

Panola College
Federal Government
GOVT 2305
Fall 2025
August 18, 2025 – October 10, 2025

Catalog Description: Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Instructor: Will Geisler

Online Office Hours: 3:00pm-4:00pm M-F

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Phone: 972.983.1816

Section: GOVT 2305.481

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

Class Section Meeting Time: Online students are expected to spend at least 3-4 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.

Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

CT2: Gather and assess information relevant to a question

CT3: Analyze, evaluate, and synthesize information

Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

CS1: Develop, interpret, and express ideas through written communication

CS2: Develop, interpret, and express ideas through oral communication

CS3: Develop, interpret, and express ideas through visual communication

Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion

EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

TW1: Integrate different viewpoints as a member of a team

TW2: Work with others to support and accomplish a shared goal

Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

PR1: Evaluate choices and actions and relate consequences to decision-making

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

SR1: Demonstrate intercultural competence

SR2: Identify civic responsibility

SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to serve as an introduction into the American political system.

Learning Outcomes: [from the ACGM catalog]

After studying all materials and resources presented in the course, the student will be able to:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics.

Course Content:

A general description of lecture/discussion topics included in this course is listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

- Theories of Democracy and Types of Government
- The U.S. Constitution
- Federalism
- Political Socialization and the Communications Media
- Interest Groups
- Political Parties, Voting, and Elections
- The Three Branches of Government
- Civil Rights and Civil Liberties
- Political Economy
- S. Foreign Policy
-

Methods of Instruction/Course Format/Delivery:

This class is conducted entirely online.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. Exams: Exams will be administered over assigned readings and lecture material. The number and style of the exams may vary based on the instructor and the length of the course. The exams will measure a student's comprehension of the course material.
2. Assignments: Routine work assignments will be administered during the semester. The assignments will cover the course materials, such as readings, lectures, videos, etc. The number and style of assignments will vary based on the length of the semester and the individual instructor. Collectively, the assignments make up a main portion of the final grade as they ensure students are engaged in the course.
3. Late Work: Late work may be given a 0 at the discretion of the Professor. Turn in your work on time or ahead of time.
- 4.

Assessment(s):

1. Students must demonstrate their dedication to being responsible citizens by completing the United States Citizenship Exam.
2. Students must demonstrate their ability to think critically about government by passing a quiz concerning the checks and balances of government.
3. Students must demonstrate their ability to reasonably communicate ideas about current political issues by participating in a class discussion.

Assessment and Assignment Rules

Instructor Academic Discretion: The government department recognizes the necessity of academic freedom. As such, each instructor maintains the right to stipulate rules in addition to

this syllabus concerning assignments, late work, grading rubrics, classroom recordings, excused absences, and any other matters within the individual course offerings. All of the supplemental rules will be made available to the students at the start of the semester or in advance of the completion dates for individual assignments.

Academic Freedom: The government department recognizes the right of the instructor and the students to address controversial subjects. Academic freedom is in essence the freedom of speech in the classroom through which ideas may be challenged and truth may be pursued.

Consequently, the department firmly upholds the right of instructors and students to express in writing, speech, or symbolism their understanding, opinions, and knowledge on controversial subjects. The US Supreme Court has consistently upheld that the freedom of speech “concerning public affairs is more than self-expression; it is the essence of self-government.” ([Garrison v. Louisiana](#)): that “speech on public issues occupies the highest rung of the hierarchy of First Amendment values and is entitled to special protection” ([Connick v. Myers](#)): and “that Government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable” ([Texas v. Johnson](#)). Therefore, academic freedom in this public, government-funded course protects the instructor and students who express opinions on public issues which some may deem offensive.

Academic freedom does not protect the libel or slander of *private persons*. Libel and slander consist of written and verbal defamation of a person’s character through the *intentional* disbursement of *patently false* information. ([New York Times v. Sullivan](#) and [Gertz v. Robert Welch](#)). **Furthermore, academic freedom does not protect obscenity** as it is possible to freely discuss controversial issues without being obscene. Obscenity follows three basic guidelines: (a) whether “the average person, applying contemporary community standards” would find that the work, taken as a whole, appeals to the prurient interest, (b) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law, and (c) whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value. ([Miller v. California](#)). In an appeal to the “community standards” of the classroom, students are required to wear modest clothing and maintain a standard of behavior consistent with the college code of conduct so as not to disrupt the learning environment. The instructor and the college reserve the right to remove students from the class, fail students and hold disciplinary actions in accord with college policy for issues of libel, slander, and obscenity.

Finally, academic freedom and free speech are not excusatory protections for the violation of the student code of conduct, for poor performance on graded materials, or for failure to submit graded materials.

