Undergraduate Curriculum Committee
Minutes
August 24, 2017

Online Voting
Ginger Hall 201

PLEASE NOTE: All proposals approved by the Undergraduate Curriculum Committee are sent to the Provost for final approval.

Members Voting:  Julia Finch, Flint Harrelson, Julia Ann Hypes, Jonathan Pidluzny, Alana Scott, Tim Thornberry

Julia Ann Hypes (first responder) made the motion to accept all online proposals.

1. April 21, 2017 Minutes – Approved (online voting)

2. Type II/New Course or Major Revision to Existing Course
   • ENG 370 Animals in Literature - Approved (online voting)
   • CRIM 469 Animals and Society - Approved (online voting)
   • SOC 469 Animals and Society - Approved (online voting)
   • SWK 469 Animals and Society - Approved (online voting)

Next Scheduled Meeting
September 07, 2017
Ginger Hall 201; 1:30 p.m. – 2:30 p.m.
# COURSE

New Course or Major Revision to Existing Course

Undergraduate Curriculum Routing Form

Revised September 2016

<table>
<thead>
<tr>
<th>Course:</th>
<th>CRIM 469 Animals and Society</th>
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</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Sociology, Social Work &amp; Criminology</td>
</tr>
<tr>
<td>College:</td>
<td>Caudill College of Arts, Humanities and Social Sciences</td>
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</table>

**Signatures**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Suzanne Tallichet</td>
<td></td>
<td>8/9/17</td>
</tr>
<tr>
<td>Departmental Curriculum Committee Approval</td>
<td>( ) Approved ( ) Disapproved</td>
<td>8/9/17</td>
</tr>
<tr>
<td>D. Murphy</td>
<td></td>
<td>8/9/17</td>
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<tr>
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<td>( ) Approved ( ) Disapproved</td>
<td>8/9/2017</td>
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<td>8-9-17</td>
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<td>Information Technology Resources are Available</td>
<td>( ) Approved ( ) Disapproved</td>
<td>Date</td>
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<tr>
<td>Teacher Ed. Council Approval</td>
<td>( ) Approved ( ) Disapproved</td>
<td>Date</td>
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<tr>
<td>Laurie Couch</td>
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<td>08/24/17</td>
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<tr>
<td>Undergraduate Curriculum Committee Action</td>
<td>( ) Approved ( ) Disapproved</td>
<td>9-28-17</td>
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<tr>
<td>Vice President for Academic Affairs</td>
<td>( ) Approved ( ) Disapproved</td>
<td>Date</td>
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</tbody>
</table>
COURSE
New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a new experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education website.

I. COURSE INFORMATION
- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
  - Petition required — requires permission from the Department Chair to enroll in a section of the course.
  - Equated — two different courses with the same content at the same level with different prefixes.
  - Restricted — program admission is required and must have Department Chair approval.
  - Formula — \((3-0-3)\) = instruction hours - lab hours - credit hours

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course prefix Number Formula Offered</th>
<th>Title (Example: Writing I)</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
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</thead>
<tbody>
<tr>
<td>CRIM 469</td>
<td>ENG 100</td>
<td>Animals and Society</td>
<td>3-0-3</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

Approved major or program(s) in which the course will be offered.
Criminology and Criminal Justice Area - Bachelor of Arts

<table>
<thead>
<tr>
<th>Course Status:</th>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description:</td>
<td>Course description exactly as it will appear in the catalog and as it appears on the sample syllabus. Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.</td>
<td></td>
</tr>
</tbody>
</table>

CRIM 469: Animals and Society. (3-0-3) Spring. An examination of the interactions and emergent relationships between humans and animals from a sociological perspective. Equated with SOC 469 and SWK 469. (Load=3 credit hours).

Please include a sample syllabus (must start on new page). All elements on the syllabus checklist must be included on the sample syllabus (syllabus checklist attached).
- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at http://www.moreheadstate.edu/education/.
*The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

List departments and programs that could be impacted by this proposal.
Agricultural Sciences Department - Agricultural Sciences Area - BS; Animal Science Track

List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc).
Sociology, Social Work and Criminology Chair Latonya Hesterberg in person
Professor of Sociology Shondra Nash in person
Associate Professor of Criminology Elizabeth Perkins in person
II. PURPOSE, GOALS AND OBJECTIVES

A. State the purpose of the course (for an existing course that is being revised, indicate how the purpose will change).

The purpose of this course is to review and explore the relatively new and growing area of study about human-animal interaction and subsequent bond. There is currently no course offered in either our undergraduate or graduate curriculum that does so, although it is widely recognized that nonhuman species have been, and continue to be, important in humans' lives.

B. For a new course, explain how the specific goals and objectives of the course relate to the mission statement of the University.

This course supports Morehead State University's mission in several ways. This course immerses students in the burgeoning field of Animal Studies that is emerging as a recognized field of study in sociology and other related disciplines work-wide. The human-animal bond is being studied and investigated around the globe and this course educates students for success in a global context. This course also engages students in the past and most recent scholarly investigation of the human-animal bond. Because this area of study is also interdisciplinary, students taking this new course will be exposed to new and diverse ways of thinking critically about humans, animals and their respective roles in the environment. Finally, some of the course material also demonstrates the service role as a productive human-animal relationship has to offer humankind.

C. For a course that is being revised, are the specific goals and objectives or their relationship to the University mission changing?

☐ Yes  ☐ No
If so, how?

D. Define how the course helps students to achieve learning objectives required for the program (i.e. what methods of assessments, other than grades, are to be used to insure that the desired objectives are attained by students).

Students who successfully complete this course will enhance their range of conceptual thought via the readings and discussions and receive more practice its application to the course topics through their writing assignments. Likewise, it is also expected that students will have strengthened their reasoning skills and writing abilities. The final paper is conducive to students' further application of theoretical perspectives to specific topics about the human-animal interaction and bond.

E. Describe how achievement of those learning objectives will be assessed.

Outcomes will be assessed via graded course requirements consisting of discussion board participation, reaction papers summarizing and relating to the course readings, and writing a research paper allowing them to choose a research topic of their own.

III. NEED AND JUSTIFICATION

A. List any existing course(s) that will be replaced by the proposed/revised course.

None.

B. Offer specific reasons for the development/revision of this course.

This course is the first of its kind among the courses offered in our department's programs. It has relevance for the disciplines of sociology, criminology and the practice of social work. It covers material that is either absent or covered only tangentially in other courses offered in these programs and other programs at the university.

C. Justify the proposed instructional level (100-600) or instructional level change.

This course is being proposed at the 400-level in this proposal and at the graduate (600) level in another proposal.

D. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

Based on course catalog descriptions, there are no courses currently available at MSU that would duplicate this course. Ag Science faculty identified two courses with potential for overlap, namely FYS 101: The Human-Animal Bond and AGR 355: Applied Domestic Animal Behavior. The proposed course will be taught at a senior and
graduate level unlike an FYS course. The proposed course will also cover a much broader range of animal behavior from a sociological perspective covering topics and subtopics beyond humans' "management and training of animals" per the course description of AGR 355.

### IV. PERSONNEL

A. List names, qualifications including highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

- Shondrah Nash, PhD, Professor of Sociology
- Constance Hardesty, PhD, Associate Professor of Sociology
- Elizabeth Perkins, PhD, Associate Professor of Criminology

B. Identify external adjunct faculty, if appropriate.

Not applicable.

### V. ADDITIONAL INFORMATION

A. Desired implementation date for the course.

- Fall 2018

B. Desired section size and anticipated enrollment.

- Cap of 40

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

- On-line

D. Additional facilities and special equipment needs for this course, if any.

- None required.

E. Use of library resources

- Does the course require library resources to support specific class assignments or supplemental reading?  
  - Yes  
  - No

- Do the library services and resources presently available meet student needs for the course?  
  - Yes  
  - No

If not, what library acquisitions are being proposed to meet essential needs?

F. Use of technology

1. List software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. (IT does not install individual packages in labs, only server based versions).

   - Not applicable.

2. List of the type of hardware to be utilized. Please note that the Director of Information Technology should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

   - Not applicable.

G. Does this course involve the use of live animals?

- Yes  
- No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).
Since the dawn of our human existence, all earthly species have had to negotiate their relationships with one another. However, we have only recently begun to recognize culturally, particularly among social scientists, the importance and intricacies of the human-animal bond. Our improved understanding has led to a more progressive and empathic perception of nonhuman animals and has fueled individual and institutional change in our approach to animals in our society. Nonetheless, there is much more to be discovered and more progressive strides needed as we relate to the animals in our lives.

