

History 370: Ancient History

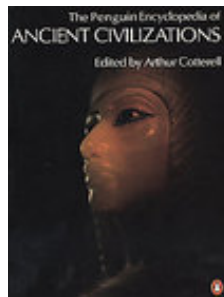
COURSE SYLLABUS ANCIENT HISTORY

H370.01 (CID: 4523--MWF 10:00-10:50AM--AB4 202
(3 credit hours)

Professor: Nicholas Pappas

Contact Information: Office, AB4 474; e-mail, HIS_NCP@shsu.edu; Office phone, 936-294-3617; Office Hours, MWF-- 8:00-10:00 am and MF 1:00–3:00 pm

REQUIRED READINGS:



[*The Penguin Encyclopedia of Ancient Civilizations.* Arthur Cotterell, ed. New York: Penguin Books, 1989. ISBN: 0140-11434-3](#)

Primary and Secondary Sources from the Internet.

Attached sources for the film essays

COURSE OBJECTIVES:

Students will acquaint themselves with the political, social, economic and cultural history of the Near East and the Mediterranean from earliest times to 500 A.D..

Students will sharpen their skills in historical interpretation and writing.

Students will gain a factual knowledge of Ancient History from Prehistory to the break-up of the Roman Empire

Students will learn how to find and use available resources for learning material not covered in lectures or text.

COURSE DESCRIPTION:

This course will study the political, economic, social, and cultural development of the Near East and Mediterranean from earliest times to the end of the Fifth Century. It will investigate such areas of history as the cradles of civilization of Egypt and Mesopotamia, the empires of Babylon, Assyria, and Persia; Ancient Israel and Phoenicia; Minoan, Mycenaean, and Archaic Greece; Hellenic and Hellenistic Civilizations; the rise of Republican Rome; the Roman Empire from Principate to Autocracy; the Celts and Germans; and the end of the Ancient World. Parallel developments in other parts of the world, notably China and India, will also be analyzed. The course will also attempt to assess the impact of these and other subjects upon today's world. Course work will consist of attending lectures, the writing of film reviews, and the taking of map quizzes and objective examinations.

There is no prerequisite for this course beyond the university's approval.

INSTRUCTIONAL METHOD:

The instructional method in class will primarily involve lectures.

The class schedule will consist of three fifty-minute sessions each week. Each session is allotted to lectures by the instructor, while a portion of each session might be devoted to questions and discussion, as well as to view films.

Lectures supplement and complement reading assignments, as well as introduce problems to be brought up in assignments.

Brief outlines of lectures, lectures maps and other supplementary materials will be distributed to students on BLACKBOARD.

STUDENT REQUIREMENTS:

Attendance: Students are expected to regularly attend lectures and participate actively in classroom discussions. Attendance will be taken regularly. The instructor reserves the right to drop students who have more than three absences.

Reading Assignments: Readings are given on a weekly basis in the Course Schedule and Outline. **The instructor reserves the right to change the readings in the Course Schedule and Outline.**

Examinations : There will be four examinations during the semester. The Examination with the lowest score will be dropped. Each examination will include:

An essay section in which you are called upon to write one essay from a field of three questions based upon lectures, as well as text and web readings. Each essay section will be worth 50 points. (minimum length—1000 words, maximum length---1500 words)

A film essay section in which you are called upon to answer the following question on the film chosen for the exam:

What are your impressions of the Film? (in one full paragraph)

How does the film relate to the primary and secondary sources of the web readings? (in one full paragraph)

What point of view does the film represent? (what are the film-makers try to say)? (in one full paragraph)

What does it contribute to your understanding of world history? (in one full paragraph)

The film essay section will be worth 50 points.

Each exam will be timed at two hours..

They will be considered take home exams and graded as such.

The lowest score of the four examinations will be dropped.

The remaining three examinations will be worth up to 300 points or 60 percent of the course grade.

Geography Quizzes: Twelve brief geography quizzes will be presented the session.

The total scores of the geography quizzes will count 100 points or 25% of the course grade.

Geography quizzes cannot be made up.

The two lowest scores from among the geography quizzes will be dropped.

Required Supplies:

Notebook and writing instruments to take notes in class, as well as one scantron for the final examinations.

