

COURSE SYLLABUS

YEAR COURSE OFFERED: 2021

SEMESTER COURSE OFFERED: Fall

DEPARTMENT: PUBL

COURSE NUMBER: 6314 (section 28815)

NAME OF COURSE: Administrative Law and Regulations

CLASS MEETINGS: **Hybrid**--Thursdays 5:30-8:30 PM – Room M 102 (every other week)

CLASS WEBSITE: on Blackboard Learn

NAME OF INSTRUCTOR: Kenneth W. Abbott Jr., J.D.
Office: 371 PGH
Phone: NA
E-Mail: kwabbott@central.uh.edu ← The best way to contact me.
Office Hours (Virtual, email for appointment): Tues: 2:45-3:30 PM; Sat: 11:50 AM–12:50; or by appointment.

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Learning Objectives:
Students will analyze, synthesize, think critically, solve problems, and make decisions regarding the fundamental principles of administrative law at the federal, state, and local level. Emphasis will be placed on the right to an administrative hearing, the process of administrative adjudication, rulemaking procedures, judicial review of agency decisions, the control of agencies by the executive and legislative branches of government, and the application of federal and state administrative procedure acts to agency decisions.

Required Reading:
• State and Federal Administrative Law (5th ed.) by Michael Asimow and Ronald M. Levin. 2020. (ISBN-13: 978-1-68328-583-0)

(This casebook is **CRITICAL** to your success in the course. You need to buy the 5th edition.)

Recommended Reading:
• The Legal Research Survival Manual with Video Modules (2nd ed.) by Berring & Levy. West Academic Publishing. 2017. (ISBN-13: 978-1-683-28465-9)

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Final Exam:

The Final Exam will be a **CUMULATIVE EXAM** that covers the **ENTIRE SEMESTER**, which is chapters 1-11 in your casebook, the accompanying class discussions and lectures, and the Blackboard discussion threads. The Final Exam will be worth 100 points, and will account for 20% of the Semester Grade. Students will type essay responses (in paragraph form) to several questions that come from two hypotheticals on the exam. The answers to all the questions for the Final Exam must total a **MINIMUM of 4 full typed pages**, and be no more than a **MAXIMUM of 8 full typed pages**. Students will be expected to cite various key court decisions, laws, legal tests, etc. that were learned throughout the semester to back up their conclusions. The ultimate conclusions that are reached by the student are not nearly as important as the arguments that they make and the sources they cite.

For the Final Exam, students may use the casebook, their notes, and the Blackboard discussion threads for this class. Students are **NOT** permitted to use websites, other books, **other classmates**, or any other human being to aid them in preparing their answers for the Final Exam. Students **MUST** type their answers using Word (in 12-point, Times New Roman font) and **upload it in the assignment link in Blackboard** by the due-date listed on the syllabus.

Success on the Final Exam is **HIGHLY DEPENDENT** upon a student keeping up with the assigned readings, and being prepared for, and engaged in, class discussions and discussion threads throughout the entire semester. **THERE IS NO MAKE-UP FINAL EXAM!** Failing to complete the Final Exam by the due-date will result in a grade of **ZERO** for the exam!

Participation Grade:

The Participation Grade will be worth 150 points, and account for 30% of the Semester Grade. Students are expected to come to class **ON TIME** having already read the assigned pages in the casebook (as well as any other handouts that may be assigned). Each face-to-face class, every student will be called on and asked questions about the assigned readings (using Socratic Method, like most law school courses do). The Participation Grade will be based on a given student's ability to answer questions when called on. Excessive absences will have a negative impact on a student's Participation Grade since it will be assumed that the excessive absences are due to the student not being prepared for class, and therefore skipping class.

The Participation Grade will be as follows:

During the face-to-face classes throughout the semester, I will call on each student 6 times (each time will be worth 25 points). Students will be called on during face-to-face class meeting. There will be 6 face-to-face class meetings where we have class discussions about the assigned readings. **If a student misses a face-to-face class session, they must have a legitimate documented excuse for missing if they want their absence excused and an opportunity to get an alternative assignment to replace their missing participation grade.** If a student shows up to class more than **10 minutes late** to class, I will deduct 5 points from their participation grade for that class.

