	2 B	Foundational Cases	Judicial Review of Federal legislation	Marbury v. Madison; Article III	89-102		ConLawSpr25C2
1/22/2026		4	1	3 A	Foundational Cases	Judicial Review of State Court Constitutional Interpretations	Martin v. Hunter's Lessee; Understanding the jurisdictional dispute in Martin v. Hunter's Lessee; Supremacy Clause	103-05; Martin		ConLawSpr25C2
1/22/2026		4	1	3 B	Using AI Effectively to study constitutional law	Part II	Midpage.ai; CustomGPTs; Claude Skills;			
1/27/2026		2	2	4 A	Federal Congressional Power	As against state taxing power	McCulloch v. Maryland; Commerce Clause; Necessary and Proper clause; Supremacy Clause	105-18		ConLawSpr25C3
1/27/2026		2	2	4 B	Commerce clause, Fugitive Slave Clause, Coinage	Before Jones & Laughlin	Gibbons v. Ogden; Prigg; Dagenhart; Schechter	128-37; 168-73; 218-28	I will lecture on Paper Money cases, EC Knight, Champion v. Ames,	https://docs.google.com/document/d/1Tr086TwMdyAoJSUPTFGWIXYH0EjUnv1Tomye-wjQesc/edit?usp=sharing
1/28/2026		3	2	5 A	Commerce clause	The expansion: the substantial effects doctrine	Jones & Laughlin; Darby; Southeastern Underwriters; Wickard v. Filburn	228-41	I will lecture on Southeastern Underwriters and Schechter Poultry and spare you the reading	ConLawSpr25C4
1/28/2026		3	2	5 B	Commerce clause	Reducing de jure segregation	Heart of Atlanta; McClung; 14th amendment; Commerce Clause	249-62		ConLawSpr25C4
1/29/2026		4	2	6 A	Commerce clause	Retrenchment	Lopez; Morrison; Commerce Clause; 10th Amendment	270-86		ConLawSpr25C5
1/29/2026		4	2	6 B	Commerce Clause	Equipose; Modern Interstate Commerce Before NFIB	Raich; Taylor v. United States; Commerce Clause	Raich; Taylor	use the version of Raich in the supplement rather than the casebook unless you enjoy reading longer summaries; the link to Taylor is in the supplement	ConLawSpr25C5
2/3/2026		2	3	7 A	Commerce clause	Retrenchment sort of	NFIB; Commerce Clause; Necessary and Proper Clause; Limitation on direct taxes	303-337	discuss Haaland v. Brackeen briefly	ConLawSpr25C6
2/3/2026		2	3	7 B	Dormant Commerce Clause	Dormant Commerce Doctrine	National Pork Producers Council v. Ross; State internet regulation	National Pork Producers	Students should have prepared an answer to the Texas Social Media Privacy Act problem	ConLawSpr25C6
2/4/2026		3	3	8 A	Privileges and Immunities IV		Corfield v. Coryell; Hicklin v. Orbeck; Saenz v. Roe	Corfield; Hicklin; Saenz		ConLawSpr25C7
2/4/2026		3	3	8 B	Preemption	Express and Implied; Field v. Conflict	Federal preemption primer; Arizona v. United States	Preemption primer; Arizona v. United States	We may do this problem in class: t.ly/HFeTs	ConLawSpr25C8
2/5/2026		4	3	9 A	Taxing and Spending		United States v. Butler; Dole; NFIB; Taxing Clause; finish NFIB	Butler; 263-267; 337-343	Key cases include Butler; Dole; NFIB	ConLawSpr25C8
2/5/2026		4	3	9 B	10th Amendment	Commandeering	New York v. United States; Printz v. United States; review of NFIB	345-73		ConLawSpr25C9
2/10/2026		2	4	10 A	11th Amendment	Commandeering	New York v. United States; Printz v. United States; review of NFIB	ICE in schools with context. pdf		ConLawSpr25C9
2/10/2026		2	4	10 B	11th Amendment	Sovereign immunity	Hans v. Louisiana; Chisholm v. Georgia; Seminole Tribe	374-85		ConLawSpr25C10
2/11/2026		3	4	11 A	Ex Parte Young doctrine		Whole Women's Health v. Jackson	Jackson	includes a discussion of Ex Parte Young	ConLawSpr25C10
2/11/2026		3	4	11 B	Federal jurisdiction	Standing	Allen v. Wright; Clapper; Article III Section 2	644-652; 655-663	lecture on Lyons	ConLawSpr25C11
2/12/2026		4	4	12 A	Federal jurisdiction	Standing	State standing; Biden v. Nebraska; California v. Texas; United States v. Texas; https://chat.openai.com/share/4cf55ddb-7c8b-4c7b-a315-4896c3cd180	Biden; Cal v. Texas; US v. Texas	Class will be taught via Zoom	ConLawSpr25C12
2/12/2026		4	4	12 B	State constitutional law	State constitutional law	Michigan v. Long; Texas Constitution tour	Michigan v. Long ; https://forms.gle/vhV5muJucJmNXyQW6 (Texas Constitution treasure hunt)	Class will be taught via Zoom	ConLawSpr25C12
2/17/2026		2	5	13 A	Federal jurisdiction	Political question	Texas Constitution; Baker v. Carr; Rucho	614-20; 623-42	lecture on Luther v. Borden; class will be taught via Zoom	ConLawSpr25C13
2/17/2026		2	5	13 B	Federal Jurisdiction	Ripeness, Mootness and Remedial Powers (equity, private rights of action)	Ripeness; Mootness; Trump v. CASA remedial powers; Egbert v. Boule			ConLawSpr25C13

