

Professor Spencer
 Constitutional Law, An Intro
 LAW 7540
 Section 01

Spring 2018

Overall law school
 response rate: 68%

Total enrollment: 71
Number of responses: 62
Response rate: 87%

1. What is your overall impression of the instructor?

| | | Poor | | Excellent | | |
|--------|--|-----------|-------------|-----------|---------|----------------------|
| n = 62 | | 0 | 0 | 3 | 11 | 48 |
| | | 0.0% | 0.0% | 4.8% | 17.7% | 77.4% |
| | | Mode: 5.0 | Median: 5.0 | Mean: 4.7 | SD: 0.5 | Law school mean: 4.4 |

2. What is your overall impression of the course?

| | | Poor | | Excellent | | |
|--------|--|-----------|-------------|-----------|---------|----------------------|
| n = 62 | | 0 | 0 | 6 | 21 | 35 |
| | | 0.0% | 0.0% | 9.7% | 33.9% | 56.5% |
| | | Mode: 5.0 | Median: 5.0 | Mean: 4.5 | SD: 0.7 | Law school mean: 4.2 |

3. Please compare the workload for this course to the workload in other courses.

| | | Very light | | Very heavy | | |
|--------|--|------------|-------------|------------|---------|----------------------|
| n = 62 | | 0 | 2 | 31 | 25 | 4 |
| | | 0.0% | 3.2% | 50.0% | 40.3% | 6.5% |
| | | Mode: 3.0 | Median: 3.0 | Mean: 3.5 | SD: 0.7 | Law school mean: 3.5 |

4. What were the best features of this course?

The book is great at explaining concepts and the cases were interesting overall. The lecture slides, and having them available on TWEN, was helpful. The hypotheticals in class and the use of the pollev site were helpful and interesting.

I think the Power Point slides were a very useful learning tool, and I greatly appreciated all of the charts (frameworks) that we made. Also, I loved the frequent use of examples to which we could apply the learned frameworks. This really helped me understand how to apply the frameworks to problem sets, and helped facilitate my preparation for the final exam.

The slides / The organization / The on-call list system

Professor Spencer occasionally wearing jeans and acting like a human.

Having real life examples and current events linkage with class materials. Calling list. Lectures slides

polLEV, use of slides, moderate amount of reading

The professor is well prepared, super knowledgeable about the material. He always gives easy-understandable explanations of hard cases, which is helpful for students to digest. In addition, Professor Spencer makes the class fun! Enjoy his class a lot! He is super nice to students who approached him with questions and always gave good answers!

Really loved how professor spencer outlined the class it seemed to flow really well and made understanding the topics easier to learn

Professor Spencer had clear enthusiasm and understanding for the topic, and was able to teach especially dense and boring material in a way that was much more palatable. In other words, he did his best to make very dry material much more easy to understand and appreciate. I could have seen myself being far more miserable if someone with less gusto had been teaching this class.

Doug Spencer is one of the best professors on this campus. He's clear in his teaching and I always left class being able to articulate something new I had learned that Chemerinsky couldn't teach me.

Clear and concise recitations of the law, even the gray areas. I truly understand the framework of each clause and doctrine.

The overall topics were interesting and it helped me think about how constitutional issues are decided. I also liked the polls taken during class that showed where people stood on issues. Also the breakfast during class was nice too.

The instruction and PPT are very clear and the professor is friendly and humorous.

The engagement of the students especially in the online polling questions. It was very interesting to see the opinions of the class through an anonymous platform where everyone can answer truthfully without fear that their classmates will say anything.

The best features of the course was the subject matter and the way the material was taught. I really appreciated how the course was paced, the structure of classes, and the use of modern examples and news. I also appreciated walking through hypotheticals. It was nice to be given the mental training on how to approach a potential exam or real life problem.

The charts were extremely helpful and the explanations of how to analyze different court doctrines were clear and easy to follow.

The material and the extra time the Professor took to enforce the legal takeaways from the topics (e.g. use of hypos, engaging students with questions that facilitated legal analysis, etc.)

hypothetical questions / powerpoint slides / class discussions /

Extremely engaging. Ties in current events to every topic. Really liked the polling site he used to see the class' opinion on controversial topics.

Spencer is animated and funny. Clearly loves the material and wants the students to be as passionate as he is.

I liked how Professor Spencer connected the concept to current events. It made applying the material much more interesting and practical. I also liked how we did Hypos throughout the class because it helped me feel more prepared for the exam. The power points were also helpful.

