

Instructor Information	
Instructor	Marshall Godwin
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Phone	(409) 984-6320
Office	Madison Monroe Educational - Room: 147
Office Hours	Monday: 9:00 - 11:30 and 3:15 - 4:45 Tuesday: 11:00 - 12:30 Wednesday: 9:00 - 11:30 Thursday: Virtual 9:00 - 10:00 Friday: 9:00 - 10:00 My office is located in the Student Center building in room 414, not in Madison Monroe 147.
Additional Contact Information	The best way to contact me is via the email address listed above using your LSCPA student email account. If you send me an email during the week, expect a response within 24 business hours (three standard workdays) of my receipt of said email. If you email me on a Friday afternoon or over the weekend, expect a reply no earlier than the first class day of the following week. Owing to my current schedule, you should not expect a response to a weekend email until late Monday at the earliest.
Course Information	
Description	A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbaniza
Required Textbooks	<i>Textbook Purchasing Statement: A student attending Lamar State College Port Arthur is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.</i> OpenStax <i>U.S. History</i> is a free, online textbook which you will be able to access from Blackboard. There will be required reading materials in addition to your textbook, but all of these will be posted to Blackboard as well. You will NOT need to purchase any textbooks – or any other reading materials – for this course. You may access your OpenStax <i>U.S. History</i> via the following link:https://openstax.org/details/books/us-history. You can read the book directly online from the website. Additionally, there is a PDF copy on Blackboard which you can save to your device (laptop, tablet, external hard drive, etc.). Furthermore, there are audiobook versions of the chapters posted by OpenStax to Youtube, and I will post links to those videos in the appropriate Blackboard folders (e.g., during the week in which we read chapter 27, you will find an embedded version of the audiobook version of chapter 27). Be aware that the file for the textbook is massive, and downloading a copy might take a few minutes if your connection is slow.
Additional Materials/Resources	You MUST be able to access Blackboard and your LSCPA email outside of class time: this is not an option, but a necessity. In addition to the basic course textbook, you will also be required to read and analyze other materials including but not limited to primary sources, secondary sources and other articles or book excerpts germane to U.S. History after 1877. All of these materials will be available to you through the course Blackboard site, and it is your responsibility as a college student to read them in preparation for class discussions, activities, tests, and in-class writing assignments. Make sure to keep up with the course schedule and to check both the Blackboard and your student email account frequently. Additionally, it is incumbent upon the student to bring pencils with them to class during days in which we will be testing. The instructor will not provide writing utensils for you: once again, you are college students, and it is your responsibility to bring necessary materials with you to class.
Corequisites/Prerequisites	None
Learning Outcomes	1. Create an argument through the use of historical evidence 2. Analyze and interpret primary and secondary sources 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history

Core Objectives

* Communication skills: Students will demonstrate effective written, oral and/or visual communication.

* Critical Thinking Skills: Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.

* Social Responsibility: Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and/or global communities.

* Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Lecture Topics Outline

Course Introduction

Introduction to the structure of the course, the scope of HIST 1302, the nature of history as a discipline, as well as what primary and secondary sources are. You will also study this syllabus and be required to take and pass a syllabus quiz in order to access the rest of Blackboard.

Readings:

Syllabus and Introductory Module on Blackboard

Activities or Assignments:

Syllabus Quiz

MODULE ONE:

A Tale of Today: America During the Gilded Age

For this three-week period, we will cover the Gilded Age (1870s through 1890s), and discuss the many challenges and changes wrought by rapid urbanization, political corruption, mass immigration, monopolism, and by the spread of the industrial revolution throughout the U.S. during and after the Civil War. We will also learn about movements which sought to reform the country, including various workers' movements, attempted political reforms and the radical ideology of Populism.

Readings:

Chapters 18 – 20 in OpenStax *U.S. History*

Additional Readings on Blackboard in Module One Readings folders

Activities and Assignments:

Knowledge Check, Chapter 18 (formative)

Knowledge Check, Chapter 19 (formative)

Knowledge Check, Chapter 20 (formative)

Writing Assignment no. 1

Research Assignment component 1

MODULE TWO:

Empire of Liberty: The Reign of Imperialism and Progressivism

During the next three-week period, we will focus on the progressive movements and their close coeval associate, the imperialist movement. At times intertwined, progressivism and imperialism both shaped national politics and culture from the 1890s through the 1920s. Having now catapulted itself onto the geopolitical stage, though, the U.S. could no longer realistically maintain its isolationist stances on foreign policy, and it would soon be dragged into the First World War.