Use of a computer with an internet connection, a word processing program, and a printer is required.

If you do not have these at home, please make use of computer labs on campus.

All assignments and examinations, with the exception of the final, will be due on Blackboard.

Grading Plan:

Three examinations will count 300 points or 75% of the course grade.

Ten geography quizzes will count 100 points or 25% of the course grade.

Student attendance and participation and participation will count in borderline. The instructor reserves the right to drop students who have more than three absences.

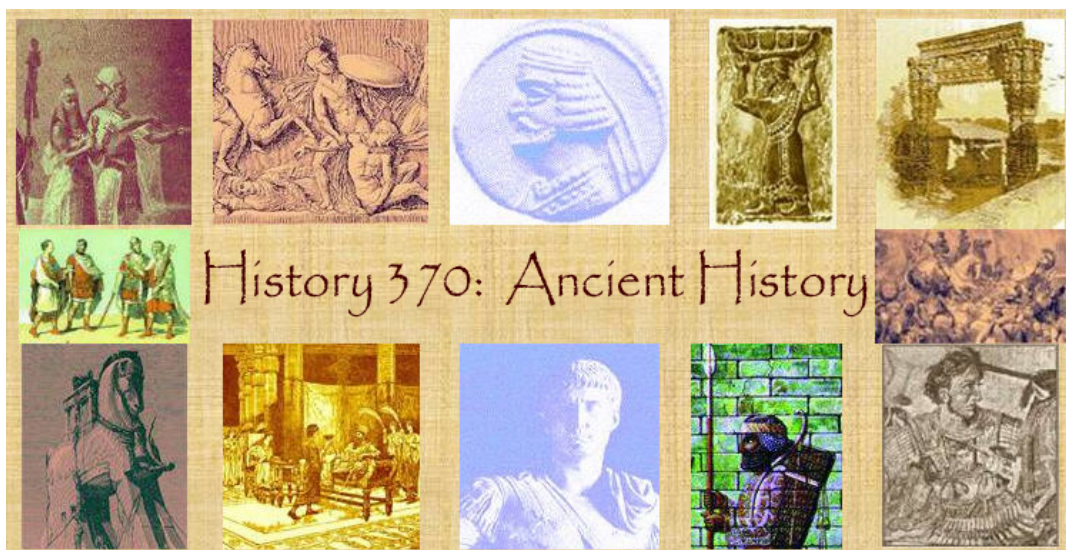
The grade scale will be: 360-400=A; 320-359=B; 280-319=C; 240-279=D; 0-239=F.

Only students who cannot finish the course because of documented health or emergency problems will be allowed a one extension grade of "X" in order to complete coursework.

Important Links:

[Weekly Reading and Assignments Schedule](#)

[Attendance and Conduct Policy](#)



History 370: Ancient History

Readings and Assignments Schedule

- Semi-weekly reading assignments below refer to *Penguin Encyclopaedia of Ancient Civilizations*, and assorted web readings. *Attached readings for the films* will be located with the films in BLACKBOARD.
- Please be aware that the lectures and semi-weekly readings will not always be synchronous. By the time you take each exam, however, lectures and readings ought to coincide.
- For **Chronology of Ancient Civilizations**, see [Timeline of Civilizations--3500-1000 B.C.](#); [Timeline of Civilizations--1000-500 B.C.](#); and [Timeline of Civilizations--500 B.C.- 500 A.D.](#)



Week 1: HUMAN BEGINNINGS (8/24-26)

- **Lecture #1: Early Humanity. Reading Assignment #1**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 8-12, 164-170.
 - Secondary Source Web Readings: [General Introduction: Prehistoric Times](#); [The Talk-Origins Archive](#) [from Talk Origins Archive]; Michel Saloff-Coste, [Hunting - Gathering](#) [from The grid of Evolution].
 - Primary Source Web Readings: [A Babylonian Account of Creation](#); [The Revolt of Heaven](#); [A Chaldaean Account of the Deluge](#); [The Theogony of Hesiod](#); [Genesis](#).
- **Lecture #2: Early Societies. Reading Assignment #2**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 12-20
 - Secondary Source Web Readings: [General Introduction: Prehistoric Times](#); [Agricultural Revolution](#) [from Washington State University]; Michel Saloff-Coste, [Agriculture - Husbandry](#) [from The grid of Evolution]; Lawrence Osbourn, [The Women Warriors](#) [from Lingua Franca]; Gerda Lerner, [Summary of The Creation of Patriarchy](#) [At Sunshine for Women]
 - Primary Source Web Readings: [Genesis](#)
 - Film: *Prehistoric Woman* and attached readings.
 - [Map Quiz #01-Cradles of Civilization](#)