Course Description: CRIM 469: Animals and Society. (3-0-3) Spring. An examination of the interactions and emergent relationships between humans and animals from a sociological perspective."

The course will be implemented in order to facilitate discussion of the readings and the issues involved. We will begin with an overview of the study of the human-animal bond, then proceed to our conceptualizations of animals in religion and science. Next, we will examine wildlife and the domestication of animals, animals in service to people, animals as entertainment and people serving animals. Violence towards animals and the link to human interpersonal violence will also be examined. Finally, the last part of the course will concern ethics, animal protection and the future of the human-animal relationship.

Intended student learning outcomes related to program objectives as specified in the undergraduate catalog:
1. Strengthen students’ working knowledge of general concepts and theoretical perspectives for sociological analysis

2. Enhance students’ reasoning skills and writing abilities so that you are able to apply those perspectives to issues about the human-animal interaction and relationships.

Methods by which the achievement of each student learning outcome listed on the syllabus will be measured:
Five Discussion Boards (posting two or more meaningful and substantive responses to peers and assessed using an online discussion board rubric)

Five Reaction Papers (writing in-depth summary and reaction papers to the readings assessed using a writing rubric evaluating content and organization)

Final Research Paper (writing an in-depth scholarly research paper on an original topic assessed using a writing rubric evaluating content, organization, format and mechanics)

Required Books


**Course Requirements and Evaluations**

All students are required to participate in five on-line class discussions, write five corresponding summary/reaction papers, and submit a detailed outline of your final term paper, and submit a final paper which is expected to be between 15-20 pages.

During this on-line seminar you will be expected to read, think, discuss and write about what you have read. Most of the reading in this class will come from DeMello’s book, *Animals and Society: An Introduction to Human-Animal Studies*. However, you will also be required to read two short easy style books and you will be provided with additional optional readings from the Brewster and Reyes' *Animal Cruelty: An Interdisciplinary Approach to Understanding*. (B&R) These selections can be found in the “Course Documents” section of Blackboard. You are responsible for reading, reviewing and reacting to all these readings via the Discussion Board and your reaction papers.

The course material is divided into five parts outlined below. To begin, you will be required to participate in a total of five on-line class discussions. At the beginning of each discussion board period or session, I will post a reminder about what you should be reading for the following week and asking each of you as members of the class a question or two in order to “kick start” our discussion during that particular week. These sessions are listed below. Your responses MUST BE posted by the end of each session by midnight Eastern Standard Time. If you miss this deadline, you have done exactly that and there is no reprieve. I will not reopen a discussion board for anyone. It would be to your advantage to read or be reading these assignments early in the week so by mid-week or so you can begin to post meaningful responses to what you’ve read and to each other and then submit your reaction papers.

On the discussion boards, you will be expected to post a minimum at least two “meaningful” responses to the topics being discussed PER discussion board session. You may actually post more than these minimum numbers of postings. A “meaningful” response is defined as one that uses the information from the readings or elsewhere to provide substantive in-depth responses or reactions to those posted questions and/or comments by other class members. Otherwise, your opinion alone or a simple “I agree.” or “I disagree.” do NOT constitute “meaningful” responses. Feel free to agree or disagree with authors’ viewpoints. You may also see fit to disagree with each other. Note that I reserve the right to referee discussions should they become heated. One of the ground rules for discussion is that all of us agree to disagree in a respectful manner.

**NOTE:** Your first assignment indicating your participation in the course will be to simply reply to me by e-mail and let me know you are receiving the course information and that you are ready to participate in this class. Please also indicate some background about yourself as a student, your interests and what motivated you to take this class.

The five reaction papers are to be written following your completion of each "part" of the course. Each reaction paper is to be approximately 7-10 pages of relatively brief review of the major points from the readings and your informed responses to them. If you see fit, your reaction paper may go even longer and that is acceptable. While you may draw from our on-line discussions of the readings, your reaction paper is not a polished (or unpolished) version of these discussions. Rather, your reaction papers should contain a mixture of facts and findings (summary) from the readings and your carefully reasoned opinions (reactions) about them. They are due by midnight EST on the days following our scheduled completion of each discussion
board. However, you may submit them earlier if you wish. Be aware that any late reaction papers will be docked ten (10) points from your final grade on that paper for every full day that paper is late. Reaction papers are due ...(dates listed here).

As this on-line class gets underway, I welcome individual inquiries about each of these requirements. Keep in mind that at any time during the semester you may begin to formulate ideas for your final paper and discuss them with me. Please be advised that this course requirement is about writing a RESEARCH paper that draws upon ACADEMIC sources. That means you will be expected to research the relevant literature in writing your paper so that when you write it, you will cite those academic sources in the text of your paper as you use them. In addition, you will include a reference page (a.k.a. a “Works Cited” page or “References”) to be included with your paper at the end of your research paper. Your FAILURE to do so will result in a FAILING grade for this course requirement because failing to use sources in your text and to list them at the end of your paper constitutes PLAGIARISM. Likewise, using sentences and paragraphs word-for-word without quoting and citing those sources is yet another form of PLAGIARISM and could result in a FAILING grade for this COURSE.

In order to facilitate the paper writing, you will submit a detailed outline of your paper no later than two weeks before the paper is due on ....... In an upper level class such as this one it should go without saying that the term papers MUST use some theoretical perspective or set of related concepts covered in class. Your papers are expected to be between 15-20 pages. When researching your papers, don’t overlook the class readings as useful references for your term papers. Note that if your paper is underwritten, I will lower your paper grade by at least one letter. Please also be informed that using unusual spacing or larger margins than one inch all around and/or using font larger than the usual 12 point type is nothing short of academic dishonesty and will result in the same “one letter grade lower” penalty. I also expect proper grammar and a bare minimum of typos. Proofreading is vital to successful writing and you should reread your own writing with the intent to revise it if necessary. Although you may choose your own style for citing your sources, the style put forth by the American Sociological Association is preferred. (See the ASA website for details.) That style is the same or at least very similar to that used in your readings, so you may use that as your model. Final paper outlines are due ...... and final papers are due ..... by midnight.

All your written assignments can be submitted via the Assignments tab or by e-mail if you encounter difficulties, or in person by putting a hard copy of your reaction papers, paper outlines and final paper to me in my mail box in the main office (Rader Hall, Room 355) or under my office door (Rader Hall, Room 313). Your online discussion board participation is worth 25 percent of your course grade and the five reaction papers are worth 50 percent (10 percent each), the paper outline and the final paper is worth the remaining 25 percent of your final grade in this course. Your final grade will be an average of the grade you receive on each of these requirements. (The scale is the usual A 100-90; B 89-80; C 79-70; D 69-60; E 59 and below.)

While I will accept assignments (reaction papers and papers) via e-mail, university policy and federal regulations under the Family Educational Rights and Privacy Act (FERPA) forbid me from posting grades or giving grades via e-mail or over the telephone. Rather your grades during the course will be posted on our Blackboard site. If you wish to discuss your evaluations with me, please set up an appointment for that purpose. Please also understand that I am quite hesitant to grant extensions except under the most extenuating of circumstances. Finally, note that your failure to complete any of these course requirements may result in an “E” for the course unconditionally.

Course Attendance Policy
Your faithful attendance and participation in this course are required. All assignments must be submitted according to the due dates listed in the syllabus in order for you to receive full credit for them. As previously stated, all Discussion Boards will close on the days and times listed and will not be reopened. Moreover, all other assignments will be penalized one letter grade (10 points) for each day your assignment is late. Extensions on assignments and incomplete final grades are only granted under the most extreme circumstances as defined.
by university regulations (See UAR 131.02) and referenced in the MSU Student Handbook and Student-Athletic Handbook.

Readings and Class Schedule

Weeks 1 and 2
(First Assignment: Send e-mail to instructor using MSU account.)
Part 1. Introduction to Human-Animal Studies: Studying the H-A Relationship
DeMello Chapter 1 Human-Animal Studies; Chapter 2 Animal-Human Borders

Optional: B&R Chapter 6: The Animal-Human Bond
Discussion Board #1: REACTION PAPER #1 due .......

Weeks 3, 4 and 5
Part 2. The Social Construction of Animals: Realities and Misconceptions
DeMello Chapter 3: The Social Construction of Animals

A. Animals in Religion and Spirituality (Organized Religion and NA Spirituality)
DeMello Chapter 14 Animals in Human Thought;
Chapter 15 Animals in Religion and Folklore
Kowalski's the Souls of Animals

B. The Scientific Study of Animals
DeMello Chapter 17 Animal Behavior Studies and Ethology

Discussion Board #2: REACTION PAPER #2 due .......