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Date	DOW	Week	Session	Segment	Topic	Subtopic	Focus	Where	Notes	Detail Documents
2/18/2026		3	5	14 A	Separation of Powers	War	The Prize Cases; The War Powers Resolution	447-51; War Powers Resolution ; watch t.ly/ybTk (up to 3:58); Venezuela issue; possible discussion of Portland/Chicago v. Trump		ConLawSpr25C14
2/18/2026		3	5	14 B	Habeas Corpus	Presidential and Congressional power	Ex Parte Merryman; Ex Parte Milligan			
2/19/2026		4	5	15 A	Separation of Powers	Presidential Powers	Youngstown; Dames & Moore	456-82		ConLawSpr25C15
2/19/2026		4	5	15 B	Separation of Powers	Detention	Hirabayashi, Korematsu, Endo	493-507		ConLawSpr25C15
2/24/2026		2	6	16 A	Separation of Powers	Retentiveness and Immunity	Chadha; Clinton v. City of New York; United States v. Nixon; Trump v. Vance essay (skim)	576-88;	lecture on Chadha; Clinton v. City of New York; lecture on Impoundment Control Act	ConLawSpr25C16
2/24/2026		2	6	16 B	Separation of Powers	Non-delegation and Major Questions Doctrine	Gundy v. United States; Biden v. Nebraska [merits segment] (discussion of Trump tariffs case pending before SCOTUS)	Gundy v. US ; Biden v. Nebraska	lecture on Jarkey	ConLawSpr25C16
2/25/2026		3	6	17 A	Separation of Powers	Investigations and Further Immunity Issues	Trump v. United States	https://uofh-my.sharepoint.com/:b:/g/personal/schandle_cougarnet_uh_edu/EenSlgZe-tzGupstsjnwlG4Bx7FIeFzYU43gzZqXw_RfA?e=AXerYt		ConLawSpr25C17
2/25/2026		3	6	17 B	Separation of Powers	Who can fire whom	Seila Law	509-512; 529-530 (aftermath discussion); 531-556		ConLawSpr25C17
2/26/2026		4	6	18 A	Separation of Powers	Contemporary cases	Trump v. Slaughter; Trump v. Cook		will depend on whether SCOTUS has decided https://uofh-my.sharepoint.com/:b:/g/personal/schandle_cougarnet_uh_edu/EaMY-ID-0nnVLu9QqtXY9xBQBKaBvYelRuzC-IOG88OTIdw?e=S7W7Jn	
2/26/2026		4	6	18 B	Impoundment & CFPB	What power does the President have to impound	16.2 Supplement: CFPB Funding ; Impoundment Control Act;	CFPB v. CFSA case brief: Impoundment Problem		ConLawSpr25C18
3/3/2026		2	7	19 A	Pre-civil war power to police the states	Bill of Rights; Slavery	Barron v. City of Baltimore; Dred Scott; 5th Amendment; Article IV Section 2; Article IV Section 3; Article V	144-147; 684-705	This is the big pivot in which we go from structure to rights; Will either discuss Elk v. Wilkins and Wong Kim Ark in this class or defer that until later	ConLawSpr25C18
