

SYLLABUS
SOCL 3813-201
Spring 2025
T/TH 9:30am-10:50am
Prothro-Yeager Hall Classroom (PY) 202

Professor: Amy Clark, PhD

OFFICE: O'Donohoe 131

Mon. 9:55am-10:55am

Tues. 10:55 am-12:25 pm

Wed. 9:55am-10:55am

Thurs. 10:55 am-12:25pm

The best way to meet with me is on campus during my office hours, which are listed above. You can email me to set up an appointment or drop by to see me. Otherwise, I can meet with you during my office hours electronically via Zoom. If you need to schedule a Zoom appointment, then please give me *as much advanced notice as possible*, and we can set up a time. You can also reach me via email or by the D2L message inbox. I answer emails **Monday through Friday within 48 hours**; this excludes weekends. So, *I don't answer emails or D2L inbox messages over the weekend*. However, electronic communication is time stamped, and I will honor the date and time that you contact me.

EMAIL: amy.clark@msutexas.edu

REQUIRED TEXTBOOKS AND READINGS:

Some We Love, Some We Hate, Some We Eat. Herzog. (2010). 2nd Edition. ISBN: 9780063119284.
Publisher: HarperCollins Publishers

Animals & Society - an Introduction to Human-Animal Studies. Demello (2021).
2nd Edition. ISBN: 9780231194853. Publisher: Columbia University Press (Now Perseus)

Additional required materials (readings) are listed at the end of the Syllabus and are provided in the Methods Module in D2L.

REQUIRED MATERIALS:

- Scantrons (Form 882-E)
- No. 2 Pencil
- Composition notebook for optional extra credit
- Students are required to submit written work in a .docx or PDF format; students have access to Microsoft Office 365 through their MSU credentials

COURSE DESCRIPTION:

This course will explore the integral role that non-human animals play in our society, and investigate the human-animal relationships that exist for our physical, emotional, and mental health, entertainment, survival,

and social awareness. The main objective of this course is to establish a sociological perspective that enables an examination of human-animal relationships in a broader, sociological context.

Rigor and Reaching Out for Help

Because this is an upper-level course, the perceived difficulty level of this class should average an 8/10 (with 1 being the easiest class ever and 10 being the hardest class ever). That means, at times, it may feel harder than a 8 on that scale and, at times, it may feel easier than a 8 on that scale. Though this course is designed to be challenging, *I am more than willing to take extra time with you one on one to help you learn the course material if you are struggling or feeling left behind.* However, I don't know what you don't tell me. So, please communicate with me regularly if you feel confused or are needing extra help. I am absolutely here for you, and I want you to be successful in this class regardless.

ASSESSMENTS AND GRADING:

EXAMS: Worth 100 points each; 300 total

Exams will be administered in class. They are not open notes or open book. Students are required to bring their own scantron and number two pencils. Each exam will consist of 25 multiple choice/true false questions and 5 short answer prompts. Students will be provided the prompts in advance, but they are not allowed to use notes on the day of the exam.

Exams cover required readings, required videos, class discussions, lectures, and class activities. Students will have **the entire class period** to complete the multiple choice/true false and short answer questions. Students who arrive to class late on test day **must finish the exam by the time they are taken up by the instructor** and will not be provided extra time to finish the exam. Students who miss an exam for an unexcused reason will **receive a zero**; there are no makeup exams allowed for unexcused absences. Students with excused absences will be required to make up the exam on a date designated by the instructor at the end of the semester.

There is no final exam in the course, and none of the exams are cumulative.

Special Notes on Accommodations for Tests:

- Students should notify me as soon as possible if they have accommodations for exams through DSS, and I must receive the DSS notification letter **before** the accommodation will be provided.
- Based on approved accommodations and testing needs, students can arrange to take a test on campus with an approved proctor in an alternate setting. The exam must be taken the same day as it is administered in class.

Policy on Missed Exams

- Please refer to the policy on excused absences for more information. Students can only make up an exam with verifiable documentation an excused absence. Unexcused absences on test day will result in a zero on the exam. No exceptions.