Academic Honesty: The central theme of education is the enlightenment of the mind. This can only be achieved by hard, honest work. Consequently, cheating and plagiarism are strictly prohibited in the course. A student must not receive from or give another student information, answers, or help during an exam. A student must not “steal” the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including, but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded.

Students are prohibited from plagiarizing any assignments. Plagiarism consists of the taking of another person's ideas, words, or information and claiming those properties as one's own. Properly quoting and citing borrowed information is NOT plagiarism. However, since academic integrity is based on the originality of a student's work, no student may submit an assignment that contains an excessive amount of properly cited material. The standards and violations of academic honesty shall be further defined by the individual instructor (in accord with college policy). Individual instructors reserve the right to employ any means of proving academic dishonesty. Students have the right to contest a plagiarism or cheating claim through the college appeals process

All use of AI in this course is strictly prohibited. Students found responsible for using AI in any manner may be given a 0 on the assignment or an F in the course.

Every member of the Panola College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Panola College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

Cheating includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

Collusion includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

Plagiarism includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty that may range from a 0 on the assignment to automatic failure in the course. **The academic penalty is at the sole discretion of the faculty member.**

For this class, students may not submit or re-submit an assignment done for another class at Panola College or institution.

Any student found to have plagiarized or engaged in any academic dishonesty may be given a 0 on the assignment or an F in the course at the discretion of the professor.

Course Grade:

The grading scale for this course is as follows:

- Quizzes and Exams: 50%
- Assignments: 50%

Grade Distribution

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or below

Texts, Materials, and Supplies:

- The required course materials are provided free to the student. The materials are all embedded in the course shell on Canvas.

Other:

- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under student.

Start Here

After you have carefully proceeded through the first three steps of the Orientation process, do the Introductory Discussion Board

Chapter Work

There are four units and a total of 12 chapters.

For each unit, proceed through the tasks in the order they appear on the course schedule.

1. When reading the chapter, carefully read each reading. Take notes and highlight. Read more than once, if necessary, to achieve full comprehension.
2. Do any video summaries or oral argument summaries indicated in the unit.
3. Do the Supreme Court Chart and Summary for the unit.
4. Post twice a week on Facebook and comment twice on someone else's post

Course Readings

When you read Supreme Court cases be sure to take notes and answer the following questions:

1. What are the facts of the case? What happened? What law was passed? What did the person or the federal or state government, or the state agency (e.g. a school) do?
2. What is the Constitutional Question? What specific passage or passages of the Constitution is at issue in the case.
3. What did the Opinion of the Court hold? Who won the case, the petitioner (plaintiff) or the respondent (defendant)? What was the vote count (8-1, 7-2, 6-3, 5-4?)
4. What was the argument of the Opinion of the Court (the winning side)? Ignore concurrences unless otherwise stated.
5. What was the argument of the first Dissenting opinion (the losing side)? Ignore additional dissents unless otherwise stated.

Whenever I ask questions on the quiz, they will have to do with one of these five questions, so learn the cases well. There are lots of great websites for these cases – www.oyez.org [Links to an external site.](#) is excellent. There are also YouTube videos explaining all these cases. Reading Supreme Court cases is hard, but with practice and patience, you will get good at it. When highlighting, find the big statements about rights, justice, the Constitution. Just try to understand how the Court is interpreting the Constitution.

Online Chapter Reading Quizzes (300 points)

There are 12 chapter quizzes in this course; they are not cumulative. Each quiz will be worth 25 points. The format for each quiz is "open book." Be sure you are ready with notes and that you have studied before you take the quiz.

Each student will have two attempts per quiz. The higher grade will be recorded. If you do not finish an attempt, it may count as a zero. You will have 30 minutes to complete each quiz. By design, there is not enough time to look up each and every question, so study prior to taking the quiz. The grade will post immediately after submission.

Prepare for each quiz by carefully studying all the assigned readings and watching all the assigned videos. Do not procrastinate; give yourself time to complete each quiz in sequence as you progress through the unit. You may, of course, move at your own pace ahead of each deadline.

I always appreciate help in catching errors in the quizzes. Always feel free to check the answers against the book – if you have a question about an answer marked wrong, just email me with the question and your evidence (a pic) from the book.

Unforeseen glitches during an quiz attempt can occur from time to time. There are several steps you can take to ensure you do not have a problem during an attempt. Go ahead and contact me if you have any problems with the quiz; if it is a tech support problem, I'll refer you to them.

