

Western State College of Law at Westcliff University  
Constitutional Law I; Section B  
Fall 2025 Syllabus

Professor Sandy Rierson, [srierison@wsulaw.edu](mailto:srierison@wsulaw.edu)

**Class Times:**

Tuesdays and Thursdays, 1:30 PM – 2:50 PM

**Office Hours:**

Office hours will be held via Zoom on Mondays from 11:00 AM - 2:00 PM. Here is the direct link for Zoom office hours: <https://wsulaw-edu.zoom.us/j/2598362317>; Meeting ID: 259 836 2317.

Once I've completed the previous Zoom meeting, you will be admitted from the waiting room. *Meetings during office hours should be scheduled via TWEN sign-up sheets.* If you cannot make an appointment during regular office hours or there are no available time slots, please email me to schedule a meeting. Meetings should be scheduled at least 24 hours in advance. If they are made less than 24 hours in advance, I may make alternative plans and might not be available to meet. If you need to cancel a meeting or if you will be late, please remove your name from the sign-up sheet. I may schedule additional office hours at particular times during the semester. You will be notified in class and/or via TWEN of when those hours will occur.

**Class Materials:**

Chemerinsky, *Constitutional Law* (7th ed., 2024) (Casebook) **(Required)**. Please do not buy an earlier edition of the casebook, because the page numbers in the syllabus will not match the page numbers in your book, and several of the cases we will be covering are not in the earlier editions of the text. Also, please do not rent the casebook for one semester, as you will be using it in Constitutional Law II in the spring.

Online materials as assigned (via TWEN) **(Required)**.

May, Ides & Grossi, *Constitutional Law: National Power and Federalism* (10th ed. Wolters Kluwer 2025) (Con Law NPF) **(Recommended)**.

May, Ides & Grossi, *Constitutional Law: Individual Rights* (10th ed. Wolters Kluwer 2025) (Con Law IR) **(Recommended)**.

*I do not recommend commercial/canned briefs and they are not permitted in class.*

**TWEN:**

All students must be registered for The West Education Network (TWEN). I will use the TWEN page to communicate with the class electronically and to post slides, handouts, and revised syllabi. Please be certain that you include your correct Western State College of Law email address when you register.

**Western State College of Law – Programmatic Learning Outcomes:**

Western State College of Law's curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:

**(1) Doctrinal Knowledge**

Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Association, Evidence, Civil Procedure, **Constitutional Law**, Estates, Community Property, Remedies, and Professional Responsibility.

**(2) Practice Skills**

Students will demonstrate the development of other law practice skills. Each student's chosen outcomes within this category will be varied based on the student's particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice, assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.

**(3) Legal Analysis**

Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule, and be able to evaluate how public policy can impact the application of a rule to the legal issue.

**(4) Legal Research**

Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.

**(5) Communication**

Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker's ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author's ideas).

**(6) Advocacy of Legal Argument**

Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.

**(7) Client Sensitivity and Cultural Competency**

Students will demonstrate an awareness of clients' needs and goals, including a sensitivity to clients' background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.

**(8) Legal Ethics**

Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.

**Specific Course Goals and Student Learning Outcomes:**

This course is designed to give you a fundamental understanding of the United States Constitution. All major topics covered in the course are listed below, under the heading "Reading Assignments." Our overarching goals include knowledge and understanding of substantive law; legal analysis and reasoning; written and oral communication; and the exercise of professionalism and professional skills.

By the end of this class, students should be able to do the following:

1. Understand the constitutional concepts related to the federal judicial, legislative and executive powers; limits on state powers; and equal protection rights.
2. Identify the factual and constitutional issues implicated by a fact pattern.
3. Apply and distinguish cases, including the ability to identify the salient features of an appropriate precedent case, to identify legally significant similarities between the precedent case and a fact pattern, and explain why the similarities are legally significant, and also to identify legally significant differences between the precedent case and a fact pattern, and explain why the differences are legally significant.
4. Apply constitutional standards to facts, including the ability to correctly articulate the constitutional analysis implicated by the issue, to identify legally significant facts in a fact pattern, and to explain why the facts are significant by connecting the facts to the Court's analytical requirement(s).
5. Evaluate legal arguments, and identify the strengths and weaknesses of the argument.