Week 2: ANCIENT MESOPOTAMIA. (8/29-9/02)

- **Lecture #3: Sumeria. Reading Assignment #3**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 72-83.
 - Secondary Source Web Readings: [Mesopotamia](#)
 - Primary Source Web Readings: [Gilgamesh and Aga](#); [The building of Ningirsu's temple \(Gudea, cylinders A and B\)](#)
 - [Map Quiz #03-Ancient Mesopotamia](#)
- **Lecture #4: From Akkadians to Babylonians. Reading Assignment #4**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 84-101.
 - Secondary Source Web Readings: [Mesopotamia](#)
 - Primary Source Web Readings: [The Code of Hammurabi](#); [Herodotus' Description of Babylon and the Babylonians](#)
 - Film: *The Queen of Babylon* and attached readings.



Week 3: ANCIENT EGYPT. (9/5-9)

- **Lecture #5: Egypt-Political History. Reading Assignment #5.**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 32-44, 58-70.
 - Secondary Source Web Readings: [Ancient Egypt](#)
 - Primary Source Web Readings: [Herodotus' Description of Egypt and the Egyptians](#)
 - [Map Quiz #02-Ancient Egypt](#)
- **Lecture #6: Egypt: Society, Economy & Culture. Reading Assignment #6**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 32-44, 58-70.
 - Secondary Source Web Readings: [Ancient Egypt](#)
 - Primary Source Web Readings: [Herodotus' Description of Egypt and the Egyptians](#)
 - The Film: *Joseph and his Brethren* and attached readings.



Week 4: THE NEW KINGDOM AND THE HITTITES(9/12-16)

- **Lecture #7: Egypt, Africa and World Civilization. Reading Assignment #7.**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 32-44, 58-70.
 - Secondary Source Web Readings: [Ancient Egypt](#); [The Black Athena Debate](#); [Building Bridges to Afrocentrism](#)
 - Primary Source Web Readings: [Herodotus' Description of Egypt and the Egyptians](#)
- **Lecture #8: Hyksos, Hittites and Hurrians. Reading Assignment #8**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 109-134.
 - Secondary Source Web Readings: [The Asiatic Background](#);
 - Primary Source Web Readings: [Excerpts from an account of the Battle of Kadesh](#)
 - The Film: *Queen of the Nile* and attached readings.



Week 5: DISRUPTIONS OF CIVILIZATION, 2000-1000 B.C.. (9/19-23)

- **FIRST EXAMINATION**
- **Lecture #9: The Sea Peoples. Reading Assignment #9**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 44-46
 - Secondary Source Web Readings: [The Sea Peoples and the Philistines on the Web](#); [Cinaet Scotach and Iain MacAnTsaoir, Philistines, the Danann and Sea Faring Peoples](#) [from Clannada na Gadelica]
 - Primary Source Web Readings: [The Invasion of the Sea Peoples](#)
- **Lecture #10: Migrations of Peoples and Disruptions of Civilization. Reading Assignment #10**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp.
 - Secondary Source Web Readings: [The Asiatic Background](#)
 - Primary Source Web Readings: [Herodotus on the Scythians](#); [Herodotus on the Arabs](#)



Week 6: CIVILIZATIONS IN MINIATURE: KINGDOMS AND CITY STATES. (9/26-30)

