

Sam Houston State University

History 594.01:



The Military Revolution in Early Modern Europe



COURSE SYLLABUS

The Military Revolution in Early Modern Europe
HIS594.01 (CID: 7081)---TH, 6:00-8:50pm, AB305
(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; Tuesday & Thursday, 11:00-12:30.

COURSE DESCRIPTION: Europe has been described as the "mother of revolutions". Indeed, the political revolutions in British America, France, Russia and elsewhere in the last two centuries have greatly affected politics and statecraft. Even more profoundly the industrial revolution has kept the economies, societies and cultures of the world in its thrall since the eighteenth century. However, the previous three hundred years (1450-1750) saw their share of cultural, economic, social and political revolutions that laid the foundations of the subsequent changes in later modern Europe. Traditionally, graduate seminars in early modern Europe have concentrated on the cultural revolutions of early modern Europe (Renaissance, Reformation, Scientific Revolution and Enlightenment). In other cases they have looked into the economic, social and political transformation of early modern Europe (Commercial Revolution, agricultural revolution, and the rise of the modern state). This seminar will address an area of relatively recent investigation and interpretation in the history of early modern Europe. For the past forty years, scholars have researched and debated the question of a military revolution in early modern Europe. They have discussed whether the transformation of European armies and the conduct of war in this period constitutes a historical revolution on the scale of the ones mentioned above. This online seminar will study the history of Early Modern Europe from the perspective of the growth and development of the military institutions between the 15th and the 18th century. The changes in military technology, corps or branches of service, recruitment, organization, tactics, and military theory transformed the armies of Europe in an unprecedented manner. This transformation would have a tremendous impact on the development of modern states, be they absolute monarchies, limited monarchies or commonwealths. It would also affect the economies and societies of Europe through the "total wars" of the 17th century and the "limited wars" of the 18th century. The transformation of European armies and navies would also contribute to European commercial and colonial expansion in the rest of the world. We will investigate such general problems as: the gunpowder revolution and its affect upon European and other states and societies; and the relationship of the modern armies to their societies, economies and cultures; the wars of religion as a crucible from which the early modern state emerged; and the question of the Military Revolution and its impact on European and World history.

▶ **PURPOSES AND OBJECTIVES OF THE COURSE:**

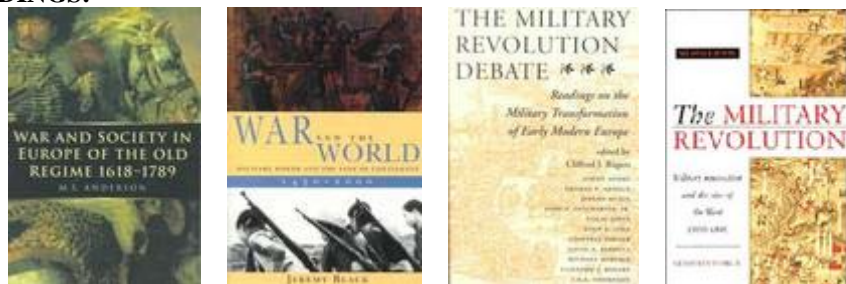
- ▶ 1) To acquaint students with the problem of the rise of the modern military, and in so doing, give them an understanding of the history of Europe from the late 15th century to the early 18th century.
- ▶ 2) To sharpen the students' skills in: (a) extemporaneous discussion; (b) prepared speaking; (c) historical interpretation; (d) research; and (e) writing.

▶ **CLASS SCHEDULE AND PROCEDURE**

- ▶ 1) The class schedule will consist of one assignment each week. The format of each session will consist of: (a) reading of general studies of the history of war in its early modern phases; (b) reading of web secondary and primary sources on specific problems and issues relating to the week's topics; and (c) discussion of some of the issues of the week's readings and essays.