When I call on a student, I am looking for a few things: (1) is it clear to me that the student **read** the assigned reading; (2) is it clear to me that the student **understood** the assigned reading; and (3) can the student demonstrate **critical thinking** skills by applying their understanding of what they read to other hypotheticals? Please note that during class discussions I tend to focus on the cases from the assigned readings in the casebook, but **ANYTHING** from the assigned readings is fair game for class

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discussion. This includes the “Notes and Questions” sections that follow many cases, as well as any background material a given chapter might provide.

TO BE VERY CLEAR, IF YOU HAVE NEVER DONE THIS BEFORE IN ANOTHER COURSE, IT WILL APPEAR DIFFICULT AT FIRST, BUT OVER TIME YOU WILL GET BETTER AT IT. Also, this is **NOT** a law school course, so I am **NOT** holding you to the standards of a student in law school, but I do expect you to be prepared every day. Please don’t get scared and start skipping class, because that is the worst thing you can do. If you put in the work, you should do fine.

When discussing a case, you should have knowledge of the following:

- 1) Give the **CRITICAL FACTS** of the case. This means that you only give a brief summary of the **key facts** that impact the ultimate outcome of the case. This might also include a discussion of any laws, executive orders, executive agreements, or treaties that are at issue in the case. There is no need to trace what the lower courts decided (unless a lower court decision is a critical fact that impacts the outcome of the case).
- 2) The key **ISSUE or ISSUES** in the case. **The issue should be in question form** and should typically be 1 or 2 sentences long. Keep in mind that most cases typically involve a number of legal issues, but the issue or issues you are identifying is based on the particular excerpt of the court opinion that the casebook is using.
- 3) The **MAJORITY OPINION and any CONCURRING or DISSENTING OPINIONS**. This means that you identify the holding of the court and discuss the logic behind the majority’s opinion. Here you would dive into the various legal arguments that the majority is making, and identify any tests that the majority might establish for dealing with the legal issue. In essence, it is critical to flesh out the **REASONING** of the court.
- 4) The **CONCISE RULE OF LAW** for the case. This should be 1 or 2 sentences long. The concise rule or law is the general principle of law that the case creates or redefines.
- 5) **Your take on the Court’s opinion(s)** and how this case ties to other significant cases that deal with similar legal issues.

Discussion Thread Posts:

The Discussion Thread Posts will be worth a total of 150 points, and will account for 30% of the Semester Grade. **Each student will make one initial post and two replies biweekly, when the class is online.** Combined, the initial post and two replies are worth 25 points per week. There will be six weeks during the semester when students are required to make discussion thread posts. Six weeks x’s 25 points per week = 150 total Discussion Thread Post points for the semester.

Each Initial Post will be worth 15 points. Each Initial Post must be a MINIMUM of 2 full paragraphs long, but you are encouraged to write more if you think it is necessary. Biweekly (each week that the class is online) I will post a new discussion thread question that every student will respond to for their initial post. **Please submit your initial post by 9 PM on Tuesday, so that students have ample time to submit their replies.**

In addition to a biweekly Initial Post, each student will post a reply to two other students’ initial posts. Each of these replies will be worth 5 points. **Each reply must be a MINIMUM of one full paragraph in length,** but you are encouraged to write more if you think it is necessary. Replies must be constructive, and not mean or abusive. Therefore, you should constructively point out flaws in your classmates’ arguments, or constructively

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point out arguments that they failed to consider. The point of the replies is to get you all to interact with your fellow classmates, so that you can better understand the assigned material.

The initial posts and replies will be graded on the **QUALITY** of the submissions, and not on their length. Therefore, in your posts, you need to make it clear that you read and understood the assigned readings for that week. You are not being graded on the ultimate conclusions that you reach. Instead, you are being graded on the **ARGUMENTS** that you make and how well you back them up, using cases, laws, regulations, etc.

Term Paper:

The Term Paper is worth 100 points and will be worth 20% of the Semester Grade. It must be typed in a Word document (double-spaced, 12-point font, Times New Roman) and uploaded into the assignment link in Blackboard by the due-date. The Term Paper should be proofread and spell-checked before it is submitted.

Late papers will be penalized 10 points for every day that they are late (this includes the weekend).