I liked Professor Spencer's approach to topics. He addresses issues that may not be explicitly in an opinion, but are certainly worth taking about: racial issues, gender issues, etc. I like that he can connect a case that has nothing to do with race on its face and address the implications an opinion has on race.

Clear outline of the topics. And the takeaway is really good for each class.

basic foundation for this legal system

Covered a lot of different issues.

It was easy to be engaged in discussion in this class. Professor Spencer provided a really great and safe atmosphere where it was easy to have discussions.

Exciting material lead to lively discussion in class. Doug Spencer did a great job directing the flow of conversation amongst students on top of laying out the law in a clear and concise manner.

I liked the slideshows. I'm a visual learner so the charts to help understand the legal doctrines really helped. I liked the on-call system because it really encouraged me to read and the discourse that I had with the professor was long and made me feel heard.

The material is interesting. The class polls provide good insight into the class dynamic.

Historical context and good in-class discussions

Prof is clearly a subject matter expert as well as an excellent speaker. He engages the class with thoughtful discussion on some difficult issues to navigate. Great presence and command of the lectures.

We constantly went over tests in class to make sure we were all comfortable with them. I also really appreciated the slides because they provided a comprehensive overview of the class and acknowledge the most important information to get from the dense reading.

The subject matter and discussions

Use of current events to demonstrate constitutional issues we are discussing. I also liked that he included discussions of serious national events. I liked that the powerpoints used during class, which were very helpful, were also available for review on TWEN.

Professor Spencer's teaching style is relaxed but engaging at the same time / / The on-call list system is done in a fair way / / The class polls a very interesting; their should be more of those

One of my favorite things about Professor Spencer was that he was very encouraging and never made you feel dumb or condescended to you if your answer wasn't quite right. This makes it much less intimidating to be on call or to raise your hand to participate and the class more enjoyable as a whole. / / It was nice to have an on-call list so we could mentally prepare to be answering questions. / / I liked the polls and how they helped us think through problems and raise discussions and would have liked to have more of them. / / Hypos were great and helpful.

Prof. Spencer's commentary on how the material relates to what's going on in the political world was one of the most informative parts of this class. Many of the doctrines are easier to understand with historical context. The textbook also lays out the brief history of each issue as it relates to the material

I really appreciated the way Professor Spencer taught all the important concepts by putting powerpoint presentations together and making things easier for us to understand because having a summary of extended chapters really helped me in understanding the course especially because I found the subject matter heavier to understand. Also, Professor Spencer always kept refreshing to concepts we covered earlier in the semester which was very helpful. The hypos were super helpful in terms of understanding how to apply a particular test to an example.

I appreciated getting through the commerce clause and having a chance to have an in-depth look at individual fundamental rights. The open dialogue amongst classmates and Professor Spencer's hypos and current event examples helped connect our textbook readings and class discussion to the "real world" relevance. Also, though there may be some disagreement, I liked the on-call system. It held me accountable for the readings always but also took the pressure off of potentially being on call every single class. But I do think it would be completely fine to switch from the "list" system to just calling on random individuals throughout class considering we have gotten over that initial fear after first semester.

Plenty of good stuff, I just don't want to talk about it.

I loved the discussions in class, which were always very exciting. I liked that Professor Spencer encouraged us to share our opinions based on legal arguments, and not just emotions. While this didn't stop everyone from contributing long emotional diatribes (cough cough one particular annoying student), it stopped most people and therefore I learned much more.

One great feature of the course was that it covered a vast amount of constitutional material. Although it did not delve extremely deep into the topics, I feel like I have a much stronger grasp on the Constitution than when I entered the course.

The subject matter itself and topics covered were good. I also found the hypos do be helpful in applying the information. Having slides e-mailed before class was also very helpful in order to keep the information straight.

Engaging students and covered a lot of topics

Useful powerpoints to direct the discussion off of and provide clear notes for what concepts were the most important and how the analysis flowed together.

The constant reframing of how each case fits into a broader narrative of how the Court approaches each type of issue, ie EPC, Due Process, state action, etc

Varying methods of teaching, easy but still sincere atmosphere, the overviews and tables of important doctrines and rules

Spencer did a great job applying everything to today and what is happening today. I especially enjoyed learning about how interpretation of the Constitution has changed when politically convenient. I liked understanding the framework that the Supreme Court uses when deciding if an issue is unconstitutional, in order to better understand why some laws that seem awful can be upheld while other laws that seem to serve social justice in areas of need are struck down. I really enjoyed how the class discussion was held to the frameworks and forced us to think within the structures SCOTUS set up in deciding different issues.