- ▶ 2) At the end of reading each major study (usually every three or four weeks), the members of the seminar will meet to discuss and evaluate that study.
- ▶ 3) Lists of readings, discussion questions, and other supplementary materials will be distributed to students on a CD-Rom.
- ▶ **STUDENT REQUIREMENTS AND EVALUATION OF STUDENT PERFORMANCE**
- ▶ 1) **Reading assignments:** Students are expected to read text assignments and enough web assignments to participate in discussions effectively. Readings from the text and supplementary sources are given on a weekly basis. Each student is expected to read general assignments and specific assignments of primary and secondary sources on a particular topic. The students are expected to discuss assigned text readings in class
- ▶ 2) **Discussion :** Students are expected to participate in discussion each week. On a weekly basis, the instructor will present two or more questions based upon the secondary and primary source readings. Students should prepare their response to the questions. In discussion, they should substantiate their answers and opinions with material culled from the web and text readings. In discussion, students will react to one another's responses to the questions. They can also make comments and pose questions regarding other issues brought up in discussion. If all members of the seminar agree, a week's discussion topic can be extended. Each student's participation will be evaluated in the for both their answers to general questions and there extemporaneous discussion (20 points per week; 300 points total for the semester).
- ▶ 3) **Four book reviews** (1500 to 2000 words each). Each student will write one book review on each of the four books assigned for this course. They are called upon to analyze the author's views regarding their topic in early modern military history. Each essay will be worth 100 points for a total of 400 points.
- ▶ 4) **Problem specialty:** Each student will specialize in a particular issue or problem in early modern military history during the course and will conduct further readings into the historical investigation of those problems. The student is expected to relate discussion forum topics to the experience and issues of their special problems. The student can choose to specialize on any of the problems listed in the course outline.
- ▶ 5) **Essay on Historiography.** Each student is required to write an essay of historiography on one of the problems or issues of their specialty. The essay will cover the historiography of a particular problem of early modern military history. Each essay on historiography will include a 3000 to 4000 word text together with a bibliography. The essay on historiography will be worth 100 points.
- ▶ 6) **Wiki Participation:** Students in both the on-campus and online sections of this course will add materials that were particularly important to their understanding and participation in this course on a Wiki, including your reviews, documents and essays. They will also make comments on materials included in the Wiki.
- ▶ 7) **Course evaluation and grades.** Evaluation of student performance will be based upon the following criteria:
 - ▶ a) Discussion (200 points or 40 percent of the course grade)
 - ▶ b) Two book reviews. (400 points or 20 percent of the course grade)
 - ▶ c) Essay on Historiography (200 points or 20 percent of the course grade)
 - ▶ d) Wiki participation. (200 points or 20 percent of the course grade)

REQUIRED READINGS:



Books to be reviewed:

- ▶ [M. S. Anderson. *War and Society in Europe of the Old Regime, 1618-1789*. McGill University Press, 1998. \(Anderson\).](#)
- ▶ [Jeremy Black. *War and the World : Military Power and the Fate of Continents, 1450-2000*. New Haven, Conn. Yale University Press, 1998. \(Black\)](#)
- ▶ [*The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe*. Clifford J. Rogers, ed. Westview Press, 1995. \(*The Military Revolution Debate*\)](#)
- ▶ [Geoffrey Parker. *The Military Revolution : Military Innovation and the Rise of the West, 1500-1800*. Cambridge University Press, 1996. \(Parker\)](#)

History 594:

The Military Revolution in Early Modern Europe

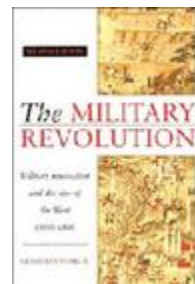
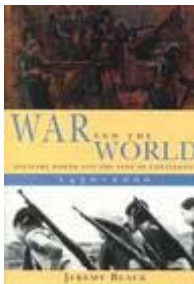
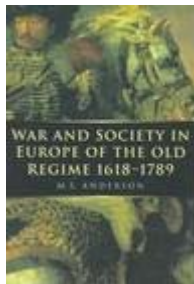


READING ASSIGNMENTS

- 1) **Reading assignments:** Students are expected to read text assignments and enough web assignments to participate in discussions effectively. Readings from the text and supplementary sources are given on a weekly basis. Each student is expected to read general assignments and specific assignments of primary and secondary sources on a particular topic. The students are expected to discuss assigned text readings in class

REQUIRED BOOK READINGS:

Books to be reviewed:



- [M. S. Anderson. *War and Society in Europe of the Old Regime, 1618-1789*. McGill University Press, 1998. \(Anderson\).](#)
- [Jeremy Black. *War and the World : Military Power and the Fate of Continents, 1450-2000*. New Haven, Conn. Yale University Press, 1998. \(Black\)](#)
- [*The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe*. Clifford J. Rogers, ed. Westview Press, 1995. \(*The Military Revolution Debate*\)](#)
- [Geoffrey Parker. *The Military Revolution : Military Innovation and the Rise of the West, 1500-1800*. Cambridge University Press, 1996. \(Parker\)](#)
- **Primary and secondary sources (articles and excerpts) are on BLACKBOARD. Links are included on this syllabus:**