The Term Paper is a MINIMUM of 5 FULL pages, and a MAXIMUM of 12 FULL pages. 10 points per page will be deducted for any Term Papers that fail to reach the minimum page-length. I stop reading Term Papers after the 12th page, so if you exceed the maximum page-length, the extra pages will **NOT** get read by me. The Term Paper should also include a **Cover Page**, that includes your full name, student ID number, the course name, semester, and title of the paper. **A MINIMUM of 5 sources must be incorporated into the paper. A Works Cited page must be included at the ended of the Term Paper.** Students may use any format that they prefer to write the paper and cite their sources (e.g., APA, MLA, Chicago-style, etc.). The casebook can be used as one of the sources. All the sources should be **CREDIBLE** sources. Footnotes may be used, but are not required. Direct quotes are permissible, but must be kept to a **minimum**. The Cover Page and Works Cited page do **NOT** count towards the page-length.

The Term Paper is over the Chevron Doctrine. This topic is covered in Chapter 9 of the casebook, in the case of Chevron U.S.A. Inc. v. Natural Resources Defense Council (1984). There are also several notes and questions in that chapter that discuss the Chevron Doctrine. Obviously, this case is covered in chapter 9, so you need to read ahead and read this case earlier in the semester to give yourself time to understand the content, do your research, and write the Term Paper. There is a folder in Blackboard with resources that can help you with your research. **The Term Paper MUST address ALL the following topics:**

- (1) Brief the case of Chevron U.S.A. Inc. v. Natural Resources Defense Council (1984). For this brief you only need to discuss (a) the critical facts; (b) the issue(s); and (c) the opinion of the Court. Be sure to fully flesh out the **REASONING** behind the Court's Opinion, and to accurately identify what the Chevron Doctrine is.
- (2) Discuss any other significant cases that modify the Chevron Doctrine.
- (3) How does the Chevron Doctrine impact agencies and how does it impact the courts? Elaborate.
- (4) Does the Chevron Doctrine apply only at the federal level, or does it also apply to the state and local level? Elaborate. If applicable/possible, give examples of how it is used here in Texas or in nearby counties or cities.
- (5) What are our opinions of the Chevron Doctrine? Should it be abandoned? Modified? Does it change your views on how powerful or weak agencies are? Elaborate.

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Grade Determination: (Subject to change by the professor if necessary.)

<i>Assignment</i>	<i>Details</i>	<i>Total Possible Points</i>	<i>Percent of Semester Grade</i>
Participation Grade <i>(Every other week during face-to-face classes. 6 total)</i>	Based on a student's ability to convey their knowledge of assigned readings during class discussions. Students will be called on each week that we meet face-to-face.	150 points <i>(6 different days, worth 25 points each.)</i>	30%
Discussion Thread Posts <i>(Submitted in Blackboard every other week. 6 total)</i>	Based on a student's ability to, in an intelligent way, answer biweekly discussion thread questions about the assigned readings for that week. Each student will make an initial post and two replies to other students' posts biweekly.	150 points <i>(6 weeks, worth 25 points per week.)</i>	30%
Term Paper	5-12 pages long. Over the Chevron Doctrine. Make sure to address ALL the topics/questions. (See page 4 of the syllabus for more detail.)	100 points	20%
Final Exam	CUMULATIVE Over chapters 1-11 in your casebook, as well as the accompanying Lecture Notes and discussion threads.	100 points	20%
Total:	The sum of the grades for all the assignments.	500 points	100%

Letter Grade Assignment:

(SUBJECT TO CHANGE BY THE PROFESSOR IF NECESSARY. **THE PROFESSOR DOES NOT "BUMP-UP" SEMESTER GRADES.**)

**NOTE THAT AN "A" STARTS AT 470 POINTS (94%) BECAUSE THE GRADE OF "A+" IS NOT POSSIBLE AT THIS UNIVERSITY*

Semester Letter Grade	Total Semester Points	Final Semester Average
A	*470 and above	*94-100+
A-	450-469.99	90-93.999
B+	435-449.99	87-89.999
B	415-434.99	83-86.999
B-	400-414.99	80-82.999
C+	385-399.99	77-79.999
C	365-384.99	73-76.999
C-	350-364.99	70-72.999
D+	335-349.99	67-69.999
D	315-334.99	63-66.999
D-	300-314.99	60-62.999
F	299.99 and below	Below 60

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Attendance:

Keep in mind that this is a hybrid class that meets face-to-face half of the time, and online the other half of the time. You should try to attend class every day that the class is face-to-face. You are paying for the class, so why not show up? Besides, missing class causes you to miss class discussions and any other announcements that I might make during class. Missing the class discussions will make it much more difficult for you to be able to understand the content of the course. Plus, I do **NOT** provide lecture/discussion notes to students who miss class, so if you miss class you would have to obtain the notes you miss from a classmate.

