

## **Syllabus**

**Course Title:** Foundations of Humane Education

**Course Number:** EDUC 5230.W1 Spring 2006

### **Course Description:**

As a part of the humane education and character development emphasis area this course will encourage educators to explore their personal histories with the traditional human animal centered culture story and to cognitively challenge these traditional views to include consideration of non-human animals. It will provide educators with content knowledge about humane education practices, the connections of these practices to other pedagogies both past and present, and the issues of animals in society. Process skills that will be developed include: 1) evaluation and synthesis of humane and character education curricula, 2) construction of integrative lessons that foster understanding of the natural history of non-human animals with the incorporation of the use of narrative where appropriate, 3) construction of integrative lessons that foster prosocial behaviors toward both human and non-human animals, 4) creation of inquiry based instruction that will explore the status of animals in society, both past and present, and 5) collaboration with local and national animal welfare groups to enrich instruction about non-human animals.

**Course Prerequisites:** none

### **Course Objectives/Expected Learning Outcomes:**

Students will be able to:

- Describe the scope of humane education.
- Describe the history of the animal welfare movement.
- Summarize major influences on the nature of the human-animal bond.
- Analyze the history of humane education to determine links to other elements of the history of education.
- Evaluate the scope of humane education opportunities in their local communities.
- Describe the distinction between the animal welfare and animal rights.
- Describe the legal status of non-human animals.
- Describe the distinction between advocacy and education.
- Revise a humane education lesson to eliminate elements of unacceptable bias or indoctrination.
- Assess the educational and developmental appropriateness of various humane and environmental lesson plans.
- Design a plan of instruction that incorporates at least one of the following virtues: respect, responsibility, fairness, kindness, integrity, citizenship.

- Analyze lessons in humane education from a myriad of sources.
- Integrate humane values into an existing plan of instruction.
- Design a plan of instruction about one controversial issue of animal in society.
- Write a rationale for the inclusion of humane education in the school curriculum.
- Evaluate techniques used to convey messages about the welfare of non-human animals.
- Compare and contrast the missions of the environmental and animal welfare movements.

**Schedule:** (subject to change)

- Week 1: Introduction to Humane Education
- Week 2: Historical Perspective: Animal Welfare Movement
- Week 3: Historical Perspective: Humane Education
- Week 4: Animal Welfare/Animal Rights
- Week 5: Rationale for Humane Education: Increased Prosocial Behavior/Decreased Violence
- Week 6: Character Education Connection: Virtues
- Week 7: Character Education Connection: Controversial Issues
- Week 8: The Role of the Teacher: Advocacy vs. Education
- Week 9: Bringing Controversy into the Classroom
- Week 10: Lesson Construction/Integrating Humane Education into Existing Curricula
- Week 11: Animals in the Lives of Children
- Week 12: The Role of Narrative
- Week 13: Animals in the Classroom/The Biophilia Hypothesis
- Week 14: Environmental Education
- Week 15: Final Project Construction and Feedback
- Week 16: Share Final Projects

**Required Reading:**

Clavell, J. (1963). *The Children's Story....but not just for children*, New York: Dell.

Available at:

[http://www.amazon.com/exec/obidos/tg/detail/-/0440204682/qid=1102879362/sr=1-1/ref=sr\\_1\\_1/002-3011473-1830405?v=glance&s=books](http://www.amazon.com/exec/obidos/tg/detail/-/0440204682/qid=1102879362/sr=1-1/ref=sr_1_1/002-3011473-1830405?v=glance&s=books)

Salem, D. J. & Rowan, A.N. (2003). *The State of the Animals II*, Washington, D.C.: Humane Society Press.

*Note: We will be reading chapters 1, 2, 3, 4 and 7. Chapter 4 will be on e-reserve.*

Available for purchase or download at:

[http://www.hsus.org/press\\_and\\_publications/humane\\_bookshelf/the\\_state\\_of\\_the\\_animals\\_ii\\_2003.html](http://www.hsus.org/press_and_publications/humane_bookshelf/the_state_of_the_animals_ii_2003.html)

**Required Reading: (available on e-reserve)**

Ascione, F. R. (1997). Humane education research: evaluating efforts to encourage children's kindness and caring toward animals, *Genetic, Social & General Psychology Monographs*; 123, 59-78.

Conniff, R. (2000). Africa's wild dogs, as found in Quammen, D. (ed.) (2000). *The Best American Science and Nature Writing 2000*, New York, Houghton Mifflin Company.

Elder, L. (1999). Critical thinking: teaching the foundation of ethical reasoning, *Journal of Developmental Education*, 22, 30-31.

Hess, D.E. (2002). Discussing controversial issues in secondary social studies classrooms, *Theory and Research in Social Education*, 30, 10-41.

Holden, C. (1990). Animal Rights Activism Threatens Dissection, *Science*, 250, 751.

Irvine, A.D. (2001). Russell on indoctrination, *Inquiry: Critical Thinking Across the Disciplines*, 20, 20-26.

Johnson, A. (1994). The biophilia hypothesis, *Bioscience*, 44, 363-364.

Kelly, T.E. (1989). Leading class discussions of controversial issues, *Social Education*, 53, 368-370.

Kohn, A. (1997). How not to teach values: a critical look at character education, *Phi Delta Kappan*, 78, 428-439.