COURSE OUTLINE:

- **Week 1 : INTRODUCTION TO THE ISSUES OF THE MILITARY REVOLUTION.**
 - **Book Readings:** [The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe](#)
 - [Clifford J. Rogers, ed.](#)
 - **Secondary Source Readings:**
 - [A definition of the Military Revolution by Clifford Rogers](#).
 - [John F. Guilmartin "The Military Revolution Debate"](#)
 - [Jeremy Black "European Warfare 1494-1610 and the Military Revolution"](#)
 - [Military Revolutions-A Forum](#)

- **Week 2: THE MILITARY REVOLUTION IN THE LATE MIDDLE AGES.**

- **Book Readings:** [The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe. Clifford J. Rogers, ed.](#)
 - **Secondary Source Readings:**
 - [Clifford J. Rogers, "The Military revolutions of the Hundred Years' War"](#)
 - [Medieval Armies and Navies, from *Medieval France* by Arthur Tilley](#)
 - [Yuval Noah Harari, "Inter-frontal Cooperation in the Fourteenth Century and Edward III's 1346 Campaign"](#)
 - [Clifford J. Rogers, "The Efficacy of the English Longbow: A Reply to Kelly De Vries"](#)
 - [Lee and Nicholas Pappas, "Ottoman Views of the Battle of Kosovo"](#)
 - [Spyros Vryonis, Isidore Glabas and the Turkish *Devshirme*.](#)
 - **Primary Source Readings:**
 - [Orders for the English Fleet, 1326](#)
 - [The Battle of Crecy according to Froissart \(1346\)](#)
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- **Week 3: SOCIETY AND THE MILITARY IN THE 15TH CENTURY (class relations in early modern armies, civil-military relations early modern times, recruitment impressment and slavery in early modern armies, etc.).**

- **Book Readings:** [The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe., Clifford J. Rogers, ed.](#)
 - **Secondary Source Readings:**
 - [A Military Revolution Reconsidered: The Case of the Burgundian State Under the Valois Dukes](#)
 - [Stradioti: Balkan Mercenaries in Fifteenth and Sixteenth Century Europe.](#)
 - [Weston F. Cook, The Cannon Conquest of Nāsrīd Spain and the End of the Reconquista"](#)
 - [Kelley DeVries, "The Lack of Western European Military Response to the Ottoman Invasion of Eastern Europe from Nicopolis \(1396\) to Mohacs \(1526\)"](#)
 - [David Grummitt, "The Defence of Calais and the Development of Gunpowder Weaponry in England in the Late Fifteenth Century"](#)
 - [Halil Inalcik, "Mehmed the Conqueror and His Time"](#)
 - [Wilfred Benton Kerr, "The English Soldier at the Campaign of Agincourt"-1](#)
 - [Wilfred Benton Kerr, "The English Soldier at the Campaign of Agincourt"-2](#)
 - **Primary Source Readings:**
 - [A Venetian Memorandum on the Power and Revenue of European States in the 1420's](#)
 - [The Siege of Constantinople \(1453\), according to Nicolo Barbaro](#)
 - [The Siege of Constantinople \(1453\), according to George Sphrantzes](#)
 - [The Siege of Constantinople \(1453\), according to Kritovoulos](#)
 - [The Second Battle of St. Albans, 1461](#)
 - [Invasion of Northern England, 1463](#)
 - [Siege of Bamborough, 1464](#)
 - [The Battle of Barnet, 1471](#)
 - [The Battle of Tewkesbury, 1471](#)
 - [A Western Description of the Janissaries, 1493](#)
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- **Week 4: SOCIETY AND THE MILITARY IN THE 16TH CENTURY. SPECIALTY TOPIC DUE**