'-hypos in class / -pollev usage / -encouraging students to see the broader picture / -focus on legal framework, not politics

In-class assignments and the practice multiple choice questions discussed during class.

Very clear in terms of descriptions of the standards and other methods of analysis.

Prof is awesome, super nice and very clear and engaging in lecture. Would take again. / / I really liked how straightforward the presentation was, I feel like the content was explained clearly and I got a good idea of what rules to apply and how to apply them. The slides are great too, and I found the hypos very helpful.

Excellent discussion of the historical development of the law and the current

Interactive polling on issues, the inclusion of analytics, relevance to real-time events. I think the on-call system was a good way to be fair and balance the time's students were on-call with the prod to be prepared daily. It did though, increase my insomnia as many times I would get up at 2:30 AM to check and see if the list for the next day was up yet. I also really liked the times when we had active discussions.

The slides/powerpoints were very helpful. Also when we did hypotheticals and practice problems in class they were very helpful and I think more of those would be very beneficial.

Professor Spencer was encouraging, funny and well-prepared. Professor Spencer is also very accessible outside of class. My favorite course by far.

People are going to write how they hate the on call list but it does exactly what you want it to - everybody does the reading.

relating things to relevant day

prof. Spencer always made sure to link the topic back to current news and issues / he also constantly went over the relevant factor and element tests / and did practice questions in class / the day-before on call list ensured that we read for every class

Interesting, productive

| |
|--|
| 5. What were the least successful features of the course? |
|--|

The on call system - I found that I was on call once very early in the class, not on call for months, then on call about 4 classes in a row. Students should have an equal opportunity to expect to be called on in class.

The On-Call system was not ideal -- some people were on call quite frequently, and others were rarely called on.

The time at which the on-call list is released / Averaging the pages read - some days there would be 50 assigned pages and others there would only be 15-20

Con Law should honestly be two courses, or at least have the school offer more specialized courses. There is too much material to cover in only one semester. This is not a reflection upon Prof. Spencer, but upon the school's requirements.

none

on call system was inconsistent. some days we got the on call list far in advance, other times the list was given only a few hours before class, or no list was given at all. Some students were exempt from on call after being on call twice in a row, while others had their names on the list several classes in a row without any days off.

maybe choose another on-call system?

Some times the class can be very liberal leaning on certain topics. Not that its intentional but as a slightly conservative person it seems that a lot of the liberal arguments are emphasized more than the conservative ones. And that might be simply because those arguments are honestly better

One caveat to my praise for Professor Spencer is that he would sometimes go on tangents related to the material, but that were ultimately not relevant for us to know. While the extra context was appreciated, they too often brought the class to a halt and I found myself going on Reddit during these particular sections. I also wasn't a fan of the textbook, though that's not the fault of anyone at this school.

2am on call lists. PLEASE let us know who is on call at a reasonable time before class starts. I understand that this comes with a tradeoff of an increased risk of other students not reading when they know they're not on call but i think that this increased risk is worth the reduction of anxiety in waiting for the dreaded email of the list. Which I don't even know why we dread it because Professor Spencer is very fair with his questions in class. It's just the waiting for the on call list that can be daunting. / / Additionally we spent a LOT of time distinguishing between due process and equal protection and while I appreciate it because now I feel like I know these topics like the back of my hand, I wish we spent more time on other amendments because I'm genuinely interested in things like the first amendment and now we won't have enough time to get to it in the rest of the semester. / / Also, the number of cases we read for the state action

doctrine was unreasonable. We read 15 cases and discussed 5 in class. I felt Professor Spencer could have just told us the concepts of the cases without having to make us read the full texts of them. I understand there's a benefit of reading actual cases but please consider the purpose of each case before assigning a reading.

I don't think students were utilized enough. I valued the lectures, but I wish I heard more from my peers. / / Also, ensuring notification of on call lists the night before would be better. The anticipation is awful.

When you lecture for a hour straight with no interaction from the students the class gets boring. / / Your system of deciding who was on class was not effective. Most classes you would not get through the entire list. I would suggest changing the format to one that is divided by last name. That works well in other classes. Also call on more people!

Too many assignments

The on-call system was a bit off on the random number generator side. There were people that were on call multiple times and others that were only one call once (like myself) or possibly not at all.