3/3/2026		2	7	19 A	Post Civil War Amendments		13th amendment; 14th amendment; 15th amendment; Civil Rights Act of 1866, 1870, 1875	13th ; 14th ; 15th ; CRA 1866 ; CRA 1870 ; CRA 1875		ConLawSpr25C19
3/4/2026		3	7	20 B	Indian Law and Citizenship		Wong Kim Ark and Elk v. Wilkins; also read the Trump executive order; better quality links on the details page	Elk and Wong Kim Ark briefing.pdf https://www.whitehouse.gov/presidential-actions/2025/01/protecting-the-meaning-and-value-of-american-citizenship/		ConLawSpr25C20
3/4/2026		3	7	20 A	Post Civil War Amendments	Privileges or Immunities Clause of the 14th amendment	The Slaughterhouse Cases; Cruikshank v. United States; Privileges or Immunities 14; Privileges and Immunities IV	728-750; 754-761		ConLawSpr25C20
3/5/2026		4	7	21 B	Formative Assessment					
3/5/2026		4	7	21 B	Formative Assessment					
3/10/2026		2	8	22 A	State Action	The Civil Rights Cases	The Civil Rights Cases; 14th Amendment Section 1	789-805		ConLawSpr25C21
3/10/2026		2	8	22 B	State Action	Modern State Action Cases	Contemporary state action issues	State Action Constitution Annotation ; GPT Essay: State Doctrine Analysis	the multiple choice questions created by ChatGPT are not great; do not stress if you struggle with them. The rest of its work is pretty good, though.	ConLawSpr25C21
3/11/2026		3	8	23 A	Incorporation	Applying the Bill of Rights to the states	McDonald; Timbs; 2nd Amendment; 8th Amendment	1563-1584	This is about "incorporation doctrine"	ConLawSpr25C22
3/11/2026		3	8	23 B	Procedural Due Process	How much process; when is process due	Mathews. v. Eldridge; Due Process Clause of 5th Amendment; 14th Amendment Due Process	Mathews		ConLawSpr25C23
3/12/2026		4	7	24 A	Substantive Due Process Early Cases; PI 14	A world without substantive due process	Burlington v. Chicago; Jacobson v. Massachusetts; Buck v. Bell	833-840; Jacobson v. Massachusetts ; 879-883		ConLawSpr25C24
3/12/2026		4	7	24 B	Unenumerated Rights	The 9th amendment; other theories	Unenumerated rights; Calder v. Bull; United Public Workers v. Mitchell; Saenz; 9th Amendment	Calder ; 57-60; 928-931		ConLawSpr25C24