- **Lecture #11: Canaanites, Phoenicians and Aramaeans. Reading Assignment #11**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 123-129, 171-174, 233-239.
 - Secondary Source Web Readings: [Ancient Lebanon](#)
 - Primary Source Web Readings: [The Sarcophagus of Phoenician King Eshmunazar](#); [Greco-Phoenician relations, according to Herodotus](#); [Phoenician and Carthaginian voyages around Africa, according to Herodotus](#); [A Carthaginian exploration of the West African Coast.](#); [The Phoenicians and the Alphabet, according to Herodotus](#); [The Prophet Ezekial on the Phoenician City of Tyre](#); [Aristotle on the Carthaginian State](#)
 - [Map Quiz #04-The Ancient Levant](#)
- **Lecture #12: Hebrews, Ancient Israel and Judaism. Reading Assignment #12**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 134-141
 - Secondary Source Web Readings: [Early Israel](#)
 - Primary Source Web Readings: [The Israelite Conquest of Canaan](#); [The Exploits of Gideon](#); [Israel in the Reign of Solomon](#); [The Book of Ruth](#); [The Book of Ecclesiastes](#); [The Book of Esther](#)
 - The Film: *David and Goliath* and attached readings.



Week 7: THE RISE OF EMPIRES IN THE NEAR EAST. (10/3-7)

- **Lecture #13: Assyrians, Chaldeans and Medes. Reading Assignment #13**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 101-108,
 - Secondary Source Web Readings: [Mesopotamia](#)
 - Primary Source Web Readings: [The Annals of Sargon](#); [A Chaldaean Campaign against Judah](#)
 - Film: *Intolerance: The Babylon Sequences* and attached readings.
 - [Map Quiz #06-Near Eastern Empires](#)
- **Lecture #14: The Persian Empire. Reading Assignment #14**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 147-154
 - Secondary Source Web Readings: [Ancient Iran](#)
 - Primary Source Web Readings: [Xenophon's Description of young Cyrus and Persian Education](#); [Funeral inscription of Darius](#); [Inscription of Xerxes at Persepolis](#); [Herodotus on Persia and the Persia](#); [Xerxes' Plan to Invade Greece, the Bridging of the Hellespont and the Persian Order of Battle](#); [A Roman Description of the Parthians](#)
 - Film: *Esther and the King* and attached readings.



Week 8: PARALLEL DEVELOPMENTS IN EAST AND SOUTH ASIA. (10/10-14)

- **Lecture #15: The Indian Parallel. Reading Assignment #15**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 176-202.
 - Secondary Source Web Readings: [Ancient India](#)
 - Primary Source Web Readings: [The Laws of Manu](#); [A Greek Description of India](#); [Kautilya: From The Arthashastra](#); [A Buddhist Anthology: The Dhammapada](#); [The Edicts of King Ashoka](#)
 - [Map Quiz #05-Ancient China and India](#)
- **Lecture #16: The Chinese Parallel. Reading Assignment #16**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 287-316
 - Secondary Source Web Readings: [Ancient China](#)
 - Primary Source Web Readings: [On the Art of War by Sun-Tzu](#); [Confucius on the Doctrine of the Mean](#); [Confucius on the Great Learning](#); [Mencius on Government and Human Nature](#); [The Mandate of Heaven](#)



Week 9: THE ORIGINS OF HELLENIC CIVILIZATION. SECOND EXAMINATION

- **Lecture #17: Minoans and Myceneans. Reading Assignment #17**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 204-215.
 - Secondary Source Web Readings: [Ancient Greece](#)
 - Primary Source Web Readings: [Plato's Timaeus and the Atlantis Legend](#); [Herodotus on the Pelasgians and the Early Greeks](#); [Thucydides on Early Greece](#); [The Expedition against Troy in the Iliad](#); [The Duel Between Achilles and Hector in the Iliad](#)
 - Film: *Fury of Achilles* and attached readings.
 - [Map Quiz #07-Ancient Greece and the Aegean](#)
- **Lecture #18: The Early Development of Greece. Reading Assignment #18**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 215-223.
 - Secondary Source Web Readings: [Ancient Greece](#)
 - Primary Source Web Readings: [Herodotus on the Pelasgians and the Early Greeks](#); [Thucydides on Early Greece](#)



Week 10: CLASSICAL GREECE AND THE POLIS. (10/24-28)

- **Lecture #19: The Polis: Athens & Sparta. Reading Assignment #19**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 223-228.
 - Secondary Source Web Readings: [Ancient Greece](#)
 - Primary Source Web Readings: [Aristotle on the Spartan State](#); [Xenophon on the Constitution of the Lacedaimonians](#); [Aristotle on the development of Athenian state](#)
 - [Map Quiz #08-Ancient Greek Colonization](#)
- **Lecture #20: The Acme and Decline of the Polis: The Persian and Peloponnesian Wars. Reading Assignment #20**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp.
 - Secondary Source Web Readings: [Ancient Greece](#)