Readings:

Chapters 21 – 23 in OpenStax *U.S. History*

Additional Readings on Blackboard in Module Two Readings folders

Activities and Assignments:

Knowledge Check, chapter 21 (formative)

Knowledge Check, chapter 22 (formative)

Knowledge Check, chapter 23 (formative)

Writing Assignment no. 2

Research Assignment component 2

MIDTERM EXAM

Our midterm exam will be on Wednesday, 03/04/26. It will cover all materials from Modules One and Two, and will include a longform essay question.

MODULE THREE:

The Abyss: The Depression, the Second World War and the Holocaust

Despite the superficial economic florescence of the 1920s, the truth was that poor financial decisions by federal officials, elected politicians, financial institutions and the masses of ordinary Americans precipitated the Great Depression, and nearly collapsed the entire economy. The Franklin Roosevelt administration led efforts to reorganize the government and economy to combat the Depression, with some successes. Meanwhile, fascist regimes seized power in Germany, Japan and other nations, and plunged the world into

the bloodiest conflict in all human history: the Second World War.

Readings:

Chapters 24 – 27 in OpenStax *U.S. History*

Additional Readings on Blackboard in Module Three Readings folders

Activities and Assignments:

Knowledge Check, chapter 24 (formative)

Knowledge Check, chapter 25 (formative)

Knowledge Check, chapter 26 (formative)

Knowledge Check, chapter 27 (formative)

Writing Assignment no. 3

Research Component 3

MODULE FOUR:

Brave New World: The Cold War and Its Aftermath

At the end of the Second World War, only two major powers remained: the United States and the Soviet Union. The geopolitical history of the remainder of the twentieth century was largely defined by the ideological conflict between the two, as the U.S. promoted democracy and capitalism while the Soviet Union promoted totalitarian communism. Despite the ever-present threat of a Third World War, all was not bleak, as the Civil Rights and Women's Liberation movements, as well as several other movements for civil liberties and equality, achieved many victories during this period.

Readings:

Chapters 28 – 30 in OpenStax *U.S. History*

Additional Readings on Blackboard in Module Four Readings folders

Activities and Assignments:

Knowledge Check, chapter 28 (formative)

Knowledge Check, chapter 29 (formative)

Knowledge Check, chapter 30 (formative)

Writing Assignment no. 4

Research Assignment Component 4 (Full Paper)

MODULE FIVE:

Into the Unknown: The Sunset of the Twentieth Century and Dawn of the Twenty-first Century

In the final module of the course, we will learn about some of the problems that have confronted the U.S. from the 1980s to the present day, including the end of the Cold War, the changing international position of the U.S. after the collapse of the Soviet Union and most other communist regimes, the Wars on Drugs and Terror, and the resurgence of isolationist nationalism.

Readings:

Chapters 31 and 32 in OpenStax *U.S. History*

Additional Readings on Blackboard in Module Five Readings folders

Activities and Assignments:

Knowledge Check, chapter 31

Knowledge Check, chapter 32

FINAL EXAM

Our final exam will be on Monday, 05/11/26. The final exam is cumulative, and will assess your knowledge of all material taught in the course. It will include a longform essay question.

Major Assignments Schedule

Below are the due dates for our major assignments. The midterm exam and the final exam will both be administered in the classroom during our regularly scheduled class times. The writing assignments are multifaceted critical thinking assignments which must be turned in through Blackboard before 11:59 PM on the final day of the module. The research assignment components must also be turned in before 11:59 PM on the final day of each module to be eligible for grading credit. Note that to access future components of the research assignment, you must still complete earlier components, even if you are completing them late and will thus earn a zero on those individual components.

Excepting students with certain kinds of Accommodations Memoranda, students faced with a **documented** medical or family crisis which the instructor can authenticate by way of contacting and/or meeting with a third party and students who are pregnant or parenting a child of minority age, all due dates are set in stone and late work will result in a grade of zero.