The least successful feature was some aspects of the on call system. Certain students were on call multiple times, where as, other students never were on call. I like everything about the on call system, including how it is generated, but I think that after a student has spoken a certain amount of times, then that student should be removed from the list generator to allow for all students to experience being on call.

On call lists sent at 8am & when we would have 10+ cases that were not substantially different (as in when 5 or fewer example cases would have sufficed) and we didn't go over them in class

The on-call list system (primarily the timing of notification of what students were on-call).

Not a huge fan of the on-call method. Would rather have a set time to get the email with the list (ex. 10 PM) because I would wake up through the night checking my email which would be quite stressful and sometimes it wouldn't come out until the morning.

While the on-call system incentivizes students to do the reading thoroughly, the specific system he uses ends up being a bit unfair. Some students were only called on once while others were called on six-seven times.

The on call system. Good idea in theory but in practice it does not work. Some students are on the list 5-6 times, others are never on it because of the nature of the random system. Also need to pick a concrete time to send the list out the range of 11pm-7am is ridiculous.

I wish we had the on call list a little earlier.

I AM on call lists. / / Polls were not used as affectively as they I thought they would be. Professor Spencer made it seem like they would be used often and in a way that could enhance learning, but they were used so infrequently that I didn't achieve that goal. I wish the polls were used more regularly. That would keep the class very interesting!

The on-call list does not really give equal opportunity to people.

nothing i could think of

Really did not get to go deep into the different topics. I would rather have covered fewer things in greater depth. /

On-call system. / / I thought that this system, though it seemed random, it also seemed like the same people were constantly on the list and some students were rarely, if at all, on the list.

The "randomization" of the on-call system could mean that some people get LOTS of interaction and exposure with the professor while others often get none. I like the surprise aspect of it and the way the questions are asked, but maybe a random name generator is not the best way to do it.

The casebook was absurdly expensive. Other than that it was a great course.

So many cases that all seemed to say the same thing.

It's really hard to cram all of Con Law into one semester. Because of that restriction, perhaps weight the content more to cutting edge topics, particularly with regard to the shifting ideological balances over the last 38 years or so.

The on call system was somewhat stressful because the timing of what the list was posted was somewhat inconsistent.

Excessive amounts of cases for certain topics

Not enough time spent on each topic -- Not sure how this would be fixed though

This is not Professor Spencer's fault - but I strongly feel that constitutional law should be a two-semester course. There is so much that we are not able to cover either at all or in-depth and I think it is detrimental to both our time at UConn and our future careers as lawyers.

Really, just the textbook. Even though the textbook is nearly 2,000 pages, it is limited in a couple of ways. First, it omits many case citations (presumably to keep it from being a 3,000-page text). Case citations would be helpful because they show me what cases the Court is drawing on for its principles. Second, some of the cases are quite truncated, seemingly omitting key facts (about the parties), which would be helpful in understanding how a doctrine was applied.

N/A

I think at times Professor Spencer had a tendency to devote too much time to a review of the past class or to move too slowly with material rather than dive into the point of that day's material. But as the class progressed that became less of an issue as students became more passionate regarding particular topics and wanted to have respectful debates. Noting the time spent on review though could help mitigate any future issues of feeling like there is not enough time class time to cover all desired topics.

Engaging student discussion. Any benefits of diversity seem to be lost by having a class of 70 people. Warm calling to elicit people's opinions on a matter (as opposed to "What was the court's holding?") seemed like a good start.

The on-call system. I would have just preferred the on-call system to be grouped alphabetically or to not know at all which class I would be called on. I was only on-call twice, but only called on for the on-call requirement once, though I did participate more.

The on-call system was bad. If there is going to be an on-call list, it would be helpful if it were sent out earlier, or just cold call. The late e-mails with the on-call list added much more anxiety than necessary and did not necessarily make people read more/less. I also thought it would have been helpful if we dove deeper into the important/relevant topics. I think we barely touched the surface of many issues, but did not take the time to think critically about them or discuss other potential possibilities.

Professor made the course very interesting

The on-call system is a bit rough. The list could be emailed earlier the night before to allow the students who are on call to be more prepared -- I do not think this would keep people from doing the readings in general.

The reading was so much. It was very difficult to come to class every day completely prepared with the reading done and thorough notes on the reading. Thankfully, Professor Spencer did a good job going over the reading in detail so if I didn't get to it in the reading, the class would cover it.

The discussion sometimes got away from the professor, needed more moderation

The on-call list being distributed too late.