- Primary Source Web Readings: [Xerxes' Plan to Invade Greece, the Bridging of the Hellespont and the Persian Order of Battle](#); [The Battle of Thermopylae according to Herodotus](#); [The Battle of Salamis according to Herodotus](#); [The Origin of the Peloponnesian War](#); [Pericles' Funeral Speech](#); [The Plague at Athens](#); [The Melian Dialogue](#)
- Film: *The Giant of Marathon* and attached readings.



Week 11: THE RISE OF MACEDONIA AND HELLENIC CIVILIZATION. (10/31-11/4)

- **Lecture #21: The Rise of Macedonia and Alexander the Great. Reading Assignment #21**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 228-233
 - Secondary Source Web Readings: [Ancient Greece](#)
 - Primary Source Web Readings: [Plutarch on Alexander the Great](#); [Arrian on Alexander the Great](#); [Arrian on Alexander's Campaigns](#)
 - [Map Quiz #09-Alexander' Campaigns and Empire](#)
- **Lecture #22: Hellenic Civilization. Reading Assignment #22**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 276-281.
 - Secondary Source Web Readings: [Ancient Greece](#).
 - Primary Source Web Readings: [Excerpts from Aeschylus' The Persians](#); [Excerpts from Aristophanes' Lysistrata](#); [Excerpts from Xenophon's Memorabilia](#); [A Lampoon of Socrates in Aristophanes' The Clouds](#); [The Pre-Trial Dialogue, Euthryphro](#); [The Apology of Socrates](#); [The Prison Dialogue, Crito](#)
 - Film: *Antigone* and attached readings.



Week 12 : HELLENISTIC CIVILIZATION AND EARLY ITALY. (11/7-11)

- **Lecture #23: Hellenistic Civilization. Reading Assignment #23**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 46-52, 228-233, 273-276
 - Secondary Source Web Readings: [The Struggle of the Diadochoi](#)
 - Primary Source Web Readings: [Plutarch on Demetrius Poliorcetes](#); [Plutarch on Pyrrhus](#); [Plutarch on Anthony and Cleopatra](#)
 - Film: *Intolerance: Damon and Pythias* and attached readings.
 - [Map Quiz #10-Ancient Italy](#)
- **Lecture #24: The Etruscans, Celts and Early Italy. Reading Assignment #24**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 240-244.
 - Secondary Source Web Readings: [Where Did The Etruscans Come From?](#); [Etruscan Art](#); [Villanovans and Etruscans](#); [Linguistic map of Ancient Italy](#); [Etruscan Language](#); [History of the Celts](#); [Ancient Celts Page](#); [Ancient Etruscans Were Immigrants From Anatolia. Or What Is Now Turkey.](#)
 - Primary Source Web Readings: [Herodotus on the Lydians and their relation to the Etruscans \(Tyrrhenians\)](#); [The Etruscan Liber Linaeus](#); [Etruscan Phrases](#); [Livy Describes the Gallic Invasion of Rome](#); [Caesar on the Gauls and Germans](#).
 - Film: *Intolerance: The Avenger* and attached readings.



Week 13: THE RISE OF ROME. (11/14-18)

THIRD EXAMINATION

- **Lecture #25: Origins and Expansion of Rome. Reading Assignment #25**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 245-250
 - Secondary Source Web Readings: [Republican Rome](#)
 - Primary Source Web Readings: [Polybius on the Roman Government, ca. 150 B.C.](#); [Polybius compares Rome and Carthage](#); [Polybius on the Roman Army](#); [Livy describes the Early Roman Army](#); [Alexander the Great Versus the Romans](#); [Phalanx Versus Legion](#).
 - Film: *Intolerance: Hannibal* and attached readings.
 - [Map Quiz #11-The Roman Republic and Empire to ca. 180 A.D.](#)
- **Lecture #26: Roman Expansion and the Decline of the Republic. Reading Assignment #26**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 250-252.
 - Secondary Source Web Readings: [Republican Rome](#)
 - Primary Source Web Readings: [Plutarch on Julius Caesar](#); [Plutarch on Gnaeus Pompey](#); [The Career of Marcus Crassus](#); [A Roman Description of the Parthians](#).
 - Film: *Intolerance: Caesar the Conqueror* and attached readings.