More importantly, missing a face-to-face class means that you will have to provide me with a legitimate documented excuse for missing if you want to be able to get an alternative assignment to make up the missing points for your Participation Grade.

On weeks that this class is online, I do not take attendance. However, you are expected to submit your Discussion Thread Posts (one initial post and two replies) for each of those weeks by the deadline. Failure to do so will result in a zero for the assignment. There will also be a one-hour live session during our regular class time and some type of lecture or video for you to watch/listen to each week that the class is online.

Academic Honesty:

The department adheres to the University Policy on Academic Honesty. Please review this policy at: <http://www.uh.edu/academics/catalog/general/acade2.html#honesty> The standard sanction for a violation of Academic Policy is a failure in the course and a notation on the academic record.

YOU ARE NOT ALLOWED TO USE OTHER CLASSMATES, OTHER PEOPLE, OR WEBSITES DURING THE FINAL EXAM...DOING SO COUNTS AS CHEATING AND WILL RESULT IN AT MINIMUM A ZERO ON YOUR EXAM, POSSIBLY AN F IN THIS COURSE, AND POSSIBLY EXPULSION FROM THIS UNIVERSITY!

If you copy my exam questions and **post them online** for future students, you are guilty of **CHEATING**. If I see my exam questions posted online, I will have somebody in IT trace the digital footprint of the individual that posted the questions, so that I can present that evidence to the university to get said student **EXPELLED**.

Plagiarism is **NOT** tolerated and counts as cheating. Therefore, make sure that any work you submit is **YOUR** own work.

Contacting the Professor:

If you need to contact me, please email me, **and include your full name, student ID number, and the course (PUBL 6314 – Administrative Law) in the email**. Allow me 24 hours to respond to your email. Emails sent on the weekend or on holidays may not get a reply until the following Monday. You should get in a habit of using your official UH email account when contacting any faculty or staff at UH, since private email accounts are sometimes not compatible with the email accounts of faculty and staff.

Dropping This Course:

The instructor is NOT responsible for dropping a student from this course. Each student must take the appropriate actions and drop this course themselves according to the policies set out by the

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university. However, each student that plans to drop this class must also inform the instructor of their decision to do so. **It is the student's responsibility to be aware of the deadlines for dropping a course.**

Grade Expectations:

Some students assume they should get an A for doing the bare minimum. They are incorrect. This is a graduate-level college course. As such, if you want to earn an A, you need to do exceptional work that goes beyond the bare minimal requirements of the assignments. Doing the bare minimum makes your work average, and will result in a grade of C. Good work is deserving of a B, and excellent work is deserving of an A.

About How Challenging this Course Is:

TO BE VERY CLEAR, IF YOU HAVE NEVER TAKEN A LAW-TYPE COURSE BEFORE, IT WILL APPEAR DIFFICULT AT FIRST, BUT OVER TIME YOU WILL GET BETTER AT IT. Also, this is **NOT** a law school course, so I am **NOT** holding you to the standards of a student in law school, but I do expect you to read all the assigned readings and to submit quality work. This course is a lot of effort, but don't panic. Please don't get scared and stop reading or stop submitting assignments. If you put in the work, you should do fine.

Counseling and Psychological Services:

Counseling and Psychological Services (CAPS)— www.uh.edu/caps —are available for students having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS) by calling 713-743-5454 during and after business hours for routine appointments or if you or somebody you know is in crisis. The "Let's Talk" program provides a drop-in consultation service at convenient locations and hours around campus. <https://uh.edu/caps/outreach/lets-talk/index.php#hours>

Student Conduct Policy:

CLASS students are expected to abide by the University of Houston's Code of Student Conduct: <http://www.uh.edu/dos/behavior-conduct/student-code-of-conduct/>

Sexual Misconduct Policy:

In accordance with 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 on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

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Resources for Online Learning:

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.

