

Miyazaki International College
Course Syllabus
Spring 2018

Course Title (Credits)	SSI 206-1 ISSUES IN HUMAN RELATIONSHIPS (4)
Course Designation for TC	N/A
Content Teacher	
Instructor	Aya Kasai, Ph.D. LMFT
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Office/Ext	1-405 / 3730
Office hours	Mon / Wed 3:30 – 5:00
Language Teacher	
Instructor	Alan Simpson, M.Sc.
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Office/Ext	1-201 / ext. 3710
Office hours	Mon / Tue / Wed 16:00 – 17:00 and by appointment

Course Description:
A global examination of the major patterns of human relations including gender, the family, and the workplace in different cultures and institutions. This course is designed to help students learn about some major components of relationships to self and others, including cultural influences. Students will be encouraged to think critically by examining theories about human relationships and by applying knowledge from the course to real-life situations.
Course Objectives:
<p>Content-based goals</p> <ul style="list-style-type: none"> - To know more about types and functions of emotions - To learn about and begin to apply developmental and cultural concepts to better understand human relationships - To consider functional and dysfunctional relationships and dynamics through applying theories and concepts from reflective practice - To gain knowledge about self-awareness and communication - To increase/develop an appreciation and curiosity for intra- and inter-personal relationships of self and others <p>Critical thinking goals</p> <p>Students will learn to think critically by identifying advantages and disadvantages of theories about human relationships, describing their own thoughts and feelings, and exploring and discussing</p>

different viewpoints. Activities will also be implemented to

- a) help students learn key ideas & fundamental points about this subject/this field
- b) help students learn background and history related to this subject/field
- c) help students learn to connect this subject/field to the world around them
- d) help students learn how to compare, analyze, synthesize, apply, justify, categorize, explain, discuss as a way to develop their skills as critical thinkers

English skill goals

We will work to help students improve their language skills in the following areas.

Reading Skills

- a) build vocabulary and content knowledge
- b) learn reading skills in order to be able to access fundamental content ideas

Writing Skills

- a) reinforce structures learned in Academic Writing classes
- b) think critically about content ideas, make connections between content ideas and the world around, and be able to display these connections in written form

Speaking Skills

- a) feel confident about speaking
- b) express ideas smoothly and logically in class discussions
- c) ask questions and support arguments with ideas from readings/ lectures and the world around.

Course Schedule:

Day	Topic	Content/Activities
1	Introduction Unit1: Relationship with Self	Introduction to the course and syllabus Understanding emotions
2	Understanding emotion	identifying emotions and sensations
3	Observing Emotion	monitoring emotions
4	Putting Emotion to work	expressing emotions
5	Handling emotions	regulation of emotions
6	Integration	Review activities
7	Unit2: Relationship with others	Introduction to attachment theory
8	Early relationships	Secure and insecure attachment
9	Building secure relationship	Circle of security
10	Issues in parent-child relationships	Child abuse and prevention
11	Parent-child communication	Non-violent communication for parents
12	Integration	Review activities

13	Unit 3: Family Relationships	Discussion: definition of family
14	Family relationships	Family and family roles
15	Issues in family relationships	Functional and dysfunctional family roles
16	Issues in family relationships	Introduction to family therapy
17	Family roles	Role play and presentation
18	Family roles	Role play and presentation
19	Unit 4: Interpersonal Attractions Friendship	Issues in friendship
20	Influence of social media	Issues in friendship and social media
21	Romantic relationships	Gender issues in romantic relationships
22	Romantic relationships	Diversity in sexual orientation
23	Research in human relationships	Introduction to research skills
24	Research in human relationships	Research workshop
25	Unit 5: Relationship with global society	Creating a cultural genogram
26	Identity	Understanding cultural and other identities
27	Violence and non-violence	Understanding structural violence
28	Privilege, power and oppression	Understanding structural violence
29	Working constructively	Theatre of the oppressed workshop
30	Working for peace	Theatre of the oppressed workshop
Week 16	Final Exam	Final project submission

Required Materials:

Students should have a two-hole binder or similar file for keeping track of their notes and reading assignments. Reading assignments will be handed out in class and/or posted on Moodle. Loose leaf paper, USB, writing utensils, dictionary are also required.

Course Policies (Attendance, etc.):

As course participants, students are expected to attend all classes, and to participate actively as members of the class. There may be times when it will be necessary for you to miss a class (due to illness or for other reasons). If a student has more than 4 absences, they may be required to withdraw from the class. It is the responsibility of the student to inform the instructors of any scheduled absences. If you miss a class, you are expected to obtain missing materials and catch

up by talking to other students and/or visiting instructors in our office(s).

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

Quizzes	20%
Assignments/Homework	35%
Participation	15%
Mid-term & final projects	30%

Methods of Feedback:

Generally, feedback for assignments will be given in two weeks as written comments or as points.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

- 1) Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
- 3) The ability to identify and solve problems
- 4) Advanced communicative proficiency in both Japanese and English

Notes:

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文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					