Did not ask the class enough questions, so it was easy to zone out.

The in-class practice hypos kind of tailed off, I really liked those in the first half of the semester and wish we'd have kept that up more.

Towards the end of the course, especially with more controversial topics, there could be more direction in discussion and cutting it off more quickly.

The on call system was too random. Some students were on call many times while others were on call only a few. I think a more organized on call schedule or everyone on call every day would have been more effective. I also think the class was a bit too lecture based. I would have liked to have more discussion and less lecturing.

There was a class cancelled for a snow day that turned out to be unnecessary.

If the professor isn't confident we won't discuss the readings then perhaps they can be shortened because i got confused with reading too much and only getting to a few case

nothing. I REALLY REALLY LOVED THE CLASS

no

6. Further comments that might be helpful to the instructor.

At times during the course I felt uncomfortable. It wasn't the views being presented, but how Professor Spencer continuously made jokes about Trump. I know that several other students felt uncomfortable. Especially the lecture slide that depicted a cartoon of Trump and the Professor mocked the way he uses air quotes - it just seemed unnecessary and unrelated to the discussion. I know it wasn't malicious and likely wasn't intentional, but it did change my outlook on the course.

N/A.

I love the free exercise clause and all the cases. I wish this were not last. / / I think it would be good to incorporate recent events and cases more... smoothly. Perhaps engage students in discussion when you are doing the slides on the NYT article. I also think it was a mistake not to include the VRA case and gerrymandering in the reading regarding voting rights.

none

If we can get more practice exam questions in class, it would be better for us to prepare for final exam.

I really thought you did a great job teaching this course. I thought the on call system was fair, and the overall general approach that we take on the cases really helps to understand the legal arguments that we have to learn.

The biggest suggestion that I could give would be to try and find a more "organic" way to incorporate the real-life examples of the topics we were discussing into the textbook material, as those parts of the class would often be a drag to sit through.

I truly enjoyed your emphasis on the intersectionality of many issues, and the positive and negative inherent biases in doctrine, the Constitution, and ourselves.

I understand that Trump is a big topic in the news and a lot of the stuff he does is idiotic and great for talking about but you mentioned him so much. It seemed like if you could find a way to mention his name during class you did even if it was not related. I am an Independent, but I know of several conservatives and Republicans in the class who did not participate because they felt they would be ridiculed by classmates. They also felt awkward because it was very clear what way you politically leaned. / / While it is important to relate the issues we are talking about to items in the news you do not want to over do it.

I enjoyed the class, I just wish that the course was split up so that we could explore some of the topics more in depth

This is the best class I have taken thus far in my law school career. I found the professor engaging and interesting. The material was taught in a way that was easy to understand and to apply in fact patterns and real life.

Love the instructors method of teaching and his engaging style.

Did well at explaining concepts/relating them to current events

A bit more discussion and unpacking of the DC v. Heller case would have been interesting and helpful since it is such a hot topic today - it felt like a landmark case was a bit rushed.

Focus more on the "typical" con law topics - feel like we did not spend a lot of time on the really relevant con law topics.

I like that the final exam is a mix of different types of questions and not just long answers.

Knowing the on call list earlier would be less stressful. When I had class the next day, I would set my alarm for 3 am to wake up and check the on call list, that is how stressed I was about it.

The case opinions for ConLaw are so hard to read, I wish I have some help for the reading, but I don't know what mechanism it might work.

you are the best

I think the course could benefit from more legal case discussion and less background/history

I really liked the on-call system because my name appeared a lot, so I feel like I had a lot of interaction with the professor and he really knew me. BUT at the same time, the randomization of the list made it so some people never really had that opportunity. It benefitted me, but maybe at the expense of others not having that opportunity

If the on call list could be up earlier than 11 or 12 that would be helpful.

I really enjoyed the Pollev activities. It was really interesting to see how my peers think about certain topics and cases.

I like the on call system in place, but I think it would be more effective if the list was sent out the night before class.

It would be nice to have the on-call list by 10pm or so the day before.

Prof. Spencer's use of pollev provided a unique and insightful addition to the course material, because students could share their opinion anonymously. It was also useful for in-class practice problems, which were incredibly helpful.

Having some practice exams from previous years would have been helpful.

Professor Spencer's passion for this course and the content really made it.

Citizens United. Don't know much about it but would've loved to have discussed that in class. And maybe a bit fewer cases regarding right to privacy, marry, etc.