UH Email:

Please check and use your Cougarnet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your Cougarnet credentials. Email communications related to this course will be sent to your Exchange email account which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your Cougarnet credentials or through Access UH. They can also be configured on IOS and Android mobile devices. Additional assistance can be found at the Get Help page.

Helpful Information:

COVID-19 Updates: <https://uh.edu/covid-19/>

Coogs Care: <https://www.uh.edu/dsaes/coogscare/>

Laptop Checkout Requests: <https://www.uh.edu/infotech/about/planning/off-campus/index.php#do-you-need-a-laptop>

Health FAQs: <https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/>

Student Health Center: <https://uh.edu/class/english/lcc/current-students/student-health-center/index.php>

End of the Interim Grade Policy:

Please be aware, the Interim Grade Policy ended with the spring 2021 semester and the university has returned to our standard grading policies. You can find more information on UH Grade Policy here: <http://publications.uh.edu/content.php?catoid=36&navoid=12929>

COVID-19 Information:

Students are encouraged to visit the University's [COVID-19](#) website for important information including on-campus testing, vaccines, diagnosis and symptom protocols, campus cleaning and safety practices, report forms, and positive cases on campus. Please check the website throughout the semester for updates.

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Vaccinations:

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent [vaccine information](#), consult with their health care provider. The University strongly encourages all students, faculty, and staff to be vaccinated.

Reasonable Academic Adjustments/Auxiliary Aids:

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES). Students seeking accommodation must register with the Justin Dart, Jr. Student Accessibility Center at 713-743-5400 and present approved documentation to me as soon as possible

Excused Absence Policy:

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class:

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes:

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through an announcement in the Blackboard page for this class.

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Face Covering Policy:

To reduce the spread of COVID-19, the University strongly encourages everyone (vaccinated or not) to wear face coverings indoors on campus including classrooms for both faculty and students.

Presence in Class:

Your presence in class each session means that you:

- Are NOT exhibiting any [Coronavirus Symptoms](#) that makes you think that you may have COVID-19
- Have NOT tested positive or been diagnosed for COVID-19
- Have NOT knowingly been exposed to someone with COVID-19 or suspected/presumed COVID-19

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see [Student Protocols](#) for what to do if you experience symptoms and [Potential Exposure to Coronavirus](#) for what to do if you have potentially been exposed to COVID-19. Consult the (select: [Undergraduate Excused Absence Policy](#) or [Graduate Excused Absence Policy](#)) for information regarding excused absences due to medical reasons.

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List of discussion/lecture topics (Subject to change by the instructor if necessary):

**Note 1* All assignments are due by 9 PM (Houston time) on the listed date that they are due.*

**Note 2* This class is hybrid, so please pay attention to whether the class is face-to-face or online for a given week. You can find the words “face-to-face” or “online” listed beneath the date for each week.*

Note 3* For weeks that the class is face-to-face, read the assigned pages **before class, and come to class prepared to discuss the assigned readings. The face-to-face classes will be taught using Socratic Method, and have very little lecture by the professor. Thus, it is critical that you come to class prepared during each face-to-face session.*

Note 4* For weeks that the class is online, you are expected to (1) read the assigned pages in the casebook; (2) listen to recorded lectures and/or video/audio links posted in Blackboard for that week; (3) **complete the required initial post and two replies for that week by the 9 PM deadline on Thursday; and (4) **attend the live one-hour session that will take place on Thursday from 5:30-6:30 PM (except for Thanksgiving week, when it will take place on Monday from 8:30-9:30 PM).** During weeks that the class is online, an announcement may also be made in Blackboard that discuss some part of the course subject-matter for that week, so please routinely check the Blackboard announcements.*

**Note 5* Additional recorded lectures and/or videos may be added to online weeks, so please pay attention to the Blackboard announcements, which will inform you of any such additions.*

Week Of	Activities and Assignments	Objectives and Details
WEEK 1 THURS 8/26 (FACE-TO-FACE)	Introduction to course	Go over the syllabus, Term Paper, briefing cases, and overall course expectations. Short lecture over some legal terms. The lecture over the remaining terms you can find in Blackboard. <i>(This lecture is not something you are tested on, but it will help you understand some key terms you are likely to encounter while reading the casebook).</i>