Week 14: THE ROMAN EMPIRE--STATE AND CULTURE. (11/21)

- **Lecture #27: Imperial Rome of the Principate. Reading Assignment #27**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 253-258
 - Secondary Source Web Readings: [Imperial Rome](#) ;[Roman Population Table](#)
 - Primary Source Web Readings: [The Deeds of Augustus](#)
 - [The Principate of Otho](#); [Roman Imperial armies and camps, as described by Josephus](#); [A Roman Imperial Army on the March, as described by Josephus](#); [The Battle of Teutoburg Forest, described by Paterculus](#); [The German Guards' Response to the Death of Caligula, ca. 41 A.D.](#)
- **Lecture #28: Roman Culture. Reading Assignment #28**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 281-286
 - Primary Source Web Readings: [The Roman Games Under Domitian](#); [Juvenal's Misogynistic Satire on the Women of Rome](#); [Lucretius: Roman Epicurean Materialism](#); [Marcus Aurelius: Roman Stoicism](#); [Pliny on the Life of a Refined Roman Gentleman](#)
 - Film: *The Invincible Gladiator* and attached readings.



Week 15: CHRISTIANITY, ROME AND THE CRISIS OF EMPIRE. (11/28-1)

- **Lecture #29: The Roman Empire and the Christians. Reading Assignment #29**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 269-273
 - Secondary Source Web Readings: [Ancient Roman Culture](#)
 - Primary Source Web Readings: [The Didache, or Teaching of the Twelve Apostles](#); [Christian Apologist Comments on the Anti-Christian Decrees](#); [A Roman View of Tribunals Against Christians](#); [Christian View of a Roman Tribunal](#)
- **Lecture #30: The Crisis of the Late Principate. Reading Assignment #30**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 258-263
 - Secondary Source Web Readings: [Imperial Rome](#)
 - [Timeline of Civilizations--A.D.-A.D. 500](#)
 - Primary Source Web Readings: Specialized Secondary Sources: [Caesar on the Gauls and Germans](#); [A Description of Germany and the Germans by Tacitus](#); [The Toleration of Christianity: The Edict of Milan \(313 A.D.\)](#)
 - Film: *Constantine and the Cross* and attached readings.