Kunzman, R. (2001). Dealing with morally controversial issues in the classroom, *Faculty Shack*, [http://www.facultyshack.com/article\\_print.php3?idnum=42](http://www.facultyshack.com/article_print.php3?idnum=42), accessed November 24, 2004.

Leigh, D. & Geyer, M. (2003). #A066215 Molly, *One at a Time: A Week in an American Animal Shelter*, Santa Cruz, California: No Voice Unheard.

Lickona, T. (1998). A more complex analysis is needed, *Phi Delta Kappan*, 79, 449-454.

Lickona, T. (1991). *Educating for Character : How Our Schools Can Teach Respect and Responsibility*, New York: Bantam Books.

Melson, G. F. (2001). *Why the Wild Things are: Animals in the Lives of Children*, Cambridge, Massachusetts: Harvard University Press.

Note: we will be reading the introduction, and chapters 3 and 8. However, this is an excellent resource, so you may wish to purchase the book. It is available at: [http://www.amazon.com/exec/obidos/tg/detail/-/0674004817/qid=1102882473/sr=1-1/ref=sr\\_1\\_1/002-3011473-1830405?v=glance&s=books](http://www.amazon.com/exec/obidos/tg/detail/-/0674004817/qid=1102882473/sr=1-1/ref=sr_1_1/002-3011473-1830405?v=glance&s=books)

National Association For Humane and Environmental Education (NAHEE) (2003), *Critters with Character Lesson Plans*, Washington, D.C.: Humane Society Press.

Westervelt, M.O. (1983). A provocative looks at young people's perception of animals, *Humane Education*, November-December, 23-28.

Rifkin, J. (2003). Man and other animals: our fellow creatures have feelings—so we should give them rights too, *Guardian/UK*, August 16.

Romanowski, M.H. (1998). Teacher's lives and beliefs: influences that shape the teaching of U.S. history, *Mid-Western Educational Researcher*, 11, 2-8.

Rowan, A.N. (1989). The Development of the Animal Protection Movement, *Journal of NIH Research*, 1, 97-100.

Sewell, Anna (1877). *Black Beauty* as found in Kilpatrick, W.K. (ed.) (2002). *Great Lessons in Virtue and Character: A Treasury of Classic Animal Stories*, Grand Rapids, Michigan: Baker Books.

### **Required Viewing:**

*The Witness*, a documentary produced by the Tribe of Heart.

Available in VHS format at:  
<http://www.tribeofheart.org/wit1.htm>

Frontline: Organ Farm, a documentary produced by PBS.

Available in VHS format at:  
<http://www.shoppbs.org/product/index.jsp?productId=1405721>

### **Websites:**

National Association for Humane and Environmental Education (NAHEE):  
[www.nahee.org](http://www.nahee.org)

American Society for the Prevention of Cruelty to Animals (ASPCA):  
[www.aspca.org](http://www.aspca.org)

Massachusetts Society for the Prevention of Cruelty to Animals (ASPCA):  
[www.mspca.org](http://www.mspca.org)

TeachKind: [www.teachkind.com](http://www.teachkind.com)

New England Anti-vivisection Society (NEAVS) and Ethical Science and Education Coalition (ESEC): [www.neavs.org](http://www.neavs.org)

### **Supplemental Reading: (available on e-reserve)**

Eisenberg, N., Shell, R., Pasternack, J., Lennon, R., Beller, R. & Mathy, R.M. (1987). Prosocial development in middle childhood: a longitudinal study, *Developmental Psychology*, 23, 712-718.

Paul, R.W. (1988). Ethics without indoctrination, *Educational Leadership*, 45, 10-19.

Strossen, N. (1996). First amendment and civil liberties traditions of academic freedom as found in Spacks, P.M. (ed.) *Advocacy in the Classroom*, New York: St. Martin's Press.

Wilcox, R.T. (1988) Indoctrination is not a four-letter word, *The Clearing House*, 61, 249-252.

### **Online Participation Expectation:**

You are expected to participate in this course in a consistent and timely fashion. Each new week will be available at 12:01 a.m. E.S.T. on Sundays. Generally you should be prepared to enter the discussion no later than noon on Wednesday. Some weeks will include more than one discussion area and in those cases, you will be given specific guidelines about when you are expected to post for the first time in each discussion. It is highly recommended that you log-in to the class on a daily basis (Monday-Friday) to check for e-mail and new discussion postings.

Please use formal writing for all discussion postings. Often we are working with students of many different backgrounds and/or first languages. Clarity is enhanced if we do our best to adhere to the conventional rules of grammar, punctuation, etc.

### **Percentages of Total Grade:**

|   |     |
|---|-----|
| Weekly participation in discussion (both large and small group)       | 30% |
| Completion of weekly activities: total of weeks 1, 3, 7, 8, 9, 13, 16 | 5%  |
| Individual project # 1: Personal archeology of human-animal bond      | 5%  |
| Individual project # 2: Assessment of HE in your community            | 10% |
| Group Project # 1: Lesson Revision                                    | 5%: |
| Individual Project # 3: Virtues Lesson                                | 10% |
| Individual Project # 4: Controversial Issue Lesson                    | 10% |
| Final Project: Presentation   | 25% |

### **Grading Scale:**

A+ = 98-100%

A = 93-97%

A- = 90-92%

B+ = 87-89%

B = 82-86%

B- = 80-81%

C+ = 77-79%

C = 72-76%

C- = 70-71%