Written Projects (400 points)

Video Summary #1 - Scalia/Breyer (25 points)

Video Summary #2 - Chemerinsky/Eastman (25 points)

Video Summary #3 – Ethics in America (25)

Supreme Court Chart and Summary #1 (50 points)

Supreme Court Chart and Summary #2 (50 points)

Supreme Court Chart and Summary #3 (50 points)

Oral Argument Summary #1 (25 points)

Oral Argument Summary #2 (25 points)

Oral Argument Summary #3 (25 points)

Legislative Profiles (25 points)

Final Project: Supreme Court Chart, Summary, and Video Presentation (100 points)

See instructions for each assignment in those units on Canvas. There will be an attached rubric given with the grade on the written assignment. Questions that require more work are always worth more points. Do not skip questions that require paragraph summaries or extended comments, your grade on the assignment will suffer greatly if you do.

Canvas Discussion Boards (250 points)

The Introductory Discussion Board and Concluding discussion board are worth five points each. All other Canvas Discussion Boards are worth 20 points each. To get the full 20 points, you must write a 250-300-word original post to the given prompt (use your computer's software to count the number of words and include that at the end of your post). Your response should carefully address all parts of the question in a coherent, organized, and professional manner. You should use proper citation and quotations for any information that is not your own writing. You will also respond to someone else's post with a 100-word response (use word count again).

Your responses should generally be your own words. While you may quote sources and properly cite, do not cut and paste and try to pass off those sentences as your own thoughts - this is

plagiarism. If you do quote the textbook or other sources, be sure to use parenthetical citation or footnotes for proper attribution.

You will primarily be graded on the completeness of your posts. Make sure you read the comments made on your posts.

Facebook Group (25 points)

There is a Facebook group assigned to your class. See further instructions under “Join Facebook Group” on Canvas.

Late Work Policy

Ample time has been allotted to complete each unit activity. All assignments are expected on or before the deadline indicated in the syllabus. I am certainly willing to work with you through extenuating personal circumstances should the need arise to submit a late assignment. Any student that needs to submit a late assignment should contact me in advance of the deadline for approval and to make alternative arrangements or the assignment may receive a reduced grade or a 0 at the discretion of the instructor.

Institutional Information

Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.

For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.

For testing services, use the following link: <https://www.panola.edu/student-services/studentsupport/academic-testing-center>.

If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.

Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

Course Schedule

This is a college online course. The work schedule is challenging. You will be doing college-level work, reading primary sources, and working hard throughout the semester. Make sure you have the time to devote. Next to each unit is the date by which all the unit work must be completed. All Deadlines are by 11:59pm on the date indicated. All work for a particular Unit should be done by the due date indicated. Do each chapter quiz after proceeding through the

readings, power points, video, and quiz for each chapter. Do the projects in the order you find them in each Unit. Be sure to keep pace and stay on schedule.

For the readings listed, the title of the reading is given, then the page number the reading starts in the reading packet. For example, “New Hampshire Declaration of Rights – 49” means that the reading titled New Hampshire Declaration of Rights begins on page 49 of the reading packet.

Orientation

Read all orientation materials

Join the Facebook Group (due 8-26)

Do the Plagiarism Tutorial (due 8-26)

Do the Introductory Discussion Board (due 8-26)

Unit I - Foundations

Chapter 1 – The American Founding; Equality; Natural Rights and the Rule of Law

Read the following:

Declaration of Independence – Page 45

US Constitution (read entire) - 1

US Constitution (reread Amendments 1-10) - Page 12

Massachusetts Constitution, Preamble - Page 48

Virginia Declaration of Rights - Page 50

New Hampshire Declaration of Rights - Page 49

Franklin Roosevelt, 1944 State of the Union - Page 51

Do Discussion #1 (due 8-30)

Take Chapter 1 Quiz (due 9-3)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 2 – Judicial Power and the Constitution; The Bill of Rights

Read the following:

US Constitution (reread Article III) - Page 1

Federalist 78 - Page 116

James Wilson, Lectures on Law, ch. XI - Page 119

Jefferson on Judicial Review - Page 123

US Constitution (Amendments 1-10) – Page 12

Watch Scalia/Breyer Video and Do Video Summary #1 (due 9-5)

Do Discussion #2 (due 9-8)

Take Chapter 2 Quiz (due 9-10)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Unit II – Federalism

Chapter 3 – Federalism and the Right to Property

Read the Following

US Constitution - 5th/14th Amendment - Page 12

Lochner v. New York - Page 60

West Coast Hotel Co. v. Parrish - Page 67

Heart of Atlanta Motel v. United States - Page 76

Watch Milton Friedman on the Role of Government in Economics (video)

Do Discussion #3 (due 9-12)

Do Written Assignment: Legislative Profiles (due 9-15)

Chapter 3 Quiz (due 9-17)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 4 – Federalism and Enumerated Powers; The Commerce Clause

Read the Following

US Constitution, Article I - Page 1

Federalist 45 – Page 52

Federalist 41 – Page 53

Report on Manufacturers - Page 54

Hammer v. Dagenhart - Page 63

United States v. Darby - Page 72

Heart of Atlanta v. United States - Page 76

NFIB v. Sebelius - Page 79

Watch Chemerinsky v. Eastman (video) and do Video Summary #2 (due 9-20)