Weeks 6, 7, 8, 9, 10 and 11
Part 3. Animals and Institutions: Use and Abuse
A. From Wild to Tame
DeMello Chapter 4 Animals 'in the Wild' and in Human Societies
DeMello Chapter 5 The Domestication of Animals

B. Animals Serving People
DeMello Chapter 8 The Pet Animal
DeMello Chapter 10 Animal-Assisted Activities

C. Animals and Entertainment
DeMello Chapter 6 Display, Performance and Sport
DeMello Chapter 16 Animals in Literature and Film

D. Consumption and Science
DeMello Chapter 7 The Making and Consumption of Meat
DeMello Chapter 9 Animals and Science

E. Humans Serving Animals (veterinarians, shelter workers)
DeMello Chapter 11 Working with Animals

Discussion Board #3: REACTION PAPER #3 due .......
Weeks 12 and 13
Part 4. Animal Cruelty, Domestic Violence and the Link
DeMello Chapter 12 Violence to Animals
DeMello Chapter 13 Human Oppression and Animal Suffering

Optional: B&R Chapter 8: Animal Cruelty for Sport and Profit
B&R Chapter 13: Family Violence and Animal Cruelty

Discussion Board #4:
REACTION PAPER #4 due ....

Weeks 14 and 15
Part 5. The Future of the Human-Animal Relationship: Ethics and Animal Activism
Bekoffs The Animal Manifesto;
DeMello Chapter 18: The Moral Status of Animals
DeMello Chapter 19: The Animal Protection Movement
DeMello Chapter 20: The Future of the Human-Animal Relationship

Discussion Board #5:
REACTION PAPER #5 due ....

IMPORTANT DATES TO REMEMBER:
Discussion Board #1 (Begin and end dates.)
Discussion Board #2
Discussion Board #3
Discussion Board #4
Discussion Board #5

Reaction Papers are due (five due dates here).
Paper Outline due no later than ..... Final Papers are due ... by midnight EST.

S O S! H-E-L-P
Should you require technical assistance during the semester, please call the Information Technology HELP desk at (606) 783-4357 or e-mail at tes@moreheadstate.edu. They can help you with password resets and WebAdvisor problems. The ITC Blackboard Help Desk phone number is (606) 783-2140 and their e-mail address is: suonline@moreheadstate.edu. Operating hours for both the HELP Desk and ITC Blackboard Help Desk are from 8am until 4:30pm.

Academic Dishonesty
Giving and receiving assistance on an exam, or both, constitute academic dishonesty as does providing false documentation. Such acts will result in your failure on a given assignment. Other forms of academic dishonesty such as plagiarism, occur when you use another student’s work as your own or when you fail to properly cite and, thus, credit your source, including internet sources. Please note that your improper use of sources or failure to cite sources when necessary constitutes plagiarism. Simply put, you are stealing ideas. If you plagiarize, you will be failed (receive a zero) on that assignment which may also result in a failing grade for the course.

Papers resubmitted or those taken off the internet are easily discovered and if this is the case, you will receive a failing grade for the course regardless of your other grades in the course. Any infraction will be handled swiftly
according to MSU’s academic policies outlined in Appendix A of The Eagle: Student Handbook at MSU webpage link <http://www.moreheadstate.edu/units/studentlife/handbook/academicdishonesty.html>. (See SCC#100 “Academic Misconduct - Dishonesty or Disruption” revised in 2012.)

**Americans with Disabilities Act (ADA) Statement**
Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability.

**Campus Safety Statement**
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/
Course: ENG 370 Animals in Literature

Department: English

College: Caudill College of Arts, Humanities and Social Sciences

Signatures

Originator (Print and Sign) Date

Information Technology Resources are Available (Print and Sign) Date

Departmental Curriculum Committee Approval (Print and Sign) Date

Department Chair’s Approval (Print and Sign) Date

College Curriculum Committee Approval (Print and Sign) Date

Dean’s Approval (Print and Sign) Date

Teacher Ed. Council Approval (if appropriate) (Print and Sign) Date

Undergraduate Curriculum Committee Action (Print and Sign) Date

Vice President for Academic Affairs (Print and Sign) Date
Type II
New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION
The course title can only be 30 characters. The following are definitions of terms related to courses:

- **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
- **Equate** – two different courses with the same content at the same level.
- **Restricted** – program admission is required and must have Department Chair approval.

A. Course prefix, number, title, credit hours, faculty workload (if appropriate).
   (Example: ABC 100, Course Title, “X” credit hours, “X” faculty load hours)
   ENG 370: Animals in Literature, 3 credit hours, 3 faculty load hours, Spring
   Prerequisite: ENG 100 and 200 or equivalent.

B. Approved major or program(s) in which course will be offered.
   
   English Major Bachelor of Arts
   English Area with Teacher Certification (Secondary) Bachelor of Arts
   This course would also be part of the Animal Studies minor or major currently being studied.

C. Course status (required or elective).
   
   Elective

D. Course description as it will appear in the catalog, (and as it appears on the sample syllabus) including pre-requisites/co-requisites, petition requirements, course equations, and restrictions.
   
   ENG 370 Animals in Literature. (3-0-3). The study of the representation of animals in British and American literature, with an emphasis on post-Darwinian perspectives.

E. Please include a sample syllabus (must start on new page). All elements on the syllabus checklist must be included on the sample syllabus (syllabus checklist attached).
   
   - Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process.
   - The teacher education syllabi must contain these elements: the theme for MSU’s Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp).
   Further information and models are provided at http://www.moreheadstate.edu/education/.

   *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new
accreditation process, please see www.caepnet.org.

F. Departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

This new course will not have an impact on any other department or existing program. The Animal Studies Advisory Group has sought funds from the Provost’s Office to explore the feasibility of an Animal Studies Minor in the Humanities and an Interdisciplinary Major in Animal Studies. This course would be an elective in either a minor or major in Animal Studies.

II. PURPOSE, GOALS AND OBJECTIVES

A. State the purpose of the course.

This course explores the various ways in which animals have been depicted in British and American literature, especially after Darwin’s evolutionary theory has called into question the firm dividing line between humans and animals. The literary depiction of animals allows for the exploration of both literal animals in various cultural contexts, as well as the exploration of the symbolic values that Western culture has typically assigned to these animals. One focus of the class will be the ways in which children’s literature both reinforces and challenges accepted cultural attitudes concerning animals.

B. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

This course helps fulfill ASPIRE Goals #1 (Academic Excellence) and #2 (Student Success) by offering students the opportunity to study a developing field—either in the context of literary studies or in the field of Animal Studies. As part of a proposed interdisciplinary Animal Studies program, the course also supports Goal #3 (Productive Partnerships).

C. Define how the course helps students to achieve competencies required for the program.

This course reinforces all stated competencies of the English Major Bachelor of Arts program and all competencies of the English Area with Teacher Certification (Secondary) Bachelor of Arts program except for the final competency on pedagogical methods. Students will place their discussions of the literary depictions of animals within the context of major periods of Anglo-American literature (Competency #1) major genres (Competency #2), and major authors (Competency #3). Written work for the class will also reinforce the remaining competencies for the course: “write critically about literature” (Competency #4), “select appropriate sources for literary analysis” (Competency #5), and “synthesize sources in writing about literature” (Competency #6).

D. Describe how achievement of those competencies will be measured.

The assessment of relevant competencies will be measured through written quizzes, exams, and a web presentation (Competencies #1-3). A brief essay and a substantial, research-based essay will also be used to assess Competencies #4-6.

III. NEED AND JUSTIFICATION

A. List any existing course(s) that will be replaced.

No existing courses will be replaced.

B. Offer specific reasons for the development of this course.
Interdisciplinary Animal Studies is one of the fastest growing fields in universities across the globe. Animal Studies has had a profound impact on traditional literary studies, especially in British literature. The study of animals in literature allows for renewed discussion of the nature of the literary canon and formal designations, as well as an exploration of the ethical and philosophical issues posed by human interactions with animals. Based on preliminary evidence, there is strong student interest in this course—especially from outside the traditional English Major Bachelor of Arts or Area with Teaching Certification (Secondary) Bachelor of Arts.