- **Book Readings:** [The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe. Clifford J. Rogers, ed.](#)
- **Secondary Source Readings:**
 - [Andrew Hess, "The Battle of Lepanto and Its Place in Mediterranean History."](#)
 - [Subhi Labib, "The Era of Suleiman the Magnificent: Crisis of Orientation."](#)
 - [W. G. Naphy, "The Price of Liberty: Genevan Security and Defence Spending, 1535-1555."](#)
 - [John S. Nolan, "The Militarization of the Elizabethan State."](#)
 - [Nicholas Pappas, "Stradioti: Balkan Mercenaries in Fifteenth and Sixteenth Century Europe."](#)
 - [Lorraine White, "The Experience of Spain's Early Modern Soldiers: Combat, Welfare, and Violence."](#)
 - [Geoffrey Woodward, "The Ottomans in Europe."](#)

- **Primary Source Readings:**
 - [The Burning of the *Regent*, 1512](#)
 - [Lord Howard on the shortage of supplies, 1513](#)
 - [Equipment List of the HMS MARY ROSE, 1514](#)
 - [An Arabic Account of the Ottoman Invasion of Egypt](#)
 - [English Act of Marque Against the French and Scots, 1543](#)
 - [Siege of Edinburgh Castle, 1573](#)
 - [English Mutiny in Flanders, 1586](#)
 - [English Assault on Zutphen, 1586](#)
 - [Sir Philip Sidney's Death Before Zutphen, 1586](#)
 - [Sir Francis Drake on His Raid of Cadiz, 1587](#)
 - [The Battle of Gravelines](#)
 - [Capture of the Great Galleass During the Armada](#)
 - [Confession of Gregorio de Sotomayor to the English](#)
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Week 5 : SOCIETY AND THE MILITARY IN THE 17TH CENTURY. Journals on Hale due.

- **Readings: M. S. Anderson. *War and Society in Europe of the Old Regime* pp. 1-99; [The Military Revolution Debate](#), pp. 117-148, 227-253; Web Reading Section III.**
- **Selected Articles from JSTOR and EBSCOsource (See External Links Section):**
 - Knud J. V. Jespersen, Social Change and Military Revolution in Early Modern Europe: Some Danish Evidence, *The Historical Journal*, Vol. 26, No. 1. (Mar., 1983), pp. 1-13.
 - David T. Zabecki, /Gotz von Berlichingen, *Military History*, Aug2000, Vol. 17 Issue 3, p20-23.
 - Gervase Phillips, / Changing the Face of British Warfare: The Battle of Pinkie Cleugh, *Military History*, Aug97, Vol. 14 Issue 3, p42.
 - Kelly De Vries, /Gunpowder Weaponry and the Rise of the Modern State, *War in History*,5 (1998): 127-145
 - Gervase Phillips, / Strategy and Its Limitations: The Anglo-Scots Wars, 1480-1550, *War in History*,6 (1999): 396-416
 - David Parrott, /The Utility of Fortifications in Early Modern Europe: Italian Princes and the Citadels, 1540-1640 *War in History*, 7 (2000): 127-153
 - W. G. Naphy, The Price of Liberty: Geneva Security and Defence Spending, 1535-1555, *War in History*,5 (1998): 379-399.
 - Komjathy, A. T., Hungarian Renaissance Warfare, in A thousand years of the Hungarian art of war. <http://www.hungary.com/corvinus/lib/thou/thou05.htm>
- **Web Readings:**
 - [Marching Against Scottish Covenanters, 1639](#)
 - [Letters from a Parliamentarian Soldier, 1642](#)
 - The Battle of Edgehill, 23 October 1642
 - [Royalist Account](#)
 - [Sir Richard Bulstrode, Prince of Wales' Regiment of Horse \](#)
 - [Sir Robert Walsh](#)
 - [Sir Philip Warwick, King's Lifeguard of Horse](#)
 - [Sources on the Thirty Years War](#)
 - [The Destruction of Magdeburg](#)
 - [Treaty of Westphalia](#)
 - [Cromwell on a Soldier's Death at Marston Moor, 1644](#)
 - [Arthur Trevor on the Battle of Marston Moor, 1644](#)
 - [Description of a Geman Landsknecht, 1645](#)
 - [Cromwell on the Massacre at Lenthall, 1649](#)
 - [Louis XIV's Declaration of War Against the Dutch, 1672](#)
 - [The Marquis of Louvois on the Siege of Puigcerda, 1678](#)
 - [The Sultan's Declaration of War Against Leopold I, 1683](#)
 - [Anonymous Account of the Siege of Vienna, 1683](#)
 - [King John III Sobieski's Account of the Raising of the Siege of Vienna, 1683](#)
 - [War in Ireland, 1689](#)
 - [Chaplain Davies on the Battle of the Boyne, 1690](#)
 - [Defeat of 12,000 Frenchmen in Catalonia, 1695](#)