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Week Of	Activities and Assignments	Objectives and Details
<p>WEEK 2</p> <p>THURS 9/02 (ONLINE)</p>	<p>Chapter 1 <i>(pages 1-16)</i></p> <p>And Chapter 2 <i>(pages 17-78)</i></p> <p>Listen to lecture in Blackboard</p> <p>Attend live online session from 5:30-6:30 PM on Thursday.</p> <p>Complete initial post and two replies for Week 2. Due by 9 PM on Thursday, 9/02.</p>	<p>Introduction</p> <p>The Constitutional Right to a Hearing</p> <p>Lecture over <u>Goldberg v. Kelly</u> <i>(from Chapter 2, starting on page 19.)</i> <i>*Finish lecture over Legal Terms if you have not already.</i></p> <p>Link for the live session will be provided in a Blackboard announcement at the beginning of the week.</p> <p>Question for the initial post will be found in the “Week 2 Discussion Thread Forum”, and will be available starting on the previous Friday.</p>
<p>WEEK 3</p> <p>THURS 9/09 (FACE-TO-FACE)</p>	<p>Chapter 3 <i>(pages 79-158)</i></p>	<p>Administrative Adjudication: Fundamental Problems</p>
<p>WEEK 4</p> <p>THURS 9/16 (ONLINE)</p>	<p>Chapter 4 <i>(pages 159-226)</i></p> <p>Listen to lecture in Blackboard</p> <p>Attend live online session from 5:30-6:30 PM on Thursday.</p> <p>Complete initial post and two replies for Week 4. Due by 9 PM on Thursday, 9/16.</p>	<p>The Process of Administrative Adjudication</p> <p>Lecture over <u>J.S. v. Bethlehem A.S.D.</u> <i>(from Chapter 4 starting on page 204.)</i></p> <p>Link for the live session will be provided in a Blackboard announcement at the beginning of the week.</p> <p>Question for the initial post will be found in the “Week 4 Discussion Thread Forum”, and will be available starting on the previous Friday.</p>

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Week Of	Activities and Assignments	Objectives and Details
WEEK 5 THURS 9/23 (FACE-TO-FACE)	Chapter 5 Up to section 5.5 (pages 229-285)	Rulemaking Procedures
WEEK 6 THURS 9/30 (ONLINE)	Chapter 5 Starting at section 5.5 (pages 286-358) Listen to both lectures in Blackboard Attend live online session from 5:30-6:30 PM on Thursday. Complete initial post and two replies for Week 6. Due by 9 PM on Thursday, 9/30.	Rulemaking Procedures Lecture over <u>Chocolate Manufacturers Assn v. Block</u> (from <i>Chapter 5 starting on page 248.</i>) Lecture over <u>Home Box Office, Inc. v. FCC</u> (from <i>Chapter 5</i> <i>starting on page 288.</i>) Link for the live session will be provided in a Blackboard announcement at the beginning of the week. Question for the initial post will be found in the “Week 6 Discussion Thread Forum”, and will be available starting on the previous Friday.
WEEK 7 THURS 10/07 (FACE-TO-FACE)	Chapter 6 (pages 359-422)	Policymaking Alternatives

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Week Of	Activities and Assignments	Objectives and Details
<p>WEEK 8</p> <p>THURS 10/14 (ONLINE)</p>	<p>Chapter 7</p> <p>Up to Section 7.5 (pages 423-490)</p> <p>Listen to oral arguments for selected case in Blackboard.</p> <p>Attend live online session from 5:30-6:30 PM on Thursday.</p> <p>Complete initial post and two replies for Week 8. Due by 9 PM on Thursday, 10/14.</p>	<p>Control of Agencies by the Political Branches of Government</p> <p>Oral arguments over <u>Lucia v. SEC</u> (from Chapter 7 starting on pages 499 and 529.) –This helps set up class discussion for next week.</p> <p>Link for the live session will be provided in a Blackboard announcement at the beginning of the week.</p> <p>Question for the initial post will be found in the “Week 8 Discussion Thread Forum”, and will be available starting on the previous Friday.</p>
<p>WEEK 9</p> <p>THURS 10/21 (FACE-TO-FACE)</p>	<p>Chapter 7</p> <p>Starting at Section 7.5 (pages 491-548)</p> <p>And Chapter 8 (pages 549-576)</p>	<p>Control of Agencies by the Political Branches of Government</p> <p>Freedom of Information and Other Open Government Laws</p>