Module	Assignment	Due Date
Intro	Syllabus Quiz	01/23/26
One	Writing Assignment no. 1 Research Assignment component 1	02/13/26
	Midterm	03/04/26

Two	Writing Assignment no. 2 Research Assignment component 2	03/06/26
Three	Writing Assignment no. 3 Research Assignment component 3	04/03/26
Four	Writing Assignment no. 4 Research Assignment component 4	04/24/26
	Final Exam	05/11/26

Final Exam Date

May 11, 2026 - 12:0 PM Through May 11, 2026 - 1:15 PM

Grading Scale

Assignments are all graded on a percentage basis, and your grade in the course likewise will consist of a percentage score. Letter grades correspond to the following percentages:

	90.00 and above
A	
B	80.00 – 89.99
C	70.00 – 79.99
D	60.00 – 69.99
F	59.99 and below

I do not round grades. If you score an 89.5% on an assignment, your letter grade is a B and your numerical grade remains an 89.5%; it will not be rounded up to a 90%/A. You scored what you scored, and that is that. This also goes for course grades: if your final course average is a 59.9%, then you failed the course. A grade of D requires that you score a percentage average of 60%, and $59.9 \neq 60$.

Determination of Final Grade

Assignment	Weight
Syllabus Quiz	1%
Writing Assignment no. 1	5%
Writing Assignment no. 2	5%
Writing Assignment no. 3	5%
Writing Assignment no. 4	5%
Research Assignment part 1	3%
Research Assignment part 2	3%
Research Assignment part 3	3%
Research Assignment part 4	10%
Midterm Exam	20%
Final Exam	20%
Attendance & Participation	20%

Course Policies

Instructor Policies

Syllabus Policy

The instructor reserves the right to adjust this syllabus and all of its contents – including but not limited to assignment instructions, due dates, and course materials – as needed. Should the instructor decide to make any changes to the syllabus, these changes would not be made “quietly:” rather, I would announce via Blackboard announcements and LSCPA email that the syllabus has been altered and what about the syllabus has been altered.

The primary purpose of this policy is to account for the unfortunate reality that tropical cyclones are not only a likelihood, but an inevitability in our corner of the world. As the world warms, tropical cyclones are becoming more common in the Atlantic Basin and are spawning during a wider section of the year. Combined with the presence of heavy industry in Jefferson County and the increased prevalence of wildfires in southeast Texas, it is crucial that we are always prepared for both natural and human-caused disasters.

Student Email Policy

It is incumbent upon you as a college student to routinely check your LSCPA email. I would recommend signing in to check it no less than once every twenty-four hours. You will receive communiques from me (and other professors and personnel) through the LSCPA email account.

I will not – in fact, I *cannot* – respond to emails sent to me from a third party account: this includes, but is of course not limited to, gmail, Yahoo mail, personal Outlook accounts, or any account other than your LSCPA account. If the sender’s address does not end in @lamarpa.edu, I cannot respond to it. You will not receive responses to any emails save those sent from your LSCPA account.

Blackboard Message Policy

I do not respond to Blackboard messages, as they are a less reliable form of communication (and in frank honesty, I do not always receive them). Do not send me questions via Blackboard: log in to your LSCPA email account and email me directly.

Restroom Use Policy

Only one student may utilize the restroom at a time. A clipboard will be present with the instructor at the front of the room, and when a student requests to use the restroom, they must sign out. The instructor will provide a timestamp for when they left the room. When the student returns, the instructor will mark the time they returned. Suspiciously long visits to the restroom will be reported.

Seating Chart Policy

A seating chart will be implemented at the beginning of the semester based on last name. If you do not sit in your assigned seat, you will be counted absent for that class day. Refusal to revert to your assigned seat might result in further disciplinary action as the situation requires.

Class Recording Policy

Unless explicit written permission is provided by the instructor, you **DO NOT** have the right to record class sessions through any means whatsoever. This includes, but is not limited to, video recording, audio recording, and photography. Exceptions might be made upon request at the discretion of the instructor or in the event that recordings are necessitated by an Accommodations Memorandum. If you record without explicit written permission from the instructor, you will be counted absent for the day and disciplinary actions might be taken.