- **Book Reviews on The Military Revolution Debate due.**

- **Week 6: SOCIETY AND THE MILITARY IN THE 18TH CENTURY.**

- **Readings:** M. S. Anderson. *War and Society in Europe of the Old Regime, 1618-1789*, pp. 99-204; [The Military Revolution Debate](#) , pp. 95-116;
- **Web Readings:**
 - [Dr. Hare's Account of the Battle of Blenheim, 1704](#)
 - [Marlborough's Account of the Battle of Blenheim, 1704](#)
 - [Colonel de la Colonie's Account of the Battle of Schellenberg, 1704](#)
 - [Captain Edward Whitaker's Account of the Storming of Gibraltar, 1704](#)
 - [Matthew Bishop's Account of the Defense of Gibraltar, 1704](#)
 - [Major James Wolfe on the Battle of Dettingen \(1743\)](#)
 - [An Officer of the Royal Welch Fusiliers on the Battle of Dettingen \(1743 \)](#)
 - [James Wolfe on an Amphibious Raid on Rochefort \(18 OCTOBER 1757\)](#)
 - [Lieutenant Montgomery on the Battle of Minden \(1 AUGUST 1759\)](#)

- **Week 7: THE INSTITUTIONS OF THE EARLY MODERN MILITARY (officer corps, infantry, cavalry, naval forces, artillery, engineers, quartermaster corps, ordnance, military police, and medical corps).**

- **Readings:** [The Military Revolution Debate](#) , pp. 169-226.
- **Web Readings:**
 - [Excerpts from the Adventures of Simplicissimus](#)
 - [An Assessment of French Military Power \(1753\)](#)
 - [Size of British Military Establishment, 1715-1775](#)
 - [R. Lamb joins the Royal Welch Fusiliers \(AUGUST 1773\)](#)
 - [Punishment in the Army \(1 JANUARY 1780\)](#)

- **Week 8: THE TECHNOLOGY OF THE EARLY MODERN MILITARY (weaponry, fortification, transportation, logistics, communication, naval technology)**

- **Readings:** [Black. War and the World](#) ; [The Military Revolution Debate](#) , pp. 169-226.
 - **Web Readings:**
 - [The Emergence of Modern War: Weaponry](#)
 - [The Impact of Garrisons, 1670-1694](#)
 - [Peter I's Employment of Foreign Experts](#)
 - [Firing a Flintlock \(1727 \)](#)
 - [The Musketeer, his equipment and drill](#)
 - [Musket Drill \(1764\)](#)
 - [Artillery Through the Ages](#)
 - [The Memoirs of a Veteran Naval Officer](#)
 - **Book Reviews on Anderson due.**
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- **Week 9: THE STATE AND THE EARLY MODERN MILITARY (absolute monarchies, limited monarchies, commonwealths and republics)**
 - Readings: [Black. *War and the World*](#) ; [The Military Revolution Debate](#) , pp. 253-298.
 - Web Readings:
 - [The Sixteenth Century Muscovite Army](#)
 - [Peter I Aleksevich \(1696-1725\)](#)
 - [Patrick Gordon on his Service in Russia and on the Revolt of the Steltsi](#)
 - [Von Korb's Account of the Crushing of the Streltsi Revolt](#)
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- **Week 10: AUTONOMOUS REGIONS AND EARLY MODERN ARMIES (Switzerland; Scotland; Ireland; the Huguenot communities in France; the Cossacks hosts; Albania, Montenegro and Mani in the Ottoman Empire; the Basques and Catalans in Spain, etc.).**
 - Readings: [Black. *War and the World*](#)
 - Web Readings:
 - [Warrior Communities in the Balkans in Early Modern Times](#)
 - [An Assessment of Swiss Military Power \(1753\)](#)
 - [The Rise and Fall of the Jacobite Rebellion](#)
 - [The Black Watch](#)
 - [Suli \(Souli\)](#)
 - [Montenegro-Struggle for freedom Begins\](#)
 - [History of Montenegro](#)
 - [The Cossack Page](#)
 - [Albania-Arnavutluk](#)
 - [Mani-A history of the Period of Turkokratia](#)
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- **Week 11: IDEOLOGY AND WAR IN EARLY MODERN EUROPE (Religion and war in Catholicism, Protestantism, Orthodoxy, and/or Islam, the Enlightenment and limited war in the 18th Century).**
 - Readings: [Black. *War and the World*](#)
 - Web Readings:
 - [Good Wars](#)
 - [A modern Orthodox view of Just War](#)
 - [Four Christian Views of War](#)
 - [Morality of War: Hugo Grotius and The Rights of War and Peace](#)
 - [Grotius, On the Law of War and Peace](#)
 - [Kant, Perpetual Peace: A Philosophical Sketch](#)
 - [Voltaire Satirizes War in *Candide*](#)
 - [Adam Smith on the Expense of Defence](#)