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Date	DOW	Week	Session	Segment	Topic	Subtopic	Focus	Where	Notes	Detail Documents
3/24/2026		2	9	25 A	Substantive Due Process	The early cases	Pierce v. Society of the Sisters; Meyer v. Nebraska; Lochner; 14th Amendment Due Process	840-854; 870-879	I will lecture on Muller and Adkins, which are great cases of "Lochnerism"; The Casebook Connect video on Pierce, Meyer (and Buck) is particularly good. Lochner is an EXTREMELY important case, even if it is not exactly good law	ConLawSpr25C25
3/24/2026		2	9	25 B	Substantive Due Process	Scrutiny	Nebbia; West Coast Hotel; Carolene Products; Lee Optical; 14th Amendment Due Process; Equal Protection Clause	889-909; 921-923	Be very careful putting on your glasses	ConLawSpr25C25
3/25/2026		3	9	26 A	Substantive Due Process	Marriage	Loving v. Virginia; Tiers; 14th Amendment Due Process Clause; Equal Protection Clause	971-976		ConLawSpr25C26
3/25/2026		3	9	26 B	Substantive Due Process	Theories and the Key Case	Griswold v. Connecticut; 14th Amendment Due Process Clause;	1079-1097	Griswold is an EXTREMELY important case.	ConLawSpr25C26
3/26/2026		4	9	27 A	Substantive Due Process	Tradition	Reynolds; Glucksberg	1433-1440; 1117-1122	Glucksberg is an EXTREMELY important case	ConLawSpr25C27
3/26/2026		4	9	27 B	Substantive Due Process	Punitive Damages and Parenting	BMW v. Gore & Troxel v. Granville; Mahmoud v. Taylor	BMW; Troxel [will need to find edit of Mahmoud]		ConLawSpr25C27
3/31/2026		2	10	28 A	Substantive Due Process	Abortion	Dobbs v. Jackson Women's Health Organization	Dobbs	Dobbs is an EXTREMELY important case	ConLawSpr25C28
3/31/2026		2	10	28 B	Abortion	Post Dobbs Abortion Law; Full Faith and Credit	Interstate Issues	Extradition bar review; the Louisiana problem		ConLawSpr25C28
4/1/2026		3	10	29 A	Equal Protection	Cases Before Brown	Plessy v. Ferguson; Yick Wo v. Hopkins	Plessy; Yick Wo	I will lecture on Cummings, Gong Lum, and some Texas law	ConLawSpr25C29
4/1/2026		3	10	29 B	Equal Protection	From Plessy to Brown	Brown v. Board of Education; Bolling v. Sharpe; 14th Amendment Equal Protection Clause	935-49	Brown is obviously an EXTREMELY important case	ConLawSpr25C29
4/2/2026		4	10	30 A	Equal Protection	Retrenchment	Cooper v. Aaron; Milliken v. Bradley	952-55; Milliken		ConLawSpr25C30
4/2/2026		4	10	30 B	Equal Protection	The meaning of discrimination	Washington v. Davis; Bakke; Proxy Discrimination; Trump administration declination to use disparate impact; Measures of equality	976-995	Optional reading (https://wolfr.am/1hHE03qtE); I may review this material in class; it will not be tested on the exam	ConLawSpr25C30
4/7/2026		2	11	31 A	Affirmative Action	Recent cases and recent laws	SFFA v. Harvard ; Trump executive orders	https://www.whitehouse.gov/presidential-actions/2025/01/ending-illegal-discrimination-and-restoring-merit-based-opportunity/ https://www.ed.gov/media/document/dear-colleague-letter-sffa-v-harvard-109506.pdf		ConLawSpr25C31
4/7/2026		2	11	31 B	Voting Rights	Louisiana v. Callais; Shelby County			Contrast Callais with SFFA	
4/8/2026		3	11	32 A	Equal Protection	Gender discrimination	Bradwell; Craig v. Boren; United States v. Virginia;	751-53 1044-57		ConLawSpr25C32
4/8/2026		3	11	32 B	Substantive Due Process/ Equal Protection	Homosexuality: the GL and maybe B	Lawrence v. Texas; Obergefell; 14th Amendment Due Process Clause; Equal Protection Clause	Edited version of Lawrence v. Texas ; 1178-1199		ConLawSpr25C33
4/9/2026		4	11	33 A	Trans issues and the Constitution	Equal protection claims	United States v. Skrmetti ; trans sports cases		May need to finish the homosexuality and the law segment	ConLawSpr25C33
4/9/2026		4	11	33 B	First amendment (speech)	First amendment basics	Bar review style discussion of the non-religion components of the first amendment			ConLawSpr25C34
4/14/2026		2	12	34 A	First amendment (speech)	First amendment basics	Bar review style discussion of the non-religion components of the first amendment			ConLawSpr25C34
4/14/2026		2	12	34 B	First amendment (speech)	Speech vs Conduct (i.e. burning symbols)	Texas v. Johnson, R.A.V.; Wisconsin v. Mitchell	1236-46; Wisconsin v. Mitchell	Lecture on First amendment basics; may mention Chiles v. Salazar	ConLawSpr25C35
4/15/2026		3	12	35 A	First amendment (speech)	First amendment vs. public accommodations law	303 Creative v. Elenis	303 Creative ;	will also discuss Masterpiece Cakeshop	ConLawSpr25C36
4/15/2026		3	12	35 B	First amendment vs. anti-discrimination	Must a signmaker create signs he dislikes	Lubbock Public Accommodations Act	https://wolfr.am/1hValcNby		ConLawSpr25C36