C. Justify the proposed instructional level (100-600).

Because this course requires a substantial amount of reading and writing, including skills and methods learned in ENG 100 and 200 (both prerequisites for this course), the course is proposed at the 300-level. This instructional level also is appropriate given the fact that the course in some respects parallels other topic-oriented courses in the English curriculum that are also at the 300 level. Proposed courses on animals in other disciplines (e.g., Animals in Philosophy) are also at the 300 level.

D. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

This course does not duplicate or overlap with other courses currently being offered at MSU. To prevent confusion about the difference between “Animal Studies” and “Animal Science”, the originator has had both face-to-face conversations and e-mail correspondence with the Chair and selected faculty in Agricultural Sciences.

IV. PERSONNEL

A. List names, qualifications including highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Dr. Ronald D. Morrison, Ph.D., Professor of English
Dr. Annie Adams, Professor of English
Dr. Mark Graves, Associate Professor of English

B. Identify external adjunct faculty, if appropriate.

None

V. ADDITIONAL INFORMATION

A. Desired implementation date for the course.

Spring 2018

B. Desired section size and anticipated enrollment.

22 seats per section. One section every 4 semesters.

C. Method of instruction (lecture, laboratory, individualized).

The method of instruction will be a blend of lecture and discussion (both large and small group). This class will initially be a traditional face-to-face course, but it could later be developed as an Internet course if desirable.

D. Additional facilities and special equipment needs for this course, if any.

No additional facilities or special equipment will be required.

E. Use of library resources
1. Does the course require library resources to support specific class assignments or supplemental reading? □ Yes □ No

2. Do the library services and resources presently available meet student needs for the course? □ Yes □ No
   If not, what library acquisitions are being proposed to meet essential needs?
   *Current holdings are sufficient.*

F. Use of technology
   1. List software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. *(IT does not install individual packages in labs, only server based versions.)*
      *No software will be necessary for this course.*

   2. List of the type of hardware to be utilized.
      *Please note that the Director of Information Technology should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.*
      *No hardware will be necessary for this course.*

G. Does this course involve the use of animals? □ Yes □ No
   If so, send a copy of the proposal to the University Institutional Animal Care & Use Committee.
Morehead State University  
Caudill College of Arts, Humanities, and Social Sciences  
Department of English  

Sample Syllabus  

Course Title and Number: English 370: Animals in Literature  
Prerequisite: ENG 100 and 200  
Term: Spring 2018  

Instructor: Dr. Ron Morrison  
Office: Combs 113C  
Office Phone: 606 783-2608  
Primary E-Mail Address: r.morris@moreheadstate.edu  
Secondary E-Mail Address: r-morrison@rocketmail.com  

Office Hours: To be announced.  

Important Online Addresses  
MSU Home Page: http://www.morehead-st.edu  
MSU Information Technology Page: http://www.moreheadstate.edu/it/  
Blackboard Portal: http://moreheadstate.blackboard.com  

Required Texts  
[Note: It is expected that you will use these specific editions for this course, since course discussion will refer to these editions and, at times, to their notes and introductory materials.]  


Technology Requirements and Competencies:  
The instructor requires that all assignments be submitted in Microsoft Word or in rich text format. All students taking this class must be proficient in sending and reading e-mail (including opening and sending attachments), navigating the Internet with a graphical browser (including utilizing all features of the Blackboard course management system), using word processing software to create documents consistent with MLA format rules, and managing files on a personal computer. Students encountering problems with Blackboard should contact the help desk at 606-783-4357. You may also access the help desk toll free by calling the University’s main number at 800-585-6781.
Catalog Description: ENG 370 Animals in Literature. (3-0-3). The study of the representation of animals in British and American literature, with an emphasis on post-Darwinian perspectives.

Student Learner Outcomes:
1. Students differentiate major periods of Anglo-American Literature.
2. Students distinguish the features of major literary genres.
3. Students recognize works by major authors.
4. Students write critically about literature.
5. Students select appropriate sources for literary analysis.
6. Students synthesize sources in writing about literature.

Methods for Measuring Student Learning Outcomes:
Brief Paper: Outcomes 1, 2, 3, 4
Research Paper: Outcomes 1, 2, 3, 4, 5, 6
Annotated Bibliography: Outcomes 4, 5
Final Exam: Outcomes 1, 2, 3, 4
Reading Quizzes: Outcomes 1, 2, 3
Web Project: 1, 2, 3, 4, 5
Discussion Board: Outcomes 1, 2, 3, 4

Content and Instructor's Expectations
First and foremost, the instructor's expectation is that students will read the primary texts faithfully and closely. Each student will write a brief essay (5-7 pages), a research paper (10-12 pages), an annotated bibliography, and a final essay examination. Students will also complete a modest web project, and they will discuss course reading and take reading quizzes over selected assignments. Detailed instructions for all assignments will be available on the course Blackboard site.

Criteria for Final Course Grade
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Brief Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Web Project</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion</td>
<td>15%</td>
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<td></td>
<td>100%</td>
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</table>

Note: In order to pass this course, students must complete every major assignment.
Grading Scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; Below 60=E.

Attendance and Late Assignments:
Attendance is required. Students who miss more than five class meetings should expect a letter grade deduction. All assignments must be completed and submitted by the due dates listed in the syllabus to receive full credit. Late assignments will be penalized one letter grade for each day late without exception. Students should rarely ask for an extension, but extensions will only be granted before an assignment is due. Incompletes will be given only in the most extreme circumstances.

Academic Dishonesty Policy:
Plagiarism is the use of the words of ideas of another as if they were one's own. Plagiarism cannot be tolerated in an upper-division literature course. All plagiarized papers will receive a zero. In the case of severe (i.e., sustained) instances of plagiarism, the instructor reserves the right to fail the student for the course. Students should read Appendix A of the *Eagle Handbook* (available on *My Morehead State* under “Reference”) for a full description of University policies on academic dishonesty.

**Americans with Disabilities Act (ADA):**
Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at [http://www.moreheadstate.edu/disability](http://www.moreheadstate.edu/disability).

**Campus Safety Statement:**
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at [http://www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency).

**Sample Weekly Reading and Assignment Schedule**
Be sure to note the required due dates listed below in bold.


**Week 2:** Geoffrey Chaucer, “The Nun’s Priest Tale” (available online), and Ben Jonson, *Volpone* (available online).

**Week 3:** Jonathan Swift, *Gulliver's Travels*, Book IV (available online).

**Week 4:** Reports on Web Projects.

**Week 5:** Anna Sewell, *Black Beauty*.

**Week 6:** Harriet Ritvo, *The Animal Estate*.

**Week 7:** Harriet Ritvo, *The Animal Estate* continued. **Brief Essay Due.**

**Week 8:** Selections from Charles Darwin, *On the Origin of Species* and *The Expression of the Emotions in Man and Animals* (available through online reserve).

**Week 9:** H.G. Wells, *The Island of Dr. Moreau*.

**Week 10:** George Orwell, *Animal Farm*.

**Week 11:** Selections from Native American Literature (available through online reserve).

Week 13: Fred Gipson, *Old Yeller*. **Annotated Bibliography Due.**

Week 14: Farley Mowat, *Never Cry Wolf*.


**Final Essay Exam Due During Assigned Exam Period**
COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
Revised September 2016

Course: SOC 469 Animals and Society
Department: Sociology, Social Work & Criminology
College: Caudill College of Arts, Humanities and Social Sciences

Signatures

Suzanne Tallichet (Print and Sign) 8/9/17
Originator

Rebecca K. Katz (Print and Sign) 8/9/17
Departmental Curriculum Committee Approval

O. Murphy (Print and Sign) 8/9/17
Department Chair's Approval

College Curriculum Committee Approval (Print and Sign) 8/9/2017

( ) Approved ( ) Disapproved 8-9-17
Dean's Approval (Print and Sign)

N/A
Information Technology Resources are Available (Print and Sign)

N/A ( ) Approved ( ) Disapproved
Teacher Ed. Council Approval (if appropriate) (Print and Sign)

Laurie Couch (Print and Sign) 08-24-17
Undergraduate Curriculum Committee Action

N/A ( ) Approved ( ) Disapproved
Vice President for Academic Affairs (Print and Sign)

Date

Date

Date
This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a new experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
  - Petition required – requires permission from the Department Chair to enroll in a section of the course.
  - Equated – two different courses with the same content at the same level with different prefixes.
  - Restricted – program admission is required and must have Department Chair approval.
  - Formula – (3-0-3) = instruction hours - lab hours - credit hours

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 469</td>
<td>SOC</td>
<td>469</td>
<td>Animals and Society</td>
<td>3-0-3</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

Approved major or program(s) in which the course will be offered.
Sociology Major - Bachelor of Arts

Course Status: [ ] Required [ ] Elective

Course Description
Course description exactly as it will appear in the catalog and as it appears on the sample syllabus. Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required.