COURSE SYLLABUS

Week Of	Activities and Assignments	Objectives and Details
<p>WEEK 10</p> <p>THURS 10/28 (ONLINE)</p>	<p>Chapter 9</p> <p>Up to Section 9.3 (pages 577—655)</p> <p>Listen to lecture in Blackboard</p> <p>Attend live online session from 5:30-6:30 PM on Thursday.</p> <p>Complete initial post and two replies for Week 10. Due by 9 PM on Thursday, 10/28.</p>	<p>Scope of Judicial Review</p> <p>Lecture over <u>Christopher v. SmithKline Beecham Corp.</u> (from Chapter 9 starting on page 654.) –This case will also be discussed in class next week.</p> <p>Link for the live session will be provided in a Blackboard announcement at the beginning of the week.</p> <p>Question for the initial post will be found in the “Week 10 Discussion Thread Forum”, and will be available starting on the previous Friday.</p>
<p>WEEK 11</p> <p>THURS 11/04 (FACE-TO-FACE)</p>	<p>Chapter 9</p> <p>Starting at Section 9.3 (pages 656—692)</p>	<p>Scope of Judicial Review</p> <p>The last day to drop and receive a “W” is Thursday 11/04.</p>

COURSE SYLLABUS

Week Of	Activities and Assignments	Objectives and Details
<p>WEEK 12</p> <p>THURS 11/11 (ONLINE)</p>	<p>Chapter 10 (pages 693-742)</p> <p>Listen to lecture in Blackboard</p> <p>Attend live online session from 5:30-6:30 PM on Thursday.</p> <p>Complete initial post and two replies for Week 12. Due by 9 PM on Thursday, 11/11.</p>	<p>Reviewability of Agency Decisions</p> <p>Lecture over <u>Abbott Laboratories v. Gardner</u> (from Chapter 11 starting on page 790.) –This helps set up class discussion for next week.</p> <p>Link for the live session will be provided in a Blackboard announcement at the beginning of the week.</p> <p>Question for the initial post will be found in the “Week 12 Discussion Thread Forum”, and will be available starting on the previous Friday.</p>
<p>WEEK 13</p> <p>THURS 11/18 (FACE-TO-FACE)</p>	<p>Chapter 11 (pages 743-810)</p> <p>Finish working on Term Paper</p>	<p>Standing to Seek Judicial Review and the Timing of Judicial Review</p>

COURSE SYLLABUS

Week Of	Activities and Assignments	Objectives and Details
<p>WEEK 14</p> <p>THURS 11/25 (ONLINE)</p>	<p>Term Paper due by 9 PM (Houston time) on Tuesday, 11/23.</p> <p>Attend live online session from 8:30-9:30 PM on Monday.</p> <p>Form online study groups (if you have not already) and study for the Final Exam.</p> <p>Thanksgiving Holiday</p>	<p>Upload the Term Paper as an attachment in the assignment link in Blackboard.</p> <p>Link for the live session will be provided in a Blackboard announcement by Monday morning. *Please note the different time and date of this live session, which is due to it being Thanksgiving week. **This live session will answer any last-minute questions about the Term Paper, and it will provide tips for how to effectively make a course outline for the Final Exam.</p> <p>Creating an outline of the course content for the entire semester with your study group will be useful to help you prepare for the Final Exam.</p> <p>No classes Wednesday (11/24) through Saturday (11/27)</p>
<p>WEEK 15</p> <p>THURS 12/02 (FACE-TO-FACE)</p>	<p>Final Exam handed out during class on Thursday, 12/02.</p>	<p>You are NOT allowed to discuss the Final Exam with your classmates.</p> <p>I will also provide some more tips for how to successfully answer the questions on the Final Exam, so you will want to attend class.</p>
<p>WEEK 16</p> <p>THURS 12/09 (ONLINE)</p>	<p>Final Exam due by 9 PM (Houston time) on Thursday, 12/09.</p>	<p>The Final Exam must be uploaded as an attachment to the assignment link in Blackboard no later than 9 PM (Houston time) on 12/09. Your answers must be in a Word document.</p>