Special Notes on Accommodations:

- Based on accommodations and testing needs, students can arrange to take a test on campus with an approved proctor **on the date in which the test is due**. Exam materials must be **collected by the proctor on the same day as the test is due in D2L**. The proctor should return the exam and scantron to the instructor in an agreed upon manner.

- If students are allotted extra time based on a reasonable accommodation, then they should *also plan ahead and communicate with me*.

Test grades will not be curved or dropped

Test grades will not be curved, and no test grades will be dropped. However, students are encouraged to complete the extra credit opportunity in the event that one of their test grades was much lower than they expected. See the description of the extra credit under Grading.

QUIZZES: Worth 200 points

There are 8 quizzes, which are to be completed in class. They are not open book or open notes, and they are to be completed via scantron. Each quiz has 10 multiple choice/true false questions, and students are given 15 minutes to complete the quiz. Quizzes are administered at the beginning of class. Students who come to class late will not be given extra time.

CONTENT ANALYSIS PART A& B worth 300 points total (includes codebook as appendix); each part is worth 150 points

OVERALL CONTENT ANALYSIS ASSIGNMENT DESCRIPTION:

Because the instructor realizes that students are new to this type of research, this process will be discussed in detail in class. Detailed rubrics will also be provided in D2L. Students will be provided with thorough instructions in class and in D2L about how to code their posts or videos, and examples will also be done in class.

For eligible content, students should locate media to analyze on a social media platform of their choice or have films preapproved by the instructor. Students can choose ANY ONE of the following:

- 1.) At least 20 to 30 short social media videos (less than 60 seconds)
- 2.) 20 to 30 posts with pictures/photos/graphics only
- 3.) 10 moderate length videos (more than 60 seconds but less than 10 minutes)
- 4.) 3 episodes of a series on a streaming platform (less than 60 minutes each); episodes must be preapproved by instructor
- 5.) 2 films/movies/videos less than 2 hours in length; must be preapproved by the instructor

In summary, students should create a **15-to-20 page content analysis** of media that portrays relevant images depicting the animals and health issue of their choice. The 15-to-20 page length **includes** front matter (**title page**) and back matter [**reference list** and **appendix** (codebook spreadsheet)]. Front and back matter is typically **5 pages in length**. So, students should generate **at least 10 pages of content** but **no more than 15 pages** of content apart from the title page, reference list, and appendix spreadsheet (codebook).

Within the body of their analysis, students should have the following parts: introduction, problem statement, rationale for the type of content analysis selected, and their research question. Then, students should briefly describe the methods they used to collect their data. Next, they should discuss how they analyzed their data and provide a summary of their results. They should reference their codebook, which is included as an appendix. These sections should be supported by the articles, book chapters, and websites in the Methods Module in D2L.

In their results sections, students should identify **at least three themes**, which were supported by their analysis as well as discuss **the top 5 most relevant videos/ posts/scenes** that they analyzed and justify their overall relevance in answering the research question for the project. Furthermore, **students should discuss how what they found in their analysis relates to what they learned in the course** (DeMello, Herzog, or relevant resources in the Methods Module). Also, they should mention if they uncovered anything *in addition to what they expected*. Finally, students should discuss how their results were relevant from *a sociological perspective* based on what was presented in their textbooks, and they should describe how the media that they reviewed shapes public perception of the issue (DeMello and Herzog). In addition to their textbooks and the Methods Module in D2L, students should consult *at least 5 additional journal articles, eBook chapters, or book chapters to support their discussion*. These sources are available through the Moffett Library. The assignment will be run through Turnitin to check for unauthorized AI usage and plagiarism.

CONTENT ANALYSIS (PART A)-WORTH 150 POINTS

Part A should be 5 to 7 pages in length and include a title page, an introduction to the phenomenon, problem statement, rationale for type of content analysis selected, research question, theoretical framework, methods (plan for data collection). Students should cite their textbook, articles they have pulled from the Moffett Library, and relevant sources from the Methods Module in D2L. The assignment will be run through Turnitin to check for unauthorized AI usage and plagiarism.

