

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

EDUC200
Humane Education: A Global Interdisciplinary
Perspective
3 Credit Hours
Eight-Week Format
Prerequisite(s) : None

Instructor Information

Please refer to the instructor information on the syllabus tab in the classroom.

Course Description

This course is based upon the Institute for Humane Education's (IHE) definition of humane education, which is "a lens, body of knowledge, and set of tools and strategies for teaching about human rights, animal protection, environmental stewardship, and cultural issues as interconnected and integral dimensions of a just, healthy society" (Institute for Humane Education, n.d.). The course explores issues, resources, rationales, and approaches to humane education related to various considerations and disciplines, including: economics, politics, science, technology, education, the arts, philosophy, religion, and geography.

Course Scope

This course prompts examination of issues and solutions related to humane education through varied disciplines and a global perspective. Humane education focuses on issues pertaining to animals, environment, and people locally, regionally, and/or worldwide. The what, how, and why of humane education for children, adolescents, and adults in varied fields and contexts will be explored and applied.

References

Institute for Humane Education. (n.d.). What is humane education? Retrieved from

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<http://humaneeducation.org/become-a-humane-educator/what-is-humane-education/>

Course Objectives

Upon successful completion of this course, the student will be able to:

1. Explain humane education as defined by the Institute for Humane Education (IHE).
2. Explain a rationale for humane education through a lens of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.
3. Examine global humane issues from the perspective of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.
4. Identify community resources to address humane issues.
5. Create a plan for humane education in a specific field or context.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by the last day of each week and include Forum questions and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Book

Weil, Z. (2016). *The world becomes what we teach: Educating a generation of solutionaries*. NY: Lantern Books.

Other Required Materials

Additional required readings/materials and recommended resources are provided weekly in the Lessons area of the classroom via links.

Evaluation Procedures

Forum Participation

There will be at least one (1) forum discussion question each week based on the weekly reading assignments and lessons. You are required to respond to the initial posting as well as respond to at least two additional reply postings from fellow learners (and the instructor). Initial response is

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due by 11:55 pm ET, Thursday, of each week. Subsequent reply postings are due by 11:55 pm ET, Sunday, of each week. Follow the forum instructions and rubric provided in the Forums area of the classroom.

Assignments

Various types of assignments will be due most weeks during the course. Details for these written assignments are in the *Assignments* area of Sakai.

Quiz

There will be no quizzes in this course.

Final Project

There will be a final project to due during the last week of the course. Details are included in the *Assignments* area of the classroom.

GRADED EVENTS	PERCENT OF GRADE
Forums	30%
Assignments	40%
Final Project	30%
Total Possible	100%

Course Outline

Week	Topic(s)	Learning Objectives	Readings	Assignment(s)
1	What is humane education?	Explain humane education as defined by the Institute for Humane Education (IHE).	See link to required readings and recommended resources in the Lesson area of the classroom. Weil textbook -Preface, Intro, Part I (p. 11-32)	Bios and Introductions Forum Forum 1 Week 1- Humane Education Brochure
2	Why humane education?	Explain a rationale for humane education through a lens of the economics, politics, science, technology, education, arts,	See link to required readings and recommended resources in the Lesson area of the classroom	Forum 2 Week 2- Rationale

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		<p>philosophy, religion, and geography disciplines.</p> <p>Examine global humane issues from the perspective of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p>	<p>Weil textbook – Part II (p. 33-44)</p>	
3	<p>Examining humane education problems and solutions through the arts and education</p>	<p>Explain a rationale for humane education through a lens of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p> <p>Examine global humane issues from the perspective of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p>	<p>See link to required readings and recommended resources in the Lesson area of the classroom</p> <p>Weil textbook – p. 45-53</p>	<p>Forum 3</p>
4	<p>Examining humane education problems and solutions through business, economics, and entrepreneurship</p>	<p>Explain a rationale for humane education through a lens of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p> <p>Examine global humane issues from the perspective of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p>	<p>See link to required readings and recommended resources in the Lesson area of the classroom</p> <p>Weil textbook – p. 54-57</p>	<p>Forum 4</p> <p>Week 4 – Humane Education Issue Assignment</p>
5	<p>Examining humane education problems and solutions through geography, religion, and politics</p>	<p>Explain a rationale for humane education through a lens of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p> <p>Examine global humane issues from the perspective of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.</p>	<p>See link to required readings and recommended resources in the Lesson area of the classroom</p> <p>Weil textbook p. 58-61</p>	<p>Forum 5</p> <p>Midterm Project - Humane Education Rationale and Application Project</p>

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6	Examining humane education problems and solutions through philosophy, health, science, and technology	Explain a rationale for humane education through a lens of the economics, politics, science, technology, education, arts, philosophy, religion, and geography disciplines.	See link to required readings and recommended resources in the Lesson area of the classroom Weil textbook p. 61-69	Forum 6
7	Community resources for humane education	Identify community resources to address humane issues.	See link to required readings and recommended resources in the Lesson area of the classroom Weil textbook p. 69-71	Forum 7 Week 7 – Community Resources
8	Solutionaries	Create a plan for humane education in a specific field or context.	See link to required readings and recommended resources in the Lesson area of the classroom Weil textbook p. 71-79 (and skim the Appendix)	Forum 8 Final Project

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style.

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Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need

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additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

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- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.