SOC 469: Animals and Society. (3-0-3) Spring. An examination of the interactions and emergent relationships between humans and animals from a sociological perspective. Equated with SWK 469 and CRIM 469. (Load=3 credit hours).

Please include a sample syllabus (must start on new page). All elements on the syllabus checklist must be included on the sample syllabus (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process.
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at http://www.moreheadstate.edu/education/.

*The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

List departments and programs that could be impacted by this proposal.
Agricultural Sciences Department- Agricultural Sciences Area - BS; Animal Science Track

List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.
Sociology, Social Work and Criminology Chair Latonya Hesterberg in person
Professor of Sociology Shondrah Nash in person
Associate Professor of Criminology Elizabeth Perkins in person
Associate Professor of Sociology Constance Hardesty in person
II. PURPOSE, GOALS AND OBJECTIVES

A. State the purpose of the course (for an existing course that is being revised, indicate how the purpose will change).

The purpose of this course is to review and explore the relatively new and growing area of study about human-animal interaction and subsequent bond. There is currently no course offered in either our undergraduate or graduate curriculum that does so, although it is widely recognized that nonhuman species have been, and continue to be, important in humans' lives.

B. For a new course, explain how the specific goals and objectives of the course relate to the mission statement of the University.

This course supports Morehead State University's mission in several ways. This course immerses students in the burgeoning field of Animal Studies that is emerging as a recognized field of study in sociology and other related disciplines work-wide. The human-animal bond is being studied and investigated around the globe and this course educates students for success in a global context. This course also engages students in the past and most recent scholarly investigation of the human-animal bond. Because this area of study is also interdisciplinary, students taking this new course will be exposed to new and diverse ways of thinking critically about humans, animals and their respective roles in the environment. Finally, some of the course material also demonstrates the service role as a productive human-animal relationship has to offer humankind.

C. For a course that is being revised, are the specific goals and objectives or their relationship to the University mission changing?

☐ Yes  ☐ No

D. Define how the course helps students to achieve learning objectives required for the program (i.e. what methods of assessments, other than grades, are to be used to insure that the desired objectives are attained by students).

Students who successfully complete this course will enhance their range of conceptual thought via the readings and discussions and receive more practice its application to the course topics through their writing assignments. Likewise, it is also expected that students will have strengthened their reasoning skills and writing abilities. The final paper is conducive to students' further application of theoretical perspectives to specific topics about the human-animal interaction and bond.

E. Describe how achievement of those learning objectives will be assessed.

Outcomes will be assessed via graded course requirements consisting of discussion board participation, reaction papers summarizing and relating to the course readings, and writing a research paper allowing them to choose a research topic of their own.

III. NEED AND JUSTIFICATION

A. List any existing course(s) that will be replaced by the proposed/revised course.

None.

B. Offer specific reasons for the development/revision of this course.

This course is the first of its kind among the courses offered in our department's programs. It has relevance for the disciplines of sociology, criminology and the practice of social work. It covers material that is either absent or covered only tangentially in other courses offered in these programs and other programs at the university.

C. Justify the proposed instructional level (100-600) or instructional level change.

This course is being proposed at the 400-level in this proposal and at the graduate (600) level in another proposal.

D. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

Based on course catalog descriptions, there are no courses currently available at MSU that would duplicate this course. Ag Science faculty identified two courses with potential for overlap, namely FYS 101: The Human-Animal Bond and AGR 355: Applied Domestic Animal Behavior. The proposed course will be taught at a senior and graduate level unlike an FYS course. The proposed course will also cover a much broader range of animal
behavior from a sociological perspective covering topics and subtopics beyond humans' "management and training of animals" per the course description of AGR 355.

IV. PERSONNEL

A. List names, qualifications including highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Shondrah Nash, PhD, Professor of Sociology
Constance Hardesty, PhD, Associate Professor of Sociology
Elizabeth Perkins, PhD, Associate Professor of Criminology

B. Identify external adjunct faculty, if appropriate.

Not applicable.

V. ADDITIONAL INFORMATION

A. Desired implementation date for the course.

Fall 2018

B. Desired section size and anticipated enrollment.

Cap of 40.

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

On-line.

D. Additional facilities and special equipment needs for this course, if any.

None required.

E. Use of library resources

- Does the course require library resources to support specific class assignments or supplemental reading? □ Yes □ No

- Do the library services and resources presently available meet student needs for the course? □ Yes □ No

If not, what library acquisitions are being proposed to meet essential needs?

F. Use of technology

1. List software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. (IT does not install individual packages in labs, only server based versions).

Not applicable.

2. List of the type of hardware to be utilized. Please note that the Director of Information Technology should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Not applicable.

G. Does this course involve the use of live animals? □ Yes □ No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).
Since the dawn of our human existence, all earthly species have had to negotiate their relationships with one another. However, we have only recently begun to recognize culturally, particularly among social scientists, the importance and intricacies of the human-animal bond. Our improved understanding has led to a more progressive and empathic perception of nonhuman animals and has fueled individual and institutional change in our approach to animals in our society. Nonetheless, there is much more to be discovered and more progressive strides needed as we relate to the animals in our lives.

**Course Description:** SOC 469: Animals and Society. (3-0-3) Spring. An examination of the interactions and emergent relationships between humans and animals from a sociological perspective.”

The course will be implemented in order to facilitate discussion of the readings and the issues involved. We will begin with an overview of the study of the human-animal bond, then proceed to our conceptualizations of animals in religion and science. Next, we will examine wildlife and the domestication of animals, animals in service to people, animals as entertainment and people serving animals. Violence towards animals and the link to human interpersonal violence will also be examined. Finally, the last part of the course will concern ethics, animal protection and the future of the human-animal relationship.

**Intended student learning outcomes related to program objectives as specified in the undergraduate catalog:**

1. Strengthen students’ working knowledge of general concepts and theoretical perspectives for sociological analysis

2. Enhance students’ reasoning skills and writing abilities so that you are able to apply those perspectives to issues about the human-animal interaction and relationships.

**Methods by which the achievement of each student learning outcome listed on the syllabus will be measured:**

Five Discussion Boards (posting two or more meaningful and substantive responses to peers and assessed using an online discussion board rubric)

Five Reaction Papers (writing in-depth summary and reaction papers to the readings assessed using a writing rubric evaluating content and organization)

Final Research Paper (writing an in-depth scholarly research paper on an original topic assessed using a writing rubric evaluating content, organization, format and mechanics)

**Required Books**


Course Requirements and Evaluations

All students are required to participate in five on-line class discussions, write five corresponding summary/reaction papers, and submit a detailed outline of your final term paper, and submit a final paper which is expected to be between 15-20 pages.

During this on-line seminar you will be expected to read, think, discuss and write about what you have read. Most of the reading in this class will come from DeMello's book, Animals and Society: An Introduction to Human-Animal Studies. However, you will also be required to read two short easy style books and you will be provided with additional optional readings from the Brewster and Reyes' Animal Cruelty: An Interdisciplinary Approach to Understanding. (B&R) These selections can be found in the “Course Documents” section of Blackboard. You are responsible for reading, reviewing and reacting to all these readings via the Discussion Board and your reaction papers.

The course material is divided into five parts outlined below. To begin, you will be required to participate in a total of five on-line class discussions. At the beginning of each discussion board period or session, I will post a reminder about what you should be reading for the following week and asking each of you as members of the class a question or two in order to “kick start” our discussion during that particular week. These sessions are listed below. Your responses MUST BE posted by the end of each session by midnight Eastern Standard Time. If you miss this deadline, you have done exactly that and there is no reprieve. I will not reopen a discussion board for anyone. It would be to your advantage to read or be reading these assignments early in the week so by mid-week or so you can begin to post meaningful responses to what you’ve read and to each other and then submit your reaction papers.

On the discussion boards, you will be expected to post a minimum at least two “meaningful” responses to the topics being discussed PER discussion board session. You may actually post more than these minimum numbers of postings. A “meaningful” response is defined as one that uses the information from the readings or elsewhere to provide substantive in-depth responses or reactions to those posted questions and/or comments by other class members. Otherwise, your opinion alone or a simple “I agree.” or “I disagree.” do NOT constitute “meaningful” responses. Feel free to agree or disagree with authors’ viewpoints. You may also see fit to disagree with each other. Note that I reserve the right to referee discussions should they become heated. One of the ground rules for discussion is that all of us agree to disagree in a respectful manner.