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4/16/2026		4	12	36 A	Government speech		Ceballos; Problem	https://uofh-my.sharepoint.com/:b:/g/personal/schandle_cougar_net_uh_edu/EWS4FGPP0xNEjzNemu390GMBY5n8_gyoMNPorch3oPM0Ng?e=j8qvmc;https://uofh-my.sharepoint.com/:b:/g/personal/schandle_cougar_net_uh_edu/EQ2iko8HSLpDI4oezvue370BBzGsEy_ngs7X49b9MMG3Pg?e=x9ssep	I am having you read the Garcetti v. Ceballos case. In class we will focus on the problem provided.	ConLawSpr25C37
4/16/2026		4	12	36 B	Unconstitutional conditions		Sheetz v. County of El Dorado, California; Current DEI/Woke litigation			
4/21/2026		2	13	37 A	Government speech on campus and content restrictions in higher education		Keyishian; Sweezy; 4th Circuit v. 6th Circuit; Anti-woke cases			
4/21/2026		2	13	37 B	First amendment (religion)	Basics	Bar review style overview	Freedom of Religion – a lecture		ConLawSpr25C37
4/22/2026		3	13	38 A	First amendment (religion)	Belief v. Conduct	Reynolds; Sherbert; Smith	1433-46		ConLawSpr25C38
4/22/2026		3	13	38 B	First amendment (religion)	Retrenchment from Smith?	Lukumi; RFRA; Fulton v. City of Philadelphia	1479-1480; Fulton		ConLawSpr25C38
4/23/2026		4	13	39 A	First amendment (establishment)	Roberts Court	Van Orden v. Perry ; Kennedy v. Bremerton ;	1513-18 ; 14.1 Kennedy v. Bremerton		ConLawSpr25C39
4/23/2026		4	13	39 B	First amendment (religion)	Funding; Exercise Establishment collisions	Carson v. Makin; Collisions outline (Ten Commandments cases probably)	Carson ;	We will do some black letter law, including Carson, and then focus on SB2. I formerly assigned this reading but have decided to make it optional. If you read it already, sorry. https://uofh-my.sharepoint.com/:b:/g/personal/schandle_cougar_net_uh_edu/EQ2iko8HSLpDI4oezvue370BBzGsEy_ngs7X49b9MMG3Pg?e=Y5afaa	ConLawSpr25C39
4/28/2026		2	14	40 A	Section 5 of the 14th amendment	Freedom of religion, the interplay with the 11th amendment	City of Boerne; 14th Amendment Section 5; https://chat.openai.com/share/9aaf7efe-8203-44b7-8f79-83ef02b8446a (A brief of Allen v. Cooper)	806-10 OR 385-394	You can either read Katzenbach v. Morgan OR City of Boerne v. Flores. I would suggest Boerne, but if you have already read Katzenbach, that will be OK. To save you time, I have substituted a GPT brief of Allen v. Cooper for the original reading; I will lecture on Hibbs, Garrett and Lane; if Callais is decided and relies on Boerne, we will need to cover that	ConLawSpr25C40
4/28/2026		2	14	40 B	Second amendment	The Second amendment	Heller; 2nd Amendment	1543-63		ConLawSpr25C40
4/29/2026		3	14	41 A	Second amendment	The Second amendment	New York State Rifle & Pistol v. Bruen; Rahimi ;	Bruen		ConLawSpr25C41
4/29/2026		3	14	41 B	Second amendment and course overview	The Second amendment; Final thoughts	New York State Rifle & Pistol v. Bruen; Rahimi ; Hemani (if decided yet)	Bruen		ConLawSpr25C41