Phone Use During Class Policy

Unless you are explicitly authorized by the instructor to take out your phone OR unless you have an Accommodations Memorandum necessitating your use of your phone as a recording device for notetaking purposes, you **ARE NOT** allowed to ever have your phone out during class. If you do use your phone for any reason during class time without express authorization of the instructor, you will be counted absent for that class period and further disciplinary action might be taken as the case warrants. As well, since you are not allowed to have your phones in class anyways, I will report you to the high school, district, to dual credit and to LSCPA student services.

Classroom Etiquette Policy

I take the issue of civility seriously and expect everyone in the classroom to behave civilly toward one another. This means, firstly, that I will not tolerate any form of discriminatory remarks or actions by any student(s) against any other person(s) on the basis of race, sex, gender, sexual orientation, national origin, immigration status, ethnicity, descent, religion, or any other factor whatsoever. I don't care who you are or what your identity is nor do I care what individual or identity you discriminated against, it won't be tolerated.

Secondly, you will be kind and respectful toward your peers during class discussions and lectures: listen when someone else is talking and show others the courtesy that ought to be shown to you. Unless someone is behaving in a discriminatory manner, you have no reason to interrupt your fellow students – regardless of how much you might disagree with their perspectives. Civil disagreement is crucial to a healthy, functioning republic, so my advice when someone says something you disagree with? Deal with it. The world does not consist of clones of you. Furthermore, in any debate, it is often beneficial to allow your opponent to keep talking. To recite a famous, but garbled, paraphrase of something Napoleon Bonaparte once (sort of) said, “Never interrupt your enemy when he is making a mistake.”

Thirdly, you will be respectful of the learning environment. Disruptive students – e.g., students who talk on their phones during class or who talk while other students are presenting – will be reprimanded. If circumstances require it, the instructor will request the offending student leave the room, and will mark the offending student absent for that class session.

Fourthly, you will be quiet during roll call unless the instructor has called your name. Students talking loudly during roll call to the point that the instructor cannot hear if another student has responded to their name being called will be found in violation of this etiquette policy and might be counted absent themselves.

Finally, if there are any acts of violence or threats of violence by any student(s) against any other student(s), the instructor, or any other person whatsoever, the offending student(s) will be removed both from the classroom and from the course entirely.

If a student violates any portion of this etiquette policy, they can be counted absent for the day, regardless of whether they remain in the classroom or not. If a student's presence is so disruptive that other students cannot complete their tasks, the offending student will be asked to leave the room, or security will escort them out if necessary. If such an incident were to occur on a test day, the offending student would receive an automatic zero for the test without any possibility of retaking it.

Pregnant and Parenting Student Policy

In accordance with state law, pregnant and students caring for a child of minority age are afforded certain considerations that other students are not. Pregnant or parenting students are allowed up to five excused

absences per course per semester, and while they do not have to present college instructors with the same kinds of documentation required of other students, they do need to inform the instructor that they will be absent as a result of an issue related to pregnancy or childcare.

Pregnant and students who are parenting a child of minority age do not need to acquire Accommodations Memoranda from the Office for Disability Services in order to receive these excused absences, although the instructor must be alerted. Additionally, pregnant and parenting students can meet with the instructor to determine the wheres, whens and hows of making up assignments missed due to pregnancy or parenting issues or crises.

A Note on Accommodations Memoranda

Students who provide the instructor with an Accommodations Memorandum are entitled to work with the instructor so that they can best implement the necessary accommodations within the confines of the course. That said, the instructor is unable to implement any accommodations if an Accommodations Memorandum is not presented to the instructor. Federal law requires that students be afforded the same opportunities as all other students *unless* certain other legally-defined criteria are met. What this means is that I *cannot* implement accommodations for you unless/until I receive an Accommodations Memorandum. In accordance with other legislation meant to protect students and ensure fairness in the classroom, accommodations are *not* retroactive, so they cannot be instituted until *after* I receive the Memorandum from you. You must furthermore submit your Accommodations Memorandum to me in PDF form via LSCPA email.

An additional note: if you are slated to take an exam or another assignment at the Testing Center so that your accommodations can be met, then you must provide the Testing Center with a copy of your Accommodations Memorandum and confirm your scheduled time to take said assignment with the Testing Center. It is your responsibility as a college student to provide the Testing Center staff with a copy of your Accommodations Memorandum and to confirm when you will be taking an assignment there.