NOTE: Your first assignment indicating your participation in the course will be to simply reply to me by e-mail and let me know you are receiving the course information and that you are ready to participate in this class. Please also indicate some background about yourself as a student, your interests and what motivated you to take this class.

The five reaction papers are to be written following your completion of each "part" of the course. Each reaction paper is to be approximately 7-10 pages of relatively brief review of the major points from the readings and your informed responses to them. If you see fit, your reaction paper may go even longer and that is acceptable. While you may draw from our on-line discussions of the readings, your reaction paper is not a polished (or unpolished) version of these discussions. Rather, your reaction papers should contain a mixture of facts and findings (summary) from the readings and your carefully reasoned opinions (reactions) about
them. They are due by midnight EST on the days following our scheduled completion of each discussion board. However, you may submit them earlier if you wish. Be aware that any late reaction papers will be docked ten (10) points from your final grade on that paper for every full day that paper is late. Reaction papers are due ...(dates listed here).

As this on-line class gets underway, I welcome individual inquiries about each of these requirements. Keep in mind that at any time during the semester you may begin to formulate ideas for your final paper and discuss them with me. Please be advised that this course requirement is about writing a RESEARCH paper that draws upon ACADEMIC sources. That means you will be expected to research the relevant literature in writing your paper so that when you write it, you will cite those academic sources in the text of your paper as you use them. In addition, you will include a reference page (a.k.a. a “Works Cited” page or “References”) to be included with your paper at the end of your research paper. Your FAILURE to do so will result in a FAILING grade for this course requirement because failing to use sources in your text and to list them at the end of your paper constitutes PLAGIARISM. Likewise, using sentences and paragraphs word-for-word without quoting and citing those sources is yet another form of PLAGIARISM and could result in a FAILING grade for this COURSE.

In order to facilitate the paper writing, you will submit a detailed outline of your paper no later than two weeks before the paper is due on ...... In an upper level class such as this one it should go without saying that the term papers MUST use some theoretical perspective or set of related concepts covered in class. Your papers are expected to be between 15-20 pages. When researching your papers, don’t overlook the class readings as useful references for your term papers. Note that if your paper is underwritten, I will lower your paper grade by at least one letter. Please also be informed that using unusual spacing or larger margins than one inch all around and/or using font larger than the usual 12 point type is nothing short of academic dishonesty and will result in the same “one letter grade lower” penalty. I also expect proper grammar and a bare minimum of typos. Proofreading is vital to successful writing and you should reread your own writing with the intent to revise it if necessary. Although you may choose your own style for citing your sources, the style put forth by the American Sociological Association is preferred. (See the ASA website for details.) That style is the same or at least very similar to that used in your readings, so you may use that as your model. Final paper outlines are due ...... and final papers are due ...... by midnight.

All your written assignments can be submitted via the Assignments tab or by e-mail if you encounter difficulties, or in person by putting a hard copy of your reaction papers, paper outlines and final paper to me in my mail box in the main office (Rader Hall, Room 355) or under my office door (Rader Hall, Room 313). Your online discussion board participation is worth 25 percent of your course grade and the five reaction papers are worth 50 percent (10 percent each), the paper outline and the final paper is worth the remaining 25 percent of your final grade in this course. Your final grade will be an average of the grade you receive on each of these requirements. (The scale is the usual A 100-90; B 89-80; C 79-70; D 69-60; E 59 and below.)

While I will accept assignments (reaction papers and papers) via e-mail, university policy and federal regulations under the Family Educational Rights and Privacy Act (FERPA) forbid me from posting grades or giving grades via e-mail or over the telephone. Rather your grades during the course will be posted on our Blackboard site. If you wish to discuss your evaluations with me, please set up an appointment for that purpose. Please also understand that I am quite hesitant to grant extensions except under the most extenuating of circumstances. Finally, note that your failure to complete any of these course requirements may result in an “E” for the course unconditionally.

Course Attendance Policy
Your faithful attendance and participation in this course are required. All assignments must be submitted according to the dues dates listed in the syllabus in order for you to receive full credit for them. As previously stated, all Discussion Boards will close on the days and times listed and will not be reopened. Moreover, all other assignments will be penalized one letter grade (10 points) for each day your assignment is late. Extensions on assignments and incomplete final grades are only granted under the most extreme circumstances as defined
by university regulations (See UAR 131.02) and referenced in the MSU Student Handbook and Student-Athletic Handbook.

Readings and Class Schedule

**Weeks 1 and 2**
(First Assignment: Send e-mail to instructor using MSU account.)

**Part 1. Introduction to Human-Animal Studies: Studying the H-A Relationship**
DeMello Chapter 1 Human-Animal Studies; Chapter 2 Animal-Human Borders

Optional: B&R Chapter 6: The Animal-Human Bond

**Discussion Board #1:**
**REACTION PAPER #1 due .....**

**Weeks 3, 4 and 5**
**Part 2. The Social Construction of Animals: Realities and Misconceptions**
DeMello Chapter 3: The Social Construction of Animals

A. Animals in Religion and Spirituality (Organized Religion and NA Spirituality)
DeMello Chapter 14 Animals in Human Thought;
Chapter 15 Animals in Religion and Folklore
Kowalski's *the Souls of Animals*

B. The Scientific Study of Animals
DeMello Chapter 17 Animal Behavior Studies and Ethology

**Discussion Board #2:**
**REACTION PAPER #2 due .....**

**Weeks 6, 7, 8, 9, 10 and 11**
**Part 3. Animals and Institutions: Use and Abuse**
A. From Wild to Tame
DeMello Chapter 4 Animals 'in the Wild' and in Human Societies
DeMello Chapter 5 The Domestication of Animals

B. Animals Serving People
DeMello Chapter 8 The Pet Animal
DeMello Chapter 10 Animal-Assisted Activities

C. Animals and Entertainment
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E. Humans Serving Animals (veterinarians, shelter workers)
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**REACTION PAPER #3 due .....**
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REACTION PAPER #4 due ....

Weeks 14 and 15
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Bekoffs *The Animal Manifesto;*
DeMello Chapter 18: The Moral Status of Animals
DeMello Chapter 19: The Animal Protection Movement
DeMello Chapter 20: The Future of the Human-Animal Relationship

Discussion Board #5:
REACTION PAPER #5 due ....

IMPORTANT DATES TO REMEMBER:
Discussion Board #1 (Begin and end dates.)
Discussion Board #2
Discussion Board #3
Discussion Board #4
Discussion Board #5

Reaction Papers are due (five due dates here).
Paper Outline due no later than ..... Final Papers are due ... by midnight EST.

S O S! H-E-L-P
Should you require technical assistance during the semester, please call the Information Technology HELP desk at (606) 783-4357 or e-mail at tes@moreheadstate.edu. They can help you with password resets and WebAdvisor problems. The ITC Blackboard Help Desk phone number is (606) 783-2140 and their e-mail address is: suonline@moreheadstate.edu. Operating hours for both the HELP Desk and ITC Blackboard Help Desk are from 8am until 4:30pm.

Academic Dishonesty
Giving and receiving assistance on an exam, or both, constitute academic dishonesty as does providing false documentation. Such acts will result in your failure on a given assignment. Other forms of academic dishonesty such as plagiarism, occur when you use another student’s work as your own or when you fail to properly cite and, thus, credit your source, including internet sources. Please note that your improper use of sources or failure to cite sources when necessary constitutes plagiarism. Simply put, you are stealing ideas. If you plagiarize, you will be failed (receive a zero) on that assignment which may also result in a failing grade for the course.

Papers resubmitted or those taken off the internet are easily discovered and if this is the case, you will receive a failing grade for the course regardless of your other grades in the course. Any infraction will be handled swiftly
according to MSU’s academic policies outlined in Appendix A of The Eagle: Student Handbook at MSU webpage link <http://www.moreheadstate.edu/units/studentlife/handbook/academicdishonesty.html>. (See SCC#100 “Academic Misconduct - Dishonesty or Disruption” revised in 2012.)