FINAL CONTENT ANALYSIS (PART B & CODEBOOK AS APPENDIX)

Part B should include all portions of Part A with *corrections* suggested by the instructor and/or enhancements that make sense to the project. Additionally, Part B should describe the data collection and data analysis sections in detail and refer to the codebook, which is a spreadsheet documenting data collection-attached as an appendix. In the methods section, there should be evidence of data collection for the required amount of media. There should be a detailed description of the procedures used to select the social media site for the videos or images, the streaming series, or the films/movies (i.e. Facebook, Insta Gram, YouTube, Netflix) and a justification of the type of content analysis performed based on *relevance to the research question*. At minimum, there should also be a description of the type of content analysis performed, the nature of the media reviewed, and the timeframe in which it was reviewed (ex. YouTube shorts, Facebook Reels, Insta Gram videos, or episodes occurring in a series on a specific date). In the methods section, students should refer to their codebook. The codebook should be in spreadsheet form and provide notes about the clips/images/scenes reviewed, major themes portrayed, and a brief description of type/importance of the content as it relates to the research question. Students should use the Methods Module in D2L for assistance and cite sources as appropriate. Then, part B should also include a description of findings, conclusions drawn/and suggestions for future research section. The analysis should be cited in APA 7th edition format, and a reference list should be included. A detailed description and rubric for the assignment will be provided in D2L. A detailed rubric will be provided in D2L. There will be several discussions about how to complete the assignment as well as several in class demonstrations. Students should have a reference list with at least 15 sources listed. The assignment will be run through Turnitin to check for unauthorized AI usage and plagiarism.

POWER POINT PRESENTATION: Worth 100 points

After conducting their content analysis, students should organize a PowerPoint presentation as a *summary of the research that they have conducted*, which they will present to the entire class. The presentation should be a maximum of 7 slides. The presentation should take between 5 to 7 minutes. A detailed description and rubric

for the presentation will be provided in D2L. Students can model the PPT example presented in class to help structure their presentation. Students should briefly describe their problem statement, rationale, research question, methods, findings, and conclusions. They should highlight the three main themes that they found in their analysis, which helped to answer their research question and discuss the top 5 clips/images/scenes were the most relevant and why. The assignment will be run through Turnitin to check for unauthorized AI usage and plagiarism.

Graded Assessments	POINTS	Weighted Percentage of Final Grade by Category
Exams 1-4 in class (100 points each)	400	40%
Content Analysis (title page, body of paper/content, references & appendix-codebook) submitted in D2L	300	30%
Power Point Presentation (Summary of Content Analysis); presented in class & submitted in D2L	100	10%
Quizzes in class (8 at 25 points each)	200	20%
Total Number of Points Available in the Course	1000	100%

Extra Credit

- There is one extra credit discussion board worth 25 points. It is due by the date and type listed in the Syllabus.

Late work:

- Content Analyses (Part A, B, and the Codebook) and the final draft of the PowerPoints will be accepted late in D2L for a penalty. Students who miss their assigned PowerPoint presentation date and time can still turn in the final draft late, but they will receive an additional deduction for not presenting in class.
- **No late quizzes or tests will be excepted for unexcused absences.**
- **The late work policy is as follows: UP TO 48 HOURS LATE in D2L** with an unexcused absence according to the policy listed below. Therefore, students **MUST PAY ATTENTION** to the difference between **the due date and the last date that an assessment is available**. If students have any questions about this, then please ask me as soon as possible. *Submitting an assignment minutes late in D2L IS LATE AND WILL BE PENALIZED at the rates listed below without an approved excuse.*
 - **Late work submitted in D2L up to 48 hours late, but they will be penalized at the following rates:**
 - **< or equal to 24 hours late, 50% reduction in the total point value of the assignment.** The deduction will be manually calculated by the instructor and applied in D2L once the assignment has been graded. The number of points deducted will depend on the point value of the assignment.
 - **> 24 hours late but < or equal to 48 hours late, will receive a 75% reduction in the total point value of the assignment.**

- **>48 hours late WILL NOT be accepted and will be marked as a ZERO in D2L.**

COURSE POINT TOTALS AND CORRESPONDING GRADING SCALE

Grades will be determined by the following scale:

Table 2: Total points for final grade.