A Note on Documentation of Medical and Other Crises

If you are absent due to a routine doctor's appointment, **this does not constitute a medical crisis** in this course and your absence **will not** be excused. Schedule your dentist's appointment, your doctor's appointment or your optometrist's appointment on a day that isn't a college class day. If there is any danger to life or limb, this does constitute a medical crisis and the instructor is willing to work with the student to schedule making up any missed work and to excuse the absence, provided documentation of said crisis is provided to the instructor and the instructor authenticates that said crisis really did occur or is occurring.

Documentation here means that a third party (no, your parents and family members do not count, nor does the high school: it must be a third-party that can, to some degree, be relied upon to tell the truth) has written to me that you were in the Emergency Room, that you had to undergo this or that operation, etc., and that you were medically incapacitated and thus unable to fulfill your obligations as a college student. I will be researching the individual who wrote (or "wrote") your letter and contacting them and their hospital, clinic or practice directly. If you give me a fake doctor's note, you will not only be counted absent for the relevant class days but will be reported to your high school, to the dual credit department here, and I will write up a student behavior report for the Student Services department here on campus.

If another crisis befalls you – e.g., you are involved in an automobile collision on the way to campus – I will similarly need documentation of that incident in order to excuse your absence or allow you to make up missed assignments. For instance, police reports, an officer to contact, and so on will be required, and I will be getting in touch with the relevant authorities before excusing your absence and allowing make up work, should I be able to authenticate the crisis.

If you cannot provide me with documentation of a crisis, then I cannot excuse your absence and cannot allow you to make up any missed assignments.

Late Work Policy

Excepting students with an Accommodations Memorandum that necessitates different assignment timelines, students faced with a **documented and authenticated** medical or other crisis, and students who are pregnant or parenting a child of minority age, assignments are due when they are due, and that is that. If the aforementioned conditions do not apply to you and you have not finished and submitted the research assignment component for Module One by 11:59 PM on 02/13/26, then you earned a zero for that assignment. Beg and plead all you want, but you have weeks to get your work in on time: if you waited until the eleventh hour to do your work and thus did not get your work in before the due date, you have only yourself to blame.

Note that this also applies to tests: as a college student, you are expected to keep track of your schedule and to be in class during test days. If you miss a test and the aforementioned conditions do not apply to you, then you've earned a zero for that test. This applies to both the midterm exam and the final exam.

Note that if you do not turn in the syllabus quiz on time, you will **still have to complete it in order to access the rest of the course Blackboard**. You will not receive any credit for the completed syllabus quiz – after you have completed it, your grade will be reduced to zero – but you must still complete it in order to access the rest of the course.

Making Up Missed Assignments

For the majority of you, this is a nonissue: you do not get to make up missed assignments. If you missed the deadline for the assignment, then you earned a zero for said assignment, and that is that. If, however, you have a relevant accommodations memorandum clause, documented and authenticated crisis, or are pregnant or parenting, you might be able to make up missed work. The specifics will be handled on a case-by-case basis, as no two of any of the aforementioned sorts of conditions are ever quite the same, but provided you meet one of the above criteria, the instructor *might* allow you to make up missed work as befits your particular situation.

Extra Credit Policy and Bonus Assignment Policy

I will not create bespoke extra credit work for individual students because they did badly earlier in the semester or failed a test. Please do not insult me by asking me to do so. If you send me an email asking me to create extra credit work for you because “you really need to get a higher grade in the course,” you will not receive a response. The answer is no.

I have, from time to time, offered bonus assignments to the entire class. I do this on a discretionary basis, and typically, should these assignments be offered at all, they take the form of offering x bonus points on an upcoming test if such-and-such bonus assignment is done well. I reserve the right to create class-wide bonus assignments that are equally available to everyone.

Plagiarism Policy

Academic integrity is essential to truly learning any subject or discipline. You are to submit **your own work**, not the work of peers, friends, or anyone – or **anything** – else. By cheating, you not only jeopardize your own academic future, you are cheating your future self out of your own education.

All research papers will be screened for plagiarism. For a more thorough definition of plagiarism, please refer to the “Academic Policies” section of the Student Handbook.