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<table>
<thead>
<tr>
<th>Course:</th>
<th>SWK 469 Animals and Society</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Sociology, Social Work &amp; Criminology</td>
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<tr>
<td>College:</td>
<td>Caudill College of Arts, Humanities and Social Sciences</td>
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**Signatures**

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<th>Name</th>
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<tr>
<td>Suzanne Tallichet</td>
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<td>8/9/17</td>
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<tr>
<td>Rebecca S. Katz</td>
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<td>D. Murphy</td>
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**COURSE**

**New Course or Major Revision to Existing Course**

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a new experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education website.

## I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
  - **Petition required** — requires permission from the Department Chair to enroll in a section of the course.
  - **Equate** — two different courses with the same content at the same level with different prefixes.
  - **Restricted** — program admission is required and must have Department Chair approval.
  - **Formula** — (3-0-3) = instruction hours — lab hours — credit hours

<table>
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<tr>
<th>Course Name:</th>
<th>Course prefix</th>
<th>Number</th>
<th>Title (Example: Writing I)</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
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</thead>
<tbody>
<tr>
<td>SWK</td>
<td>469</td>
<td>Animals and Society</td>
<td>3-0-3</td>
<td>Spring 2018</td>
<td></td>
</tr>
</tbody>
</table>

Approved major or program(s) in which the course will be offered.

BSW - Bachelor of Social Work

**Course Status:** ☐ Required ☒ Elective

**Course Description**

Course description exactly as it will appear in the catalog and as it appears on the sample syllabus. Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.

SWK 469: Animals and Society. (3-0-3) Spring. An examination of the interactions and emergent relationships between humans and animals from a sociological perspective. Equated with SOC 469 and CRIM 469. (Load=3 credit hours).

Please include a sample syllabus (must start on new page). *All elements on the syllabus checklist must be included on the sample syllabus* (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process.

- The teacher education syllabi must contain these elements: the theme for MSU’s Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at http://www.moreheadstate.edu/education/.

  *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.*

List departments and programs that could be impacted by this proposal.

Agricultural Sciences Department - Agricultural Sciences Area - BS; Animal Science Track

List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.):

- Sociology, Social Work and Criminology Chair Latonya Hesterberg in person
- Professor of Sociology Shondrah Nash in person
- Associate Professor of Sociology Constance Hardesty in person
- Associate Professor of Sociology Elizabeth Perkins in person
- Associate Professor of Sociology Constance Hardesty in person
II. PURPOSE, GOALS AND OBJECTIVES

A. State the purpose of the course (for an existing course that is being revised, indicate how the purpose will change).
   The purpose of this course is to review and explore the relatively new and growing area of study about human-animal interaction and subsequent bond. There is currently no course offered in either our undergraduate or graduate curriculum that does so, although it is widely recognized that nonhuman species have been, and continue to be, important in humans' lives.

B. For a new course, explain how the specific goals and objectives of the course relate to the mission statement of the University.
   This course supports Morehead State University's mission in several ways. This course immerses students in the burgeoning field of Animal Studies that is emerging as a recognized field of study in sociology and other related disciplines work-wide. The human-animal bond is being studied and investigated around the globe and this course educates students for success in a global context. This course also engages students in the past and most recent scholarly investigation of the human-animal bond. Because this area of study is also interdisciplinary, students taking this new course will be exposed to new and diverse ways of thinking critically about humans, animals and their respective roles in the environment. Finally, some of the course material also demonstrates the service role as a productive human-animal relationship has to offer humankind.

C. For a course that is being revised, are the specific goals and objectives or their relationship to the University mission changing? □ Yes □ No
   If so, how?

D. Define how the course helps students to achieve learning objectives required for the program (i.e. what methods of assessments, other than grades, are to be used to insure that the desired objectives are attained by students).
   Students who successfully complete this course will enhance their range of conceptual thought via the readings and discussions and receive more practice its application to the course topics through their writing assignments. Likewise, it is also expected that students will have strengthened their reasoning skills and writing abilities. The final paper is conducive to students' further application of theoretical perspectives to specific topics about the human-animal interaction and bond.

E. Describe how achievement of those learning objectives will be assessed.
   Outcomes will be assessed via graded course requirements consisting of discussion board participation, reaction papers summarizing and relating to the course readings, and writing a research paper allowing them to choose a research topic of their own.

III. NEED AND JUSTIFICATION

A. List any existing course(s) that will be replaced by the proposed/revised course.
   None.

B. Offer specific reasons for the development/revision of this course.
   This course is the first of its kind among the courses offered in our department's programs. It has relevance for the disciplines of sociology, criminology and the practice of social work. It covers material that is either absent or covered only tangentially in other courses offered in these programs and other programs at the university.

C. Justify the proposed instructional level (100-600) or instructional level change.
   This course is being proposed at the 400-level in this proposal and at the graduate (600) level in another proposal.

D. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.
   Based on course catalog descriptions, there are no courses currently available at MSU that would duplicate this course. Ag Science faculty identified two courses with potential for overlap, namely FYS 101: The Human-Animal Bond and AGR 355: Applied Domestic Animal Behavior. The proposed course will be taught at a senior and graduate level unlike an FYS course. The proposed course will also cover a much broader range of animal
behavior from a sociological perspective covering topics and subtopics beyond humans' "management and training of animals" per the course description of AGR 355.

### IV. PERSONNEL

A. List names, qualifications including highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.
- Shondrah Nash, PhD, Professor of Sociology
- Constance Hardesty, PhD, Associate Professor of Sociology
- Elizabeth Perkins, PhD, Associate Professor of Criminology

B. Identify external adjunct faculty, if appropriate.
- Not applicable.

### V. ADDITIONAL INFORMATION

A. Desired implementation date for the course.
- Fall 2018

B. Desired section size and anticipated enrollment.
- Cap of 40.

C. Method of instruction (online, lecture, laboratory, individualized, etc.).
- On-line.

D. Additional facilities and special equipment needs for this course, if any.
- None required.

E. Use of library resources
   - Does the course require library resources to support specific class assignments or supplemental reading? □ Yes □ No
   - Do the library services and resources presently available meet student needs for the course? □ Yes □ No
   - If not, what library acquisitions are being proposed to meet essential needs?

F. Use of technology
   1. List software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. (IT does not install individual packages in labs, only server based versions).
      - Not applicable.
   2. List of the type of hardware to be utilized. Please note that the Director of Information Technology should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.
      - Not applicable.

G. Does this course involve the use of live animals?
   □ Yes □ No
   - If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).
Since the dawn of our human existence, all earthly species have had to negotiate their relationships with one another. However, we have only recently begun to recognize culturally, particularly among social scientists, the importance and intricacies of the human-animal bond. Our improved understanding has led to a more progressive and empathic perception of nonhuman animals and has fueled individual and institutional change in our approach to animals in our society. Nonetheless, there is much more to be discovered and more progressive strides needed as we relate to the animals in our lives.

Course Description: SWK 469: Animals and Society. (3-0-3) Spring. An examination of the interactions and emergent relationships between humans and animals from a sociological perspective.

The course will be implemented in order to facilitate discussion of the readings and the issues involved. We will begin with an overview of the study of the human-animal bond, then proceed to our conceptualizations of animals in religion and science. Next, we will examine wildlife and the domestication of animals, animals in service to people, animals as entertainment and people serving animals. Violence towards animals and the link to human interpersonal violence will also be examined. Finally, the last part of the course will concern ethics, animal protection and the future of the human-animal relationship.

Intended student learning outcomes related to program objectives as specified in the undergraduate catalog:
1. Strengthen students’ working knowledge of general concepts and theoretical perspectives for sociological analysis
2. Enhance students’ reasoning skills and writing abilities so that you are able to apply those perspectives to issues about the human-animal interaction and relationships.

Methods by which the achievement of each student learning outcome listed on the syllabus will be measured:
Five Discussion Boards (posting two or more meaningful and substantive responses to peers and assessed using an online discussion board rubric)
Five Reaction Papers (writing in-depth summary and reaction papers to the readings assessed using a writing rubric evaluating content and organization)
Final Research Paper (writing an in-depth scholarly research paper on an original topic assessed using a writing rubric evaluating content, organization, format and mechanics)

Required Books
Course Requirements and Evaluations

All students are required to participate in five on-line class discussions, write five corresponding summary/reaction papers, and submit a detailed outline of your final term paper, and submit a final paper which is expected to be between 15-20 pages.