Book Reviews on *War and the World* due.
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- **Week 12: MILITARY THEORY AND THE ART OF WAR IN EARLY MODERN EUROPE (Machiavelli, de Saxe and Frederick)**
 - Readings: [Parker, *The Military Revolution*](#)
 - Web Readings:
 - [Machiavelli on War and the Military in *The Prince*](#)
 - [Machiavelli, *The Art of War*](#)
 - [Frederick the Great's Instructions to His Officers \(1753\)](#)
 - [Marshall de Saxe's Reveries on the Art of War \(1757\)](#)
 - Drafts of Historiographical papers due
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- **Week 13: EUROPEAN EXPANSION AND THE GROWTH OF OF THE EARLY MODERN MILITARY.** (navies, privateers and privateering, joint stock companies, overseas expansion of the Iberian and North Atlantic states, overland expansion of Russia) Journals on Delbrck due.
 - **Readings:** [Parker, *The Military Revolution*](#) , pp. 1-81; [The Military Revolution Debate](#) , pp. 299-336.
 - **Web Readings:**
 - [Review of Parker, *The Military Revolution*](#)
 - [Hernando Pizarro on the Conquest of the Incas](#)
 - [The French Capture of Schenectady \(1690\)](#)
 - [Colonial Wars on the Southern Frontier, 1702-1740](#)
 - [The Louisburg Campaign](#)
 - [A Spanish Privateer in the Delaware](#)
 - [A British View of the Native Americans](#)
 - [William Livingston on Braddock's Defeat](#)
 - [A French Account of Braddock's Defeat](#)
 - [Washington's Account of Braddock's Defeat](#)
 - [Robert Clive on the Battle of Calcutta, 1757](#)
 - [Robert Clive on the Battle of Plassey, 1757](#)
 - [The British Capture of Quebec](#)
 - [Rules of Rogers' Rangers, 1759](#)
 - [Lord Cornwallis on the Indian Army, 1786](#)

- **Week 14: THE EUROPEAN MILITARY REVOLUTION AND THE WORLD** (The Ottoman Empire, Safavid Persia, Mogul India, China, Japan, Africa and the Americas).
 - **Readings:** [Parker](#).
 - [The Military Revolution](#); pp. 82-175; [The Military Revolution Debate](#) , pp. 336-366. **Web Readings:**
 - [The Corps of the Janizaries](#)
 - [Janissary Recruitment in the 15th Century](#)
 - [Busbecq on the Janissaries and the Ottoman Army](#)
 - [Weapons and Tactics: The Indian Army, 1526-1757](#)
 - [The Rise and Fall of 15th Century Chinese Sea Power](#)
 - [The History of the Japanese Samurai](#)
 - **Book Reviews on Parker, *The Military Revolution* due.**

- **Week 15: THE MILITARY REVOLUTION IN EARLY MODERN EUROPE--REVOLUTION, EVOLUTION OR REFORMATION?**
 - **Readings:** Review opinions of Anderson, Black, Howard, Parker and others.
 - **Web Readings:**
 - [Review of *The Military Revolution: Military Innovation and the Rise of the West 1500-1800*](#)
 - [Another review of *The Military Revolution: Military Innovation and the Rise of the West 1500-1800*](#)
 - [Review of *The Making of a World Power, War and the Military Revolution in Seventeenth-Century England*](#)
 - [Response to the review of *The Making of a World Power, War and the Military Revolution in Seventeenth-Century England*](#)
 - [W. Murray and M. Knox, "Thinking about revolutions in warfare" from *The Dynamics of military Revolution* \(PDF\)](#)

ATTENDANCE AND ACADEMIC CONDUCT POLICY



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.