

An Integrated Approach to Constitutional Law may be the right book for you. Do any of the following statements apply to you?

You teach an introductory Constitutional Law course. The book’s most unique features support an integrated course that teaches both the structure of government and individual rights. With some supplementation, it can also be used for separate courses organized as the traditional Con Law I (structure) and Con Law II (rights). The book’s organization can accommodate any supplemental topics that a teacher may wish to incorporate.

You want a book that is transparent, accessible, and student-friendly. Classroom discussion can reach greater depths when students come to class feeling that they have understood the day’s reading—instead of feeling mystified and hoping for clarification. All of the book’s design features are geared towards greater comprehension: placing historical background and study questions before the cases instead of after; Flashbacks and Flash-Forwards; Kickstarters; Sidebars; a clear prose style; and a one-of-a-kind visual design.

Students in Prof. Caplan’s classes were asked, in an anonymous survey distributed by proctors at the end of the semester, how the First Edition compared to casebooks used in other classes. They responded enthusiastically:

How does the casebook assigned in this class compare to casebooks used in other classes?

A LOT WORSE	WORSE	ABOUT THE SAME	BETTER	A LOT BETTER
0%	2%	16%	37%	45%

Please rate these features of the casebook:

	VERY UNHELPFUL	UNHELPFUL	NEUTRAL	HELPFUL	VERY HELPFUL
Organization	1%	3%	12%	44%	40%
Author’s prose	0%	0%	9%	43%	47%
Kickstarters	0%	1%	4%	22%	73%
Background info before cases	0%	3%	13%	37%	47%
Study Questions	0%	2%	26%	46%	26%
Flashbacks	0%	1%	19%	43%	36%
Flash-forwards	1%	3%	29%	39%	28%
Sidebars	0%	3%	37%	40%	20%
Choice of material	1%	1%	10%	45%	43%

You care about the interactions among doctrines. A central theme of the book is that most important constitutional cases involve more than one legal doctrine. (Think of *NFIB v. Sebelius*, which involved the Commerce Clause, Necessary and Proper Clause, Taxing Clause, Spending Clause, and subtexts involving separation of powers, judicial review, and more.) For this reason, the book explores how constitutional doctrines interact with each other; it does not isolate them in separate silos. The typical final exam asks students to consider how a single set of facts might implicate many different doctrines. Students benefit when the whole course is taught in the same way.

You want to utilize the latest research into the science of learning. Recent psychological research shows that the typical approach to constitutional law—teaching doctrines one at a time in separate silos, combining them only during exams—does not lead to the best learning (i.e., retention in long-term memory, ease of retrieval, and the ability to apply concepts to novel settings). The structure of the book seamlessly creates opportunities to use learning strategies that have been shown to be more effective, including: interleaving distinct but related topics; repeated spaced exposure to concepts; and systematically linking new material to foundations of prior knowledge.

You want students to understand the full richness of the principal cases. The book provides substantial introductions to most principal cases, often providing crucial facts that do not appear in the opinions. For example, the introduction to *Washington v. Davis* provides excerpts from Test 21, the introduction to *The Civil Rights Cases* described what caused plaintiff Sallie Robinson to sue for race discrimination, and the introduction to *Board of Regents v. Roth* explains what caused the University of Wisconsin not to renew Prof. Roth's contract. The fuller factual background improves class discussions.

You are interested in a historical approach to constitutional law, without sacrificing coverage of black-letter law. The book recognizes that students benefit from studying the historical context in which the law evolved, and also from clear explanation of current doctrine. Part I of the book therefore begins with a chronologically organized section that introduces the building blocks of today's law, from the framing through the Warren Court. Parts II and III turn to a more detailed doctrinal treatment, relying mostly on cases from the Burger, Rehnquist, and Roberts Courts. Students have responded well to this combination, saying that the historical approach of Part I made perfect sense to them, and that the historical grounding made it easier for them to understand the more detailed doctrines in Parts II and III.

You want a book that is short enough to teach most of. This book understands that its purpose is to facilitate the teaching of a theoretical framework and a set of skills, and not to be an encyclopedia.

For more information, please consult the author's companion website, www.caplanintegratedconlaw.com.