Required Materials

These items are mandatory for the course.

Primary Casebook:

Randy Barnett & Josh Blackman, *Constitutional Law: Cases in Context* (4th ed. 2021).

Note on Connected Casebook: I will not compel the use of the "Connected Casebook."

However, the videos included in that platform are often very good (if sometimes opinionated). I recommend finding a way to view them.

Digital Supplement:

Some materials may also be placed in a GitHub repository or included as a file directly in Canvas

A free supplement prepared by Professor Chandler is available at: <https://opencasebook.org/casebooks/4501-constitutional-law/>

AI Service Subscription:

Students must have at least one paid "pro" level account with one of the following generative AI services: OpenAI (ChatGPT), Anthropic (Claude), or Google (Gemini). This will cost approximately \$20 per month for the four months of the semester.

Recommended Subscriptions

These items are not required but are strongly recommended for the course.

midpage.ai: A \$10 per month account with this AI-powered legal research tool.

Additional LLM Account: A paid subscription to a second LLM service (e.g., if you choose ChatGPT as your primary, also subscribing to Claude or Gemini). An alternative is using a "bring your own key" service like LibreChat for a la carte access to other models.

Optional Study Aids and Supplemental Reading

These resources are entirely optional. They are intended for students who want additional context, background, or explanations.

Books and Outlines

May & Ides, *Constitutional Law: Examples and Explanations*

Note: This comes in two separate volumes, one covering structure and one covering rights.

Blackman & Barnett, *100 Supreme Court Cases Everyone Should Know*

Several of my past tutors strongly recommend this book. There are also videos that accompany it.

Chemerinsky, *Constitutional Law: Principles and Policies*

This is probably the best single-volume treatise on constitutional law. I use it when I am confused (which definitely happens).

Emmanuel Course Outlines for Constitutional Law

Some tutors have found this commercial outline helpful.

Blogs and Podcasts

Scotusblog: The best contemporary blog covering the Supreme Court.

The Volokh Conspiracy (hosted at Reason): A prominent conservative/libertarian blog on constitutional law and related issues.

We The People: A "straight down the middle" podcast from the National Constitution Center.

American Constitution Society Blog: Provides a progressive perspective on legal issues.

What Trump Can Teach Us About Constitutional Law: A podcast with a left-of-center orientation, offering lessons from recent history.

Past Exams

Common Learning Objectives	
	Students will be able to identify, explain and accurately apply key topics within each of the constitutional doctrines listed below. A student will be able to demonstrate this mastery through performance on each instructor's chosen assessment format: an objective portion of the final examination, and coherent, rule-driven analysis in essay responses.
1	The judicial power
2	Federal legislation power
3	Federal executive power
4	Separation of powers
5	Federalism
6	Constitutional History and Development
7	Methods and Theories of Interpretation
8	Equal Protection
9	Due Process
10	First Amendment
11	Second Amendment
12	State Action
	Students will demonstrate the ability to:
13	Analyze Novel Fact Patterns: detect constitutional issues in new scenarios; predict likely outcomes; identify areas of indeterminacy
14	Develop and Articulate Persuasive Constitutional Arguments; recognition of doctrine, interpretative method, anticipation of counterarguments
15	Contextualization of Constitutional Controversies: Relate contemporary legal disputes or news items to historical precedent and doctrinal frameworks
Supplemental Learning Objectives	
16	Understand the historical development of the Constitution, including the movement from the Articles of Confederation, the originally narrow interpretation of federal power, the changes created by the Civil War, the expansion of federal power during the New Deal era and the modern Constitution, including the evolution of due process and equal protection.
17	Have a good enough understanding of Constitutional Doctrine to be able to perform well on the multistate/uniform/nextgen bar exam.
18	Appreciate and understand the limitations of different theories of interpreting the Constitution, textualism vs. non-textualism; static vs. dynamic; pragmatic vs. formalist; ability to recognize these forms of interpretation
19	Recognize that the scope of Constitutional Law exceeds the scope of materials covered in this class
20	Appreciate the difficulties of reconciling contemporary values (for some) against a document that is truly from a different era while still recognizing the genius of the original document and its various amendments
21	Be able to read the news and intelligently consider the constitutionality of various actions, the ways in which they might be challenged, the arguments that might be advanced, and the likely resolution.
22	Have fun
23	Learn how to use AI creatively to help understand material. And how not to be dependent on it.

Office Hours
I will have office hours Tuesday and Thursday from 3 p.m. - 4 p.m. Students can also request Zoom appointments with me by providing three half hour blocks when they are available.
Tutor Office Hours
The tutors office hours are TBA

Item	Weight	Content	Materials
Midterm	20	approx. 30 multiple choice questions (60 minutes)	completely closed book (in class)
Problem 1	2	An IRAC/CREAC question	completely closed book; students will have 24 hours to complete it but it is strongly recommended that students receive accurate feedback by doing it in 1 hour plus any accommodation time they would ordinarily receive
Problems 2	2	An IRAC/CREAC question	completely closed book; students will have 24 hours to complete it but it is strongly recommended that students receive accurate feedback by doing it in 1 hour plus any accommodation time they would ordinarily receive
Final	76	approx. 50 multiple choice questions; 1 long essay; 1 shorter essay (4 hours); many questions will be similar in form to those asked on the NextGen bar	completely closed book (in class)
Class participation -- in the form of quality performance; quality volunteerism; contribution of relevant current events materials	Can raise or lower grade by one unit		
If you need accommodations, for any assignment, please contact student services at the start of the semester to discuss. If you fail to put the correct exam id number on a submission I will reduce your score by 50%			