Below are the consequences for acts of plagiarism in this course:

1. **First Offense**: For your first plagiarism offense, you will receive a grade of 0% on the assignment. You will be required to come to my office and discuss plagiarism with me, something I am sure we both want to avoid.
2. **Second Offense**: A second plagiarism offense will result in yet another grade of 0% for the plagiarized assignment, and the student’s name and all documented offenses will be forwarded to the proper LSCPA officials.
3. **Third or Further Offense(s)**: The student will receive grades of 0% for all offensive assignments and, in severe cases might even fail the course entirely and face additional consequences.

Exam Policy

The following rules apply at any time an exam is administered:

1. You may only have pencils on your desk during the exam: no other writing utensils and no other materials whatsoever are allowed. This includes food. You may have standard no. 2 pencils and erasers, and a bottle of water, but nothing else.
2. You may not speak to anyone about anything during the administration of an exam. If you yell, speak, or whisper so much as a single word, even if you have already completed the test, you will receive a grade of zero for that exam.
3. Be quiet during the administration of the exam. Do not rock your chair back and forth or do anything that otherwise makes noise, even if you have completed the exam.
4. If you have any nonmedical electronic devices on your person whatsoever during the exam, you will receive a grade of zero.
5. You may not leave to go to the restroom while you are taking the exam.
6. Once you have finished the exam, you are to raise your hand. The instructor will retrieve your exam, and then you are to wait at your desk until the rest of the class finishes.

Assignment Submission Policy

All assignments, *sans* the exams, are to be turned in via Blackboard. If you email me an assignment, it will not be accepted. Additionally, the research components will typically require you to turn in Microsoft Word documents. If you turn in a PDF instead of a Word Document, you will receive a zero. You will also receive a zero if you submit any sort of SharePoint link.

A Note on Assignment Instructions

As a college student, it is your responsibility to read through assignment instructions. Make sure you do so before you turn your work in, so that you do not violate any failure conditions or clauses in the assignment instructions. As per this syllabus, any instructions given in conjunction with an assignment are binding and final.

Attendance Policy

Attendance will be taken at the beginning of the class period. When the instructor calls your name, you will

state it clearly and audibly. You will also remain silent while the instructor is calling roll. If you are not present when attendance is called, you will be counted tardy. Additionally:

- If you are not present in class within ten minutes of the start of our session, you will be counted as absent for that session, even if you do show up later.
- If you show up to class but leave before at least 50 minutes have passed, you will be counted as absent for that session, even if you attended an earlier portion of class.
- Uncivilized behavior – especially use of your cell phone during class or violations of the etiquette policy outlined above – can also earn you an **Attendance** absence for a class session, even if you attend the entire session. If you use your phone during class, and particularly if you are asked to put your phone away but refuse to obey immediately, you will be counted absent.
- If you refuse to sit in your assigned seat, you will be counted absent for that class period.

Absences will **ONLY** be excused in the event of a **documented and authenticatable** crisis or school-authorized **academic** event (e.g., taking the SAT or another standardized test). Non-academic events, regardless of whether they have been authorized or not, will not be eligible for an excused absence. Students who are pregnant or parenting a child of minority age are also entitled to five excused absences in accordance with Texas law. Aside from these such instances, though, there are **no excused absences**. This is college, not high school: even if the high school excuses your absence for a particular day, that does not mean your absence is excused for this course.

Unlike the other grading criteria, your attendance points are yours to lose: everyone will begin the semester with a score of “100%” for their Attendance grade. If you are repeatedly absent, leave early, are often late by more than ten minutes or routinely behave in an uncivilized manner, you will lose points. Your Attendance score will be graded according to the table below:

Absences	Effect on Grade
Three or fewer absences	-0 (max. attendance grade of 100%)
Four absences	-33.34 (max. attendance grade of 66.66%)
Five absences	-66.67 (max. attendance grade of 33.33%)
Six absences	-100 (max. attendance grade of 0%)
Seven absences	<u>FAILURE OF ENTIRE COURSE</u>

You read that correctly: if you are absent or counted absent seven times, you will fail the entire course, period, no questions asked. Make sure you attend class.

Additional Information

Below is a list of important dates for the Spring 2026 semester. Some of these dates have no direct effect on this course, but might affect your other courses and the flow of college life during the semester.