During this on-line seminar you will be expected to read, think, discuss and write about what you have read. Most of the reading in this class will come from DeMello's book, *Animals and Society: An Introduction to Human-Animal Studies*. However, you will also be required to read two short easy style books and you will be provided with additional optional readings from the Brewster and Reyes' *Animal Cruelty: An Interdisciplinary Approach to Understanding.* These selections can be found in the “Course Documents” section of Blackboard. You are responsible for reading, reviewing and reacting to all these readings via the Discussion Board and your reaction papers.

The course material is divided into five parts outlined below. To begin, you will be required to participate in a total of five on-line class discussions. At the beginning of each discussion board period or session, I will post a reminder about what you should be reading for the following week and asking each of you as members of the class a question or two in order to “kick start” our discussion during that particular week. These sessions are listed below. Your responses MUST BE posted by the end of each session by midnight Eastern Standard Time. If you miss this deadline, you have done exactly that and there is no reprieve. I will not reopen a discussion board for anyone. It would be to your advantage to read or be reading these assignments early in the week so by mid-week or so you can begin to post meaningful responses to what you’ve read and to each other and then submit your reaction papers.

On the discussion boards, you will be expected to post a minimum at least two “meaningful” responses to the topics being discussed PER discussion board session. You may actually post more than these minimum numbers of postings. A “meaningful” response is defined as one that uses the information from the readings or elsewhere to provide substantive in-depth responses or reactions to those posted questions and/or comments by other class members. Otherwise, your opinion alone or a simple “I agree.” or “I disagree.” do NOT constitute “meaningful” responses. Feel free to agree or disagree with authors’ viewpoints. You may also see fit to disagree with each other. Note that I reserve the right to referee discussions should they become heated. One of the ground rules for discussion is that all of us agree to disagree in a respectful manner.

NOTE: Your first assignment indicating your participation in the course will be to simply reply to me by e-mail and let me know you are receiving the course information and that you are ready to participate in this class. Please also indicate some background about yourself as a student, your interests and what motivated you to take this class.

The five reaction papers are to be written following your completion of each "part" of the course. Each reaction paper is to be approximately 7-10 pages of relatively brief review of the major points from the readings and your informed responses to them. If you see fit, your reaction paper may go even longer and that is acceptable. While you may draw from our on-line discussions of the readings, your reaction paper is not a polished (or unpolished) version of these discussions. Rather, your reaction papers should contain a mixture of facts and findings (summary) from the readings and your carefully reasoned opinions (reactions) about
them. They are due by midnight EST on the days following our scheduled completion of each discussion board. However, you may submit them earlier if you wish. Be aware that any late reaction papers will be docked ten (10) points from your final grade on that paper for every full day that paper is late. Reaction papers are due ...(dates listed here).

As this on-line class gets underway, I welcome individual inquiries about each of these requirements. Keep in mind that at any time during the semester you may begin to formulate ideas for your final paper and discuss them with me. Please be advised that this course requirement is about writing a RESEARCH paper that draws upon ACADEMIC sources. That means you will be expected to research the relevant literature in writing your paper so that when you write it, you will cite those academic sources in the text of your paper as you use them. In addition, you will include a reference page (a.k.a. a “Works Cited” page or “References”) to be included with your paper at the end of your research paper. Your FAILURE to do so will result in a FAILING grade for this course requirement because failing to use sources in your text and to list them at the end of your paper constitutes PLAGIARISM. Likewise, using sentences and paragraphs word-for-word without quoting and citing those sources is yet another form of PLAGIARISM and could result in a FAILING grade for this COURSE.

In order to facilitate the paper writing, you will submit a detailed outline of your paper no later than two weeks before the paper is due on ...... In an upper level class such as this one it should go without saying that the term papers MUST use some theoretical perspective or set of related concepts covered in class. Your papers are expected to be between 15-20 pages. When researching your papers, don’t overlook the class readings as useful references for your term papers. Note that if your paper is underwritten, I will lower your paper grade by at least one letter. Please also be informed that using unusual spacing or larger margins than one inch all around and/or using font larger than the usual 12 point type is nothing short of academic dishonesty and will result in the same “one letter grade lower” penalty. I also expect proper grammar and a bare minimum of typos. Proofreading is vital to successful writing and you should reread your own writing with the intent to revise it if necessary. Although you may choose your own style for citing your sources, the style put forth by the American Sociological Association is preferred. (See the ASA website for details.) That style is the same or at least very similar to that used in your readings, so you may use that as your model. Final paper outlines are due ...... and final papers are due ...... by midnight.

All your written assignments can be submitted via the Assignments tab or by e-mail if you encounter difficulties, or in person by putting a hard copy of your reaction papers, paper outlines and final paper to me in my mail box in the main office (Rader Hall, Room 355) or under my office door (Rader Hall, Room 313). Your online discussion board participation is worth 25 percent of your course grade and the five reaction papers are worth 50 percent (10 percent each), the paper outline and the final paper is worth the remaining 25 percent of your final grade in this course. Your final grade will be an average of the grade you receive on each of these requirements. (The scale is the usual A 100-90; B 89-80; C 79-70; D 69-60; E 59 and below.)

While I will accept assignments (reaction papers and papers) via e-mail, university policy and federal regulations under the Family Educational Rights and Privacy Act (FERPA) forbid me from posting grades or giving grades via e-mail or over the telephone. Rather your grades during the course will be posted on our Blackboard site. If you wish to discuss your evaluations with me, please set up an appointment for that purpose. Please also understand that I am quite hesitant to grant extensions except under the most extenuating of circumstances. Finally, note that your failure to complete any of these course requirements may result in an “E” for the course unconditionally.

Course Attendance Policy
Your faithful attendance and participation in this course are required. All assignments must be submitted according to the due dates listed in the syllabus in order for you to receive full credit for them. As previously stated, all Discussion Boards will close on the days and times listed and will not be reopened. Moreover, all other assignments will be penalized one letter grade (10 points) for each day your assignment is late. Extensions on assignments and incomplete final grades are only granted under the most extreme circumstances as defined
by university regulations (See UAR 131.02) and referenced in the MSU Student Handbook and Student-Athletic Handbook.

Readings and Class Schedule

Weeks 1 and 2
(First Assignment: Send e-mail to instructor using MSU account.)

Part 1. Introduction to Human-Animal Studies: Studying the H-A Relationship
DeMello Chapter 1 Human-Animal Studies; Chapter 2 Animal-Human Borders

Optional: B&R Chapter 6: The Animal-Human Bond

Discussion Board #1:
REACTION PAPER #1 due ..... 

Weeks 3, 4 and 5

Part 2. The Social Construction of Animals: Realities and Misconceptions
DeMello Chapter 3: The Social Construction of Animals

A. Animals in Religion and Spirituality (Organized Religion and NA Spirituality)
DeMello Chapter 14 Animals in Human Thought;
Chapter 15 Animals in Religion and Folklore
Kowalski's the Souls of Animals

B. The Scientific Study of Animals
DeMello Chapter 17 Animal Behavior Studies and Ethology

Discussion Board #2:
REACTION PAPER #2 due ..... 

Weeks 6, 7, 8, 9, 10 and 11

Part 3. Animals and Institutions: Use and Abuse
A. From Wild to Tame
DeMello Chapter 4 Animals 'in the Wild' and in Human Societies
DeMello Chapter 5 The Domestication of Animals

B. Animals Serving People
DeMello Chapter 8 The Pet Animal
DeMello Chapter 10 Animal-Assisted Activities

C. Animals and Entertainment
DeMello Chapter 6 Display, Performance and Sport
DeMello Chapter 16 Animals in Literature and Film

D. Consumption and Science
DeMello Chapter 7 The Making and Consumption of Meat
DeMello Chapter 9 Animals and Science

E. Humans Serving Animals (veterinarians, shelter workers)
DeMello Chapter 11 Working with Animals

Discussion Board #3:
REACTION PAPER #3 due .....
Weeks 12 and 13
Part 4. Animal Cruelty, Domestic Violence and the Link
DeMello Chapter 12 Violence to Animals
DeMello Chapter 13 Human Oppression and Animal Suffering

Optional: B&R Chapter 8: Animal Cruelty for Sport and Profit
B&R Chapter 13: Family Violence and Animal Cruelty

Discussion Board #4:
REACTION PAPER #4 due ......

Weeks 14 and 15
Part 5. The Future of the Human-Animal Relationship: Ethics and Animal Activism
Bekoffs The Animal Manifesto;
DeMello Chapter 18: The Moral Status of Animals
DeMello Chapter 19: The Animal Protection Movement
DeMello Chapter 20: The Future of the Human-Animal Relationship

Discussion Board #5:
REACTION PAPER #5 due .....
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