### **Legal Ethics:**

Ethics are an important part of the practice of law. All students should be familiar with the Western State College of Law Honor Code. Any violation of law school rules and regulations relating to cheating, plagiarism, or other ethical matters addressed in the Honor Code will be vigorously enforced. The Honor Code is set forth in the Student Handbook, Section IX, [https://www.wsulaw.edu/Uploads/Student-Handbook/WSU-Student\\_Handbook.pdf](https://www.wsulaw.edu/Uploads/Student-Handbook/WSU-Student_Handbook.pdf).

### **Attendance:**

Please come to class on time. Students who are late may be considered absent at the discretion of the professor. Students who know that they will be late or absent should email me prior to class if possible. Make your best effort to attend class every day. If you fall behind, you will find it very difficult to catch up.

Western State College of Law requires regular attendance (85% of all scheduled classes). In this class, students who miss more than two classes per semester are subject to dismissal, thus receiving a "0" for the course absent extenuating circumstances. The attendance policy is set forth in the Student Handbook, Section IV/A/12, [https://www.wsulaw.edu/Uploads/Student-Handbook/WSU-Student\\_Handbook.pdf](https://www.wsulaw.edu/Uploads/Student-Handbook/WSU-Student_Handbook.pdf).

### **Participation:**

Students are expected to complete the assigned reading prior to class. **You should engage in at least six hours of course preparation per week.** All students are expected to engage in class discussion. Participation is key to making this class enjoyable, so everyone must be prepared to intelligently discuss and critically evaluate that day's assignment in class. In particular, each student must be prepared to discuss the pertinent facts, issues, law and court findings and rulings of each case. All students are expected to engage in professional and respectful discussion of the

case materials and subject matter. All views are welcome. I call on students at random and take volunteers for class discussion. A consistent or significant lack of preparation or professionalism may result in a grade reduction of up to .3 (e.g., from 3.3 to 3.0) on a student's course grade. Exemplary performance may result in a grade increase of .1 (e.g., from 3.0 to a 3.1) on a student's course grade. Students may not record the class discussion without the professor's approval.

### **Grading:**

Your grade in this class will be based on your midterm and final examination scores, and your U-World assignments.

Your U-World assignments (as indicated on the syllabus) will account for 5% of your final grade. The U-World assignments will be made available to you at 3:00 PM on the day they are assigned, and will be due by 1:30 PM the next class day, as indicated on the syllabus.

You will need to complete each assignment and achieve a score of 70% or higher to receive full credit for the assignment (7 points per assignment). You can repeat each assignment up to 3 times, to achieve the required 70% score. If you complete all of your U-World assignments on time and achieve a score of 70% or higher on each one, you will receive 21 total points (7 points per assignment). If you submit an assignment late or do not achieve a score of 70% or better, you will receive 4 points for that assignment. *If you submit a U-World assignment more than 3 days late or not at all, you will receive a zero for that assignment.*

The midterm will account for 15% of your final grade. The mid-term covers the assigned readings from the beginning of the semester until the mid-term. The midterm will consist of one essay question (worth 10% of your final grade) and 7 multiple choice questions (worth 5% of your final grade). The exam will last 75 minutes and will be administered during class, as indicated on the syllabus.

The final examination is cumulative (i.e., it covers all materials for the semester). The final exam will account for the remaining 80% of your grade, divided between 40 multiple choice questions (40%) and one essay (40%). You will have three hours to complete your final exam.

Both the midterm and the final exam will be closed book assessments.

### **Accommodations:**

Western State College of Law provides accommodations to qualified students with disabilities. The Disabilities Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law. To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Students Services Suite. Dean Espinoza's phone number and email address are (714) 459-1117; [despinoza@wsulaw.edu](mailto:despinoza@wsulaw.edu). When seeking accommodations, a student should notify Dean Espinoza of their specific limitations and, if known, their specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom

accommodations are not retroactive; they are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza or Dean Marisa Cianciarulo, at [mcianciarulo@wsulaw.edu](mailto:mcianciarulo@wsulaw.edu) or (714) 459-1168. Complaints will be handled in accordance with the Policy against Discrimination and Harassment, set forth in the Student Handbook, Section XIV, [https://www.wsulaw.edu/Uploads/Student-Handbook/WSU-Student\\_Handbook.pdf](https://www.wsulaw.edu/Uploads/Student-Handbook/WSU-Student_Handbook.pdf).