Note that whenever this calendar says “Module *x* due,” this includes all assignments for that module, including research assignment components (e.g., the first component of your research project is due no later than 11:59 PM on 02/13/26, etc.).

Event	Date
MLK, Jr. Day (campus closed)	01/19/26
First Day of Spring 2026 semester	01/20/26
First Day of HIST 1302	01/21/26
Introduction Module due	01/23/26
Census Day	02/04/26
Module One due	02/13/26
P.A.I.S.D. holiday	02/16/26
Final day to drop w/o penalty	02/23/26
Midterm Exam	03/04/26
Module Two due	03/06/26
Spring Break	03/09/26 – 03/13/26
P.A.I.S.D. holiday	03/16/26
Module Three due	04/03/26
Good Friday (campus closed)	04/03/26
P.A.I.S.D. holiday	04/06/26
Final day to drop w/ penalty	04/17/26
Module Four due	04/24/26
Final Exam	05/11/26
Final Day of Spring 2026	05/14/26

Offensive Materials

This last bit is less a policy *per se* than it is a disclaimer.

We will be studying history in this course, and since we are doing so at a college level, nothing will be censored. In the context of this class, you are considered to be adults and expected to act as mature adults ought to act. That means that you will likely read about, see, discuss, or otherwise encounter materials that

you might find shocking, repulsive, offensive or – perhaps the most frightening thing of all – which cause you to take a step back and question your preconceived notions about people, society, yourself and U.S. history. There's really nothing else to say here, other than that you need to be able to confront ideas and facts that might make you uncomfortable both in order to pass this course and in order to be a functioning, mature adult. Be ready to be offended.

Institutional Policies

MyLSCPA	Be sure to check your campus email and Course Homepage using MyLSCPA campus web portal. You can also access your grades, transcripts, academic advisors, degree progress, and other services through MyLSCPA .
Academic Honesty	Academic honesty is expected from all students, and dishonesty in any form will not be tolerated. Please consult the LSCPA policies (Academic Dishonesty section in the Student Handbook) for consequences of academic dishonesty.
ADA Considerations	The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Coordinator , Room 117, in the Student Success Center. The phone number is (409) 984-6241.
COVID 19 Information	The Lamar State College Port Arthur (LSCPA) Student Code of Conduct COVID 19 Policy requires students who have been diagnosed with COVID 19 to report their condition directly to their local health department. Students should also contact their course faculty to report their quarantine status. In addition, this policy requires all students to wear face coverings when directly exposed to COVID 19 in compliance with the criteria included in the policy. For more information please refer to the COVID 19 link on the LSCPA website.
Facility Policies	No food or tobacco products are allowed in the classroom. Only students enrolled in the course are allowed in the classroom, except by special instructor permission. Use of electronic devices is prohibited.
HB 2504	This syllabus is part of LSCPA's efforts to comply with Texas House Bill 2504.
Mandatory Reporting of Child Abuse and Neglect	As per Texas law and LSCPA policy, all LSCPA employees, including faculty, are required to report allegations or disclosures of child abuse or neglect to the designated authorities, which may include a local or state law enforcement agency or the Texas Department of Family Protective Services. For more information about mandatory reporting requirements, see LSCPA's Policy and Procedure Manual .
Title IX and Sexual Misconduct	LSCPA is committed to establishing and maintaining an environment that is free from all forms of sex discrimination, including sexual harassment, sexual violence, and other forms of sexual misconduct. All LSCPA employees, including faculty, have the responsibility to report disclosures of sexual misconduct, including sexual harassment, sexual assault (including rape and acquaintance rape), domestic violence, dating violence, relationship violence, or stalking, to LSCPA's Title IX Coordinator, whose role is to coordinate the college's response to sexual misconduct. For more information about Title IX protections, faculty reporting responsibilities, options for confidential reporting, and the resources available for support visit LSCPA's Title IX website .
Clery Act Crime Reporting	For more information about the Clery Act and crime reporting, see the Annual Security & Fire Safety Report and the Campus Security website .
Grievance / Complaint / Concern	If you have a grievance, complaint, or concern about this course that has not been resolved through discussion with the Instructor, please consult the Department Chair.
Department Information	General Education and Developmental Studies Chair: Dr. Steven Zani Email: zanisj@lamarpa.edu Phone: (409) 984-6431