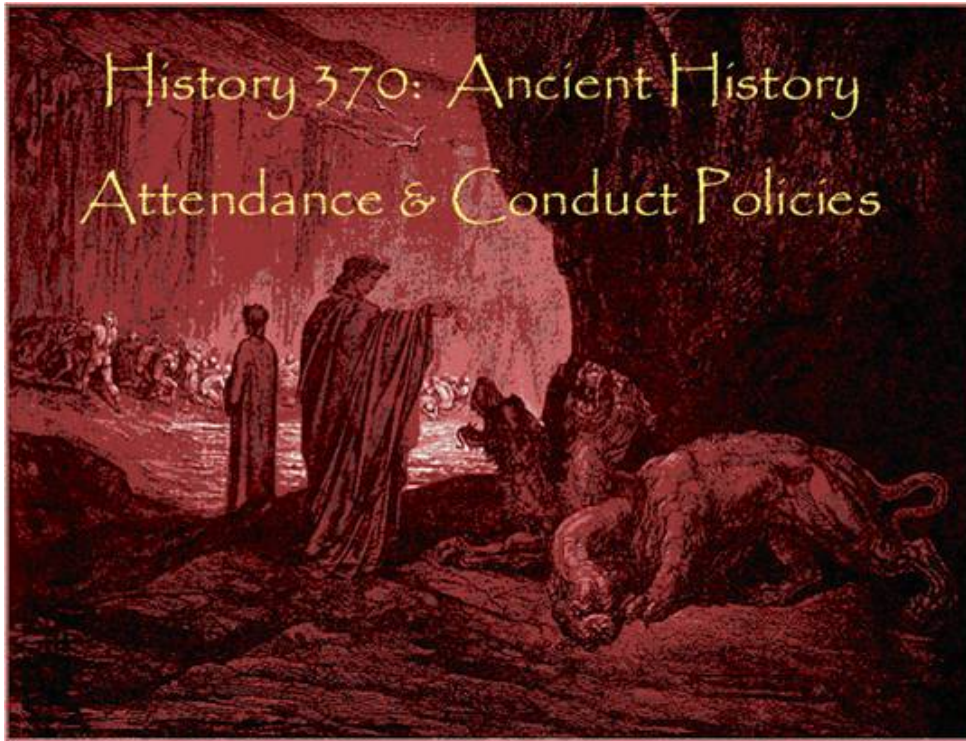


Week 16: THE END OF THE ANCIENT WORLD. (11/28-12/2)

- **Lecture #31: The Christian Roman Empire and the Era of Migrations. Reading Assignment #31**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp. 263-269
 - Secondary Source Web Readings: [Rome, Christianity and the Migrations](#);
 - [Timeline of Civilizations--A.D.-A.D. 500](#).
 - Primary Source Web Readings: [A Description of Germany and the Germans by Tacitus](#); [A Fourth-Century Description of the Huns](#); [Constantine the Great according to Socrates Scholasticus](#); [The Battle of Adrianople, 9 August 378, described by Ammianus Marcellinus](#); [A Fifth-Century Embassy to the Huns](#); [A Christian Priest's View of the Barbarian Migrations](#); [Augustine on His Conversion to Christianity](#); [The Life of St. Anthony](#).
 - [Map Quiz #12-The Breakup of the Roman Empire, ca. 500 A.D.](#)
- **Lecture #32: The Heritage of the Ancient World. Reading Assignment #32**
 - Main Text Readings: *Penguin Encyclopaedia of Ancient Civilizations*, pp.
 - Secondary Source Web Readings:
 - Primary Source Web Readings:



FOURTH EXAMINATION will be announced later in the semester.



ATTENDANCE POLICY: Attendance for this course is mandatory.

1. Regular and punctual class attendance is expected of each student in the class.
2. I will keep a record of student attendance.
3. I reserve the right to penalize a student for excessive absences. You may miss **three (3)** classes without penalty—no excuses necessary. After three non-penalty absences, however, you must provide documentation (to my satisfaction) for any additional absences, **as well as** the three non-penalty absences. Three absences can result in withdrawal from the class. I reserve the right to drop students who have more than three absences.
4. Only absences with legitimate written excuses (doctor's note, etc.) will be considered for exception to the above policy.
5. Absence on Religious Holidays: Section 51.911 of the Texas Education Code requires that an institution of higher education shall allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student, not later than the 15th calendar day after the first day of the semester, or the 7th calendar day of a summer session, must notify the instructor of each scheduled class day that he/she would be absent for a religious holy day. Refer to the Academic Calendar for the deadline date for notification by students to the faculty members of the student's intent to be absent on religious holy days.

ACADEMIC DISHONESTY: According to Academic Policy Statement 810213 of SHSU:

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

"Cheating" includes:

- Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- Using, during a test, materials not authorized by the person giving the test.
- Collaborating, without authorization, with another student during an examination or in preparing academic work.
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for oneself, to take a test.

Bribing another person to obtain an unadministered test or information about an unadministered test. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

"Plagiarism" means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

"Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

"Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

In accordance with Academic Policy Statement 810213, I may impose failure or reduction of a grade in an assignment or the course, and/or performing additional academic work not required of other students in the course. If I believe that additional disciplinary action is necessary, I may refer the offending student to the Dean of Student Life or his designated appointee for further action.

CLASSROOM RULES OF CONDUCT: According to Section 5 of the Student Handbook of SHSU:

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Please turn off or mute your cellular phone and/or pager before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking among each other at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a, minimally, a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy.

We will strictly and assiduously enforce this policy.

VISITORS IN THE CLASSROOM: According to the Faculty Handbook of SHSU:

In the event an unannounced visitor attends a class, the instructor should request identification in the form of a current and official Sam Houston State University identification card. If the visitor is not a registered Sam Houston State University student, the instructor should act at his/her own discretion or refer the visitor to the department chair. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the instruction thereof.