Professor Spencer is my favorite professor here at UCONN because he made class so fun and engaging.

I really appreciated the "on-call" method he used. I always did the readings, but knowing if I was on call or not the morning of class allowed me some spare time in the morning to prepare my thoughts.

Consistency with the on call system. Make it more even so that students are on call equal times

The hypotheticals in class are very helpful.

I think some students did not like the political commentary but I did not hear it as asserting your political opinions as much as simply applying Constitutional Law interpretations and seeing how the current administration is working outside of that.

Overall, I thought the class was very well presented and thorough. The on-call system was fine by me. I liked the random aspect because I always did the reading. But then I was also prepared during the class to be called on.

None available.

I showed up to office hours several times to an empty room, maybe a little more clarity there? :(

The vegetarian bagel sandwiches were delicious

Would like to see the use of active online discussion boards. It was hard to make office hours but would have been good to have a tool to ask questions that might have been relevant to more than just me.

I think Professor Spencer, without realizing it, has a liberal bias that, at times, protrudes in his teaching. Off the cuff comments about our President, GOP policy and the like were not only not funny but they were unrelated to teaching and did not help my understanding of constitutional law in any way. An example of this, out of many, was when we were discussing the ACA and Obamacare case. Professor Spencer said something along the lines of "one side of the aisle wanted health care the other wanted everyone to die." Not only is that a gross and unfunny exaggeration it undermines the complex and passionate debate that went into that policy. Another quick example was the dismissal of American history as just racist white men. While perhaps true in part it again is an example of a gross and unfunny exaggeration that serves no educational purpose and dismisses centuries of groundbreaking political philosophy and history. With all this being said I think Professor Spencer was a great professor, very engaging. But it was these little things that were bothersome throughout the semester.

Keep doing what you're doing!

make it a classic on call course. toward the end i know people would stop reading and "roll the dice" .

keep being amazing

A regular on-call maybe?

7. Additional comments on the work required for this class.

The reading wasn't overwhelming and the cases were interesting. Overall, I really enjoyed the class, the discussions, and Professor Spencer's teaching style.

N/A

If you are going to have an on-call list, please send it out... not at 8 am. I know students (not myself) who have skipped our 8:30am class to read for con law because they prioritized another class. I get that everyone is supposed to read everything, but that is not a reality.

many of the readings were repetitive, especially when there were multiple classes devoted to one topic.

sometimes the reading is pretty tense.

The workload wasn't too rough for the reduced class load that I had this semester, but I could easily see it being much worse if I took this class at a different time.

This was my class this semester that I actually looked forward to reading for. I wish the textbook were lighter, but I do like the way in which the book is organized and how the material is presented.

There were some days where there were a large amount of readings. I would not have a problem with that except that we did not go through most of the cases that we read during those days.

40-50 pages for one class is 4-5 hours of reading for at least some of us (if taking notes/making summaries) & that seems a tad excessive for a 2hr class

It was more effective to read assignments with 2-3 longer cases than assignments with up to 10 shorter cases.

WAY too much reading. Assigning 50 pages for one class that have 10 cases that say the same thing is not necessary.

I liked that everything was sort of in the casebook and that I didn't have to constantly be checking TWEN and printing things

The cases were dense which caused the reading to seem more difficult however I think that characteristic goes with the material.

The readings were usually a reasonable length and the topics of discussion were well organized and divided.

It was rather heavy but on some level I understand because we only have one semester to get through a lot of material; at least one week though we had 50+ pages for Monday and almost 40 for Wednesday, and that was overwhelming.

The readings are longer on average than those for other courses, but given that this course encompasses both separation of powers doctrines and fundamental rights issues in a single semester, that is to be expected in order to learn the essentials.

Heavy reading load but completely understandable why. I'd rather have the heavy reading load to get to fundamental rights rather than lighter reading and spending all of our class devoted to the commerce clause. Definitely was manageable.

More reading than most. But no outside assignments which was nice. I enjoyed staying up to date on the reading and was pretty successful doing so. Except for today's class...

Sometimes we were assigned readings that we did not thoroughly go through. I suggest shortening the readings or emphasizing which parts students should focus on.

The amount of readings were sometimes really varying.

The reading assignments were long and complicated. I liked the reading, but as a slow reader, it was very, very difficult for me to get through it all each week.

In general, I found the readings to almost twice as long as my other classes.

Would have liked to see more methods of assessment. Having a midterm would have been helpful.

Reasonable amount of work.

Great course and great Spencer