Grade	Points
A	900 or higher
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Posting of Grades

Grades are posted two weeks from the **due date** of an assignment. The instructor reserves the right to move a due date, and grades will thus be posted from the due date of the assignment.

Course Policies

Policy on Academic Dishonesty

- Exams are not open notes and are not open book. Their short answers will be provided for them ahead of time to help them prepare, but students are NOT allowed to use any notes on the day of the test.
- As students prepare for exams, they should ask ME questions if they need help.
- Any unauthorized use of AI in the course, such as Chat GPT, will result in a zero on any written assignments. All written assignments submitted in D2L are checked for plagiarism and use of AI via Turnitin.

Attendance policy

Lack of attendance should not become a pattern. Attendance is reported to the Registrar. Unexcused absences will adversely impact students' ability to do well in the course, and attendance is required.

The Americans With Disabilities Act

- The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 Office of Disability Accommodation. The telephone number is 397-4618.

Expectations about classroom etiquette and netiquette

- Coming to class is an essential part of a student's learning experience in this course. Students are expected to promptly attend class and actively participate. Students should engage in civil dialogue with others and keep a positive attitude and a growth mindset. Students should be willing to listen to others and not engage in any form of hostile communication or excessively disruptive behavior (see policies on course etiquette and netiquette).
- Respect, empathy, kindness, and compassion for others will be a cornerstone in this course. Sociologists discuss things that are inherently controversial. Some of our class discussions may be energized at times,

and it may become apparent that not everyone agrees. Regardless, we are all part of a larger community at MSU Texas, and I expect that each of you will do your very best to respect one another. We are all here to learn and listen and grow. Please know that if you feel triggered, there are campus support services available.

- When interacting with me and each other, please keep MSU Texas' core value of respect in mind at all times. As a class, we will design a course contract, which is a document that contains "rules of the road" for how we will treat each other in this class. Signing the contract will be a requirement before continuing in the class. Rude, abusive behavior will not be tolerated either in person or online. Disruptive behavior will be referred to Office of Student Rights and Responsibilities. Online communications should display principles of netiquette and be civil in tone.

Use of cell phones and laptops in class

- There may be times where brining your phones and laptops are appropriate based on instructor direction. Otherwise, please refrain from using your phone or laptops during class, and keep them put away during lecture. In the event that you are experiencing a family or personal crisis, then please sit close to the door; you may go into the hall and check your messages or make a phone call if it is **absolutely an emergency**. Otherwise, please be mindful that unauthorized use of technology can be distracting. Class lectures **cannot be recorded** unless you have an accommodation from disability services. *I must have the appropriate documentation from the DSS office as soon as possible.*

Extenuating Circumstances, Emergencies, Illness, and Academic Activities:

Emergencies and other extenuating circumstances happen. The following count as emergencies and/or extenuating circumstances and should be evidenced by appropriate documentation:

- Written evidence of attending a mandatory university-sponsored activity (band, athletics, etc.)-documentation must come from college dean, Athletic Director, and/or Provost
- Official documentation of mandatory military service (i.e., deployment, etc.)
- Religious observance or Holy Day(s)
- Medical appointments related to pregnancy, pregnancy related complications, delivering early, or being restricted from activity for a certain amount of time due to pregnancy
- An acute or chronic illness, which prevents you from coming to campus or coming to class on time
- A written note from a medical clinic
- A written note from the MSU Office of Student Rights and Responsibilities
- A written note from a physician for a family member/loved one's illness
- You experience issues related to Title IX including but not limited to assault, stalking, or domestic violence
- Official documentation of required jury or court appearance
- Death of a family member/loved one/close relative
- Documentation of a motor vehicle accident, domestic disturbance, theft of your property, etc., which prevented you from coming to class
- Unexpected homelessness, food insecurity, job displacement, or a loss of otherwise reliable transportation-*please let me know about this as soon as possible*
- If you suddenly became an unexpected caregiver of someone critically ill
- If you are a law enforcement, corrections officer, or first responder and are faced with a verifiable/documented work emergency, which prevented you from coming to class (i.e. a transport, accident, fire, or major trauma etc.)