Do Discussion #4 (due 9-22)

Do Supreme Court Chart and Summary #1 (pick any case from Unit II) (due 9-24)

Take Chapter 4 Quiz (due 9-26)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Unit III – The Executive Branch and the Constitution

Chapter 5 – War and the Constitution

Read the Following:

US Constitution, Article II - 1

Korematsu v. United States - Page 92

Yoo, Memo - Page 114

Ethics in America Video Summary (due 9-30)

Do Discussion #5 (due 10-2)

Take Chapter 5 Quiz (due 10-4)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 6 – 8th Amendment and Capital Punishment

Read the Following

US Constitution, 8th Amendment - Page 1

Furman v. Georgia - Page 171

Gregg v. Georgia - Page 175

Listen to Kennedy v. Louisiana Oral Argument and do Oral Argument Summary #1 (due 10-6)

Kennedy v. Louisiana - Page 178

Do Discussion #6 (due 10-7)

Take Chapter 6 Quiz (due 10-8)

Do Supreme Court Chart and Summary #2 (pick any case from Unit III) (due 10-11)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Unit IV – 1st Amendment Freedom of Speech and Establishment of Religion

Chapter 7 – The Freedom of Speech

Read the following:

People v. Ruggles - Page 124

Roth v. United States - Page 126

Memoirs v. Massachusetts - Page 128

Cohen v. California - Page 131

Texas v. Johnson - Page 134

Snyder v. Phelps – Page 141

Do Discussion Board #7 (due 10-15)

Take Chapter 7 Quiz (due 10-18)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 8 – The “Separation” of Church and State

Read the following:

US Constitution, 1st Amendment - Page 1

Washington, Farewell Address, excerpt - Page 149

Benjamin Franklin to Thomas Paine - Page 150

Thomas Jefferson, Letter to Danbury Baptists Association - Page 155

Massachusetts Bill of Rights - Page 151

Barnes v. First Parish in Falmouth - Page 152

Everson v. Board - Page 156

Listen to Van Orden v. Perry Oral Argument and Do Oral Argument Summary #2 (due 10-21)

Van Orden v. Perry – Page 167

Do Discussion Board #8 (due 10-23)

Take Chapter 8 Quiz (due 10-25)

Do Supreme Court Chart and Summary #3 (pick any case from Unit IV) (due 10-26)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Unit V – The 14th Amendment

Chapter 9 – The “Right” to Privacy

Read the following

US Constitution, 1st, 3rd, 4th, 5th, 9th, and 14th Amendments - 12

Griswold v. Connecticut - Page 237

Stanley v. Georgia - Page 243

Roe v. Wade - Page 252

Planned Parenthood v. Casey - Page 260

Lawrence v. Texas – Page 273

Do Discussion #9 (due 10-30)

Take Chapter 9 Quiz (due 11-2)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 10 – Equal Protection and Women

Read the following:

US Constitution, 14th Amendment - 1

Minor v. Happersett - Page 184

Bradwell v. Illinois - Page 192

US v. Virginia – Page 195

Do Discussion #10 (due 11-5)

Take Chapter 10 Quiz (due 11-7)

CHOOSE THREE SUPREME COURT CASES FOR YOUR FINAL SUPREME COURT PRESENTATION CASE CHOICE AND PUT IN THE DROPBOX IN CANVAS (due 11-9)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 11 – Equal Protection and Race

Read the following:

Plessy v. Ferguson - Page 208

Brown v. Board of Education - Page 218

US Constitution, 15th Amendment - Page 12

Voting Rights Act - Page 95

Do Discussion #11 (due 11-15)

Take Chapter 11 Quiz (due 11-18)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Chapter 12 – Marriage and the State

Read the following:

Reynolds v. United States - Page 280

Loving v. Virginia - Page 233

Listen to Obergefell v. Hodges Oral Argument and do Oral Argument Summary #3 (due 11-20)

Obergefell v. Hodges – Page 282

Do Discussion #12 (due 11-22)

Take Chapter 12 Quiz (due 11-24)

Citizenship Exam

Checks and Balances Exam

Do Supreme Court Chart and Summaries, upload Video Presentation to Video Poster presentation Discussion Board (pick any case from list on Canvas – do NOT pick a case from the semester) (due 12-6)

Watch and respond to three presentations; write a 100-word response for each one you watch. (due 12-7)

Concluding Discussion Board (due 12-8)

Alternate Film Essay (for those who did not participate in the Facebook Group) (due 12-8)

Do Facebook Group Posts and Comments (two posts/two comments per week)

Note: The professor reserves the right to make changes or modifications, if necessary, to this syllabus.