### **Reading Assignments:**

Reading assignments for the fall semester are noted below. **Assignments are subject to revision.** Updates regarding the syllabus will be sent to the e-mail address provided by the student when registering for this class on TWEN.

### **Week 1 (Aug. 12, 14)**

#### **Introduction; Judicial Review and Limits on Federal Judicial Power**

- **Casebook**, pp. xxxvii—l (Constitution); 1-9 (The Authority for Judicial Review); 10-22 (Limits on Federal Judicial Power: Interpretive, Congressional; Justiciability Limits: Advisory Opinions).
- **Recommended:** Con Law NPF, pp. 1-24 (Judicial Review Introduction and Overview; *Marbury*; *Martin v. Hunter's Lessee*), 36-54 (The Debate over Constitutional Interpretation); 103-112 (Justiciability Introduction and Overview; Advisory Opinions).

### **Week 2 (Aug. 19, 21)**

#### **Limits on Federal Judicial Power Continued: Standing and Ripeness**

- **Casebook**, pp. 22-29, 34-40, 47-52, 54-62 (Justiciability Limits: Standing) [skip *Massachusetts v. EPA*; *Transunion v. Ramirez*; *Uzuegbunam*; *Russo*]; 62-68 (Ripeness).
- **Recommended:** Con Law NPF, pp. 112-161 (The Standing Doctrine), 168-174 (Ripeness).

### **Week 3 (Aug. 26, 28)**

#### **Limits on Federal Judicial Power Continued: Mootness and the Political Question Doctrine; Introduction to the Structure of the Constitution's Protection of Civil Rights and Civil Liberties**

- **Casebook**, pp. 68-93, 94-97 (Mootness and the Political Question Doctrine) [skip *Zitovsky*]; 447-448 (Introduction: Civil Rights and Civil Liberties), 463-469 [skip *Timbs v. Indiana*], 471-472 (Incorporation of the Bill of Rights).
- **Recommended:** Con Law NPF, pp. 174-195 (Mootness and the Political Question Doctrine); Con Law IR, 1-14 (Introduction to Individual Rights).
- **Complete U-World assignment re Limits on Federal Judicial Power [due 1:30 PM on Sept. 2].**

#### **Week 4 (Sept. 2, 4)**

#### **Civil Rights: The Requirement of State Action; Economic Liberties; Introduction to Equal Protection**

- **Casebook**, pp. 474-486, 490-494, 496-503 [skip *Manhattan v. Halleck*; *Lugar*] (State Action); 515-517 (Intro to Economic Liberties), 532-538 **only** (Economic Substantive Due Process post-1937); 609-615 (Intro to EP).
- **Recommended**: Con Law IR, 14-32 (State Action); 71-84 (The Demise of *Lochner*; Property and Economic Liberty Today; The *Lochner* Era and Noneconomic Liberties); 225-243 (EP Introduction and Overview; General Principles).

#### **Week 5 (Sept. 9, 11)**

#### **Equal Protection: The Rational Basis Test; Classifications Based on Race and National Origin**

- **Casebook**, pp. 615-633 (Rational Basis Test); 633-655, 676-680 (Classifications based on Race and National Origin) [skip The Invalidation of Segregation in Other Contexts – reading for next week].
- **Recommended**: Con Law IR, 243-249 (The Rational Basis EP Test); 249-264 (Race as a Suspect Classification; Scrutiny as a Measure of Constitutionality; and Racial Segregation of Public Schools).

#### **Week 6 (Sept. 16, 18)**

#### **Equal Protection: Classifications Based on Race and National Origin Continued**

- **Casebook**, pp. 655-660, 668-676 [skip *McCleskey v. Kemp* and *City of Mobile v. Bolden*]; 700-718, 723-730 (Racial Classifications Benefitting Minorities) [skip Thomas Concurrence and Jackson Dissent in *Students for Fair Admission*].
- **Recommended**: Con Law IR, 265-266 (Remedying Segregation at the College Level); 271-287 (Affirmative Action).