Though the aforementioned list is thorough, if you have absences related to other extreme/extenuating circumstances beyond your control that are not listed above, then please let me know as soon as possible. I want

you to be successful in this class, and I will make EVERY EFFORT to help you do so. **Please communicate with me as soon as something has gone wrong and before you begin missing several classes.** MSU Texas has a team of dedicated people ready to help you stay in school, and my desire is to support your continued education. The MSU Texas Student Handbook has additional information on certain types of absences and what you should do next. Some of these are listed below.

Academically Related Activities (MSU Texas Student Handbook, pp. 61-62):

MSU Texas Student Handbook policy states: “Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities. Faculty members who organize such activities should assist their students in contacting and informing relevant faculty of the planned activity. Excused absences for such activities may be given at the discretion of the faculty member whose class is missed.”

COURSE CALENDAR AND SCHEDULE OF READINGS AND REQUIRED ACTIVITIES

Quizzes and exams will be turned in during class on the due date listed in the Syllabus. (Quizzes and tests cannot be submitted late. They can be made up at the end of the semester is excused.) PowerPoints and the content analysis can be submitted late in D2L per the late work policy; if students miss their presentation date and time in class, then they will receive a deduction as such. (PowerPoints will be presented in class and submitted via D2L on the final due date). Content Analysis Part A, Part B, and the Appendix (codebook) will all be submitted in D2L on their respective due dates by 11:59pm CST. There is NO final exam in this class. Extra credit is submitted in D2L by 11:59pm CST on the due date.

WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
Week 1: January 21-26	Syllabus, course calendar, and course policies	N/A
Week 2: January 27-February 2	DeMello (2021) Chapter 1 Introduction by Herzog (2010) *In class discussion related to websites/articles in Methods Module in D2L	Thursday, January 30: Quiz #1 due in class (DeMello & Herzog readings)
Week 3: February 3-9	Chapter 2 & 3 in DeMello (2021) *In class discussion related to websites/articles in Methods Module in D2L	Thursday, February 6: Quiz #2 due in class (DeMello readings)
Week 4: February 10-16	Chapter 3 in Herzog (2010) *In class discussion related to websites/articles in Methods Module in D2L	Thursday, February 13: Quiz #3 due in class (Herzog reading)

Week 5: February 17-23	*Content Analysis activities in class	Thursday, February 20: Exam #1: DeMello Ch.'s 1-3; Herzog Introduction & Ch. 3
Week 6: February 24-March 2	Chapter 4 & 5 in DeMello (2021) *In class discussion related to websites/articles in Methods Module in D2L	Thursday, February 27 Quiz #4 due in class (DeMello readings)
Week 7: March 3-March 9	Chapter 6 in DeMello (2021) *In class discussion related to websites/articles in Methods Module in D2L	Thursday, March 6: Quiz #5 due in class (DeMello reading) Thursday, March 6: CONTENT ANALYSIS (Part A) due by 11:59pm CST in D2L
Week 8: March 10-March 16 *SPRING BREAK	N/A	N/A
Week 9: March 17-23	Content Analysis Activities in class *In class discussion related to websites/articles in Methods Module in D2L	Thursday, March 20: Exam 2: DeMello Chapters 4-6
Week 10: March 24-March 30	DeMello (2021) Chapter 7 Herzog (2010) Chapter 7 *In class discussion related to websites/articles in Methods Module in D2L	Thursday, March 27: Quiz #6 due in class (DeMello & Herzog readings)
Week 11: March 31-April 6 *No CLASS April 3rd	DeMello (2021) Chapter 8 & 9 *Read Methods Module in D2L	Tuesday, April 1: Quiz #7 due in class (DeMello readings)
Week 12: April 7-April 13	*In class discussion related to websites/articles in Methods Module in D2L	Thursday April 10: Exam 3 DeMello Chapters 7-9; Herzog Chapter 7
Week 13: April 14-April 20 *Holiday break April 17-20	Begin PPT Presentations in class *Read Methods Module in D2L	Tuesday April 15: PPTs presented in class as assigned
Week 14: April 21-April 27	Continue PPT Presentations in class *Read Methods Module in D2L	Tuesday April 22 & Thursday April 24: PPTs presented in class as assigned