Student	Position
TBA	Attendance
TBA	Tutors
TBA	The Jonathan

Tutors	Office Hours	Other information	
Leo Dagon			
Jack Hayes			
Rhea Nayak			
Kylee Nichols			

Policies
Students must attend at least 80% of class sessions
Each day I will give out the attendance password. Here is the link you need: TBD
Attendance and Zoom policy: I expect you to be physically present most days
You may not be absent more than 8 days on which I take attendance. It is your job to keep track
But we will try to remind you when you hit 6 days. You may attend by Zoom at any time but do not mark yourself as present.
I will likely Zoom in 1 or 2 classes throughout the year; on those days attendance by Zoom is treated as physical presence.
Zoom etiquette
Students may be on Zoom when in class; if so they should turn the volume to zero and mute.
Civility and Free Expression
In this course, all students are welcome.
Diverse views on issues on constitutional are welcome. Indeed, their expression during times I designate for open discussion or for questions makes for a better class. I expect students to express their views in a respectful manner befitting those seeking licensure as an attorney. I likewise expect students should listen attentively to contrasting perspectives.
Students should understand that one of my jobs to expose them to contrasting perspectives on issues of constitutional law to prepare them for the real world. The fact that I may describe a perspective, even forcefully, does not necessarily mean that I endorse that perspective. I do not evaluate student performance based on their adherence to whatever ideological perspective I may have on constitutional issues. That said, I do evaluate student performance negatively if their perspective is either unsupported or, without acknowledgment, contrary to existing precedent.
Recording
We will observe university policy on recording on classes. Each class is recorded via Zoom and/or Mediasite so there should be no need for additional recordings.

Disabilities

If you anticipate or experience barriers based on a disability (including any chronic or temporary medical or mental health condition), please feel free to reach out to me so that we may discuss options. If you require any support services, you may contact Ms. Samantha Ary, Academic Records Coordinator. Ms. Ary is located in room 44A TU-II in the Office of Student Services suite, and she can be reached at sary@central.uh.edu or 713-743-7466. Requests for accommodation that involve graded assignments must be directed to Ms. Ary and should be made as soon as possible to allow adequate time to document and to process the request.

If you observe religious or cultural holidays that will coincide with synchronous class sessions or conferences, please let me know as soon as possible, so that we may make arrangements.

I believe that AI and Large Language Models can be very helpful in the study of law – IF USED PROPERLY. Used improperly, it can be both a disastrous crutch and a vehicle to create serious errors and get you in trouble. So, for my course, here are the rules. First. Just know you will not be able to use AI on any graded assessment. Second, know that you are responsible for anything you say or write whether AI, your neighbor, the Internet or whatever was the source of your information. It is your job to verify information fully and sensibly.

[Here is a link to a document explaining how AI can be used constructively, particularly in my Constitutional Law class. I strongly recommend you read it. https://wolfram/1flhHKgLn](https://wolfram/1flhHKgLn)

The document also discusses some ways that you should not be using AI.

UNIVERSITY OF HOUSTON SYLLABUS LANGUAGE [to be updated]

UNIVERSITY OF HOUSTON SYLLABUS LANGUAGE: 2024-2025

Required Language for All Courses

Mental Health and Wellness Resources

The University of Houston has a number of resources to support students' mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now?

If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat 988lifeline.org.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being.

The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a "home away from home" and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: [@uh_CSAC](#) and [@uhcupbrd](#). YOU belong here.

Women and Gender Resource Center

The mission of the WGRC is to advance the University of Houston and promote the success of all students, faculty, and staff through educating, empowering, and supporting the UH community. The WGRC suite is open to you. Stop by the office for a study space, to take a break, grab a snack, or check out one of the WGRC programs or resources. Stop by Student Center South room B12 (Basement floor near Starbucks and down the hall from Creation Station) from 9 am to 5 pm Monday through Friday.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through (specify how students will be notified of changes).

Honor Code

The UHLC Honor Code applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus.

Student Success

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

Helpful Information

Coogs Care: <https://uh.edu/dsa/coogscare/>

Student Health Center: <https://www.uh.edu/healthcenter/>