## **Week 7 (Sept. 23, 25)**

### **Equal Protection: Gender, Non-US Citizens, Other Classifications**

- **Casebook**, 737-750, 752-764 (Gender) [skip *Geduldig*]; 772-785 (Discrimination against Non-US Citizens); 785-788 (Non-Marital Children); *United States v. Skarmetti* (2025) (edited version posted on TWEN); 788-794 (Other Types of Discrimination: Only Rational Basis Review).
- **Recommended**: Con Law IR, 288-295 (EP: Alienage and Gender); 295-304 (Mid-Level Scrutiny as a Measure of Constitutionality); 304-305 (EP: Legitimacy); 306-311 (EP: Other Possibly Disfavored Bases of Classification).
- **Complete U-World assignment re Equal Protection [due 1:30 PM on Sept. 30].**

## **Week 8 (Sept. 30, Oct. 2)**

### **Midterm Review on Tuesday, Sept. 30, and Midterm Exam (In Class) on Thursday, October 2**

## **Week 9 (Oct. 7, 9)**

### **Introduction to Fundamental Rights and Family Autonomy**

- **Casebook**, 795-800 (Intro and Framework for Analyzing Fundamental Rights); 800-817 (The Right to Marry); 817-834 (Family/Children); 834-844 (Reproductive Autonomy); 901-911 (Sexual Orientation and Sexual Activity).
- **Recommended**: Con Law IR, 313-316 (EP: Fundamental Rights – Intro and Overview); 85-95 (Griswold/Unenumerated Liberties); 103-117 (Marriage; Family Integrity; Intimate Association); 117-118 (Sexual Intimacy); 309-311 (Discrimination based on Sexual Orientation).

## **Week 10 (Oct. 14, 16)**

### **Fundamental Rights Continued: Reproductive Rights, Medical Decisions**

- **Casebook**, 849 (*Roe v. Wade*, part V summary only); 855 (*Planned Parenthood v. Casey*, (a)-(e) summary only); 859-871, 875-887 (*Dobbs*) [skip concurring opinions]; 888-901 (Medical Decisions).
- **Recommended**: Con Law IR, 95-103 (Abortion); 118-128 (Medical Treatment).

**Fall Break: October 19-26; No Class on Tuesday, Oct. 21, or Thursday, Oct. 23**



### **Week 11 (Oct. 28, 30)**

#### **Fundamental Rights Continued: The Right to Bear Arms**

- **Casebook**, 914-915, 918-936, 938-946 [Skip Section II.A. of *Heller* majority opinion and the concurring opinions in *NY Rifle*]; *United States v. Rahimi*.(2024) (edited version posted on TWEN); *Garland v. Cargill* (2024) (edited version posted on TWEN).
- **Recommended**: Con Law IR, 577-590 (The Right to Keep and Bear Arms).

### **Week 12 (Nov. 4, 6)**

#### **Fundamental Rights Continued: The Right to Vote; Access to the Courts; Education**

- **Casebook**, 952-974 (Voting); *Alexander v. South Carolina State Conference of the NAACP* (2024) (edited version posted on TWEN); 997-1005 (Access to Courts); 1010-1016 (Education).
- **Recommended**: Con Law IR, 316-349 (The Right to Vote); 358-361 (Access to the Courts); 363-367 (Access to a Basic Education).
- **Complete U-World assignment re Fundamental Rights [due 1:30 PM on Nov. 9].**

### **Week 13 (Nov. 13)**

**[Classes do not meet on Tuesday, November 11, due to Veterans Day, so we will have class only on Thursday, 11/13/24, this week.]**

#### **Procedural Due Process**

- **Casebook**, 1016-1051.
- **Recommended**: Con Law IR, 195-221 (Procedural Due Process, §§ 5.1-5.6).

### **Week 14 (Nov. 18, 20)**

#### **Finish Procedural Due Process and Review**

### **Week 15 (Nov. 25)**

#### **Practice Exam**

***Final Exam: TBD***