	Herzog Ch. 8	Thursday, April 24: PPT Presentations (Final Draft) due in D2L by 11:59pm CST
Week 15: April 28-May4	DeMello (2021) Chapter 11 & 12	Thursday, May 1: Quiz #8 due in class (DeMello and Herzog readings)
Week 16: May 5-11 *No class Tuesday May 6 th unless students are making up quizzes or tests for excused absences	N/A	Tuesday, May 6: Any and all make up exams/replacement exams must be completed in class (students who do not need to make up an exam are not required to attend this class period) Thursday, May 8: Exam #4 (DeMello Chaps 11 & 12; Herzog Ch. 8) Thursday, May 8: Optional extra credit due in D2L by 11:59pm CST Thursday, May 8: FINAL CONTENT ANALYSIS due in d2l by 11:59pm CST
Week 17: May 12-18	No final exam	N/A

***METHODS MODULE in D2L: Additional Required Reading Not Listed Above** (Approx. 102 pages total)

In addition to the required readings from the two textbooks listed in the course schedule above, students should review the following required readings in the *Methods Module in D2L*. By the time students submit their PowerPoint Presentations and final content analysis with their appendix (Part B), they should have at least skimmed this reading looking for relevant material in support of their purpose statement, rationale, research question, and methods section (data collection and data analysis). I will also refer to these readings when I explain the nature and purpose of the PPT and the Content Analysis assignment in detail during class. **The required reading in the Methods Module WILL NOT BE COVERED ON THE QUIZZES AND EXAMS.** However, students are expected to refer to relevant portions of this material **IN THEIR CONTENT ANALYSIS** and cite their sources in their reference list. During in class demonstrations, I will specifically point out portions of each source, which should be particularly relevant to their major projects.

Abbadia, Jessica. 2024. *How to conduct content analysis: a comprehensive guide unlock hidden meanings! Learn how to conduct content analysis, determining the presence of words, themes, or concepts in your data.* Retrieved from <https://mindthegraph.com/blog/how-to-conduct-content-analysis/> (Approx. 5pp)

Alfawan, B, Siallagan, M., and Putro, U. 2023. Comments Analysis on Social Media: A Review. AI Endorsed Transactions on Scalable Information Systems 10(6). Doi 10.4108/eetsis.3843 (Approx. 8 pp)

Applebaum, J. W., Tomlinson, C. A., Matijczak, A., McDonald, S. E., & Zsembik, B. A. (2020). The Concerns, Difficulties, and Stressors of Caring for Pets during COVID-19: Results from a Large Survey of U.S. Pet Owners. *Animals*, 10(10), 1882. (Approx. 14 pp)

Delve, Ho, L., & Limpaecher, A. (2024). *Codebooks in Qualitative Content Analysis*. Retrieved from <https://delvetool.com/blog/codebook-qualitative-content-analysis> (Approx. 13 pps)

Dixon, Jeffery C. Singleton, Royce A., and Straits, Bruce C. *The Process of Social Research* (Third Edition). 2023. Oxford University Press. (excerpts; approx. 30 pps total)

Lai, L. & To, W. (2015). Content analysis of social media: A grounded theory approach. *Journal of Electronic Commerce Research* 16(2):138-152.
https://www.researchgate.net/publication/276304592_Content_analysis_of_social_media_A_grounded_theory_approach (approx. 12pp)

Luo, A. (2022). *Content Analysis | A Step-by-Step Guide with Examples*. Scribbr. Retrieved from <https://www.scribbr.co.uk/research-methods/content-analysis-explained/> (Approx. 8 pp)

Savin-Baden, Maggi, and Claire H. Major. 2013. *Qualitative Research: The Essential Guide to Theory and Practice*. New York: NY. Routledge. (excerpts; approx. 15 pps)

Shaw, M. N., Borrie, W. T., McLeod, E. M., Miller, K. K., & Claridge, A. W. (2022). Wildlife Photos on Social Media: A Quantitative Content Analysis of Conservation Organisations' Instagram Images. *Animals : An Open Access Journal from MDPI*, 12(14). <https://doi.org/10.3390/ani12141787> (Approx. 11 pp)