Miyazaki International College

Course Syllabus

Spring 2022

|  |  |
| --- | --- |
| Course Title (Credits) | SSI 206-1 ISSUES IN HUMAN RELATIONSHIPS (4) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | Aya Kasai（実務経験のある教員）, Ph.D. LMFT |
| E-mail address | akasai@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-405 / 3730 |
| Office hours | Tue / Thu 15:00~16:30 |
| Language Teacher | |
| Instructor | N/A |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

|  |  |  |
| --- | --- | --- |
| 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: | | |
| **Content-based goals**   * 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   **Critical thinking goals**  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 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.  **Active Learning**  Class activities include various active learning strategies:   * Interactive lectures / discussion * Group work * Creative arts * Reading / writing / film * Oral presentations | | |
| 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 | Fight, flight, freeze |
| 8 | Our brain system | Animal survival |
| 9 | Our body and mind | Autonomic nervous system |
| 10 | Experiment | ANS experiment |
| 11 | Resource | Resource for our ANS |
| 12 | Resiliency | Tapping touch |
| 13 | Integration | Review activities |
| 14 | Unit 3: Healthy relationship | What makes a good relationship? |
| 15 | Friendship | Making and maintaining friendship |
| 16 | Partnership 1 | Romantic relationship |
| 17 | Partnership 2 | What does healthy partnership look like? |
| 18 | Presentation 1 | Art project |
| 19 | Presentation 2 | Poster session |
| 20 | Integration | Break ups and moving on |
| 21 | Unit 4; Relationship in society | Power dynamics |
| 22 | Nonviolent communication 1 | Power dynamics in groups |
| 23 | Nonviolent communication 2 | Bullying |
| 24 | Violence and non-violence | Understanding types of violence |
| 25 | Oppression | Understanding oppression |
| 26 | Relationship in the world | Workshop on violence and non-violence |
| 27 | Research skills 1 | Conduct a literature review |
| 28 | Research skills 2 | Conduct a literature review |
| 29 | Presentation 1 | Presentation of literature review |
| 30 | Presentation 2 | Presentation of literature review |
| Week 16 | Final Exam |  |
| 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, writing utensils, dictionary are also required. | | |
| Course Policies (Attendance, etc.): | | |
| **STUDENT RESPONSIBILITIES:**   * If you miss a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student. * It is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required. * You are expected to inform instructor in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and catch up by talking to other students and the instructor as soon as possible. * Excused absence from class (in case of illness or family emergency) requires a written notice from a doctor or other appropriate individuals within 7 days. All other absence from class will be considered “unexcused”. * If you are not in the classroom when the instructor takes attendance, you will be marked as late. 3 late attendances will be counted as 1 absence. 5 unexcused absences will result in your required withdrawal from the course.   **LEARNING ENVIRONMENT:**   * We will make efforts to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture. * You will have the opportunity to demonstrate your learning in both individual and group activities throughout the course. We will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening). * Students and instructors will work together to create safe learning environment for everyone. Harassment or bullying will not be tolerated.   **REASONABLE ACCOMMODATIONS:**   * It is our goal that all students have an effective learning environment. Please let us know all necessary accommodations needed to make the class fully accessible.   **The instructor reserves the right to make changes to this syllabus at any time.** | | |
| 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: | | |
| Satisfactory completion of all assignments are mandatory in order to pass the course.  Assignments/Homework/Classroom activities 70%  Mid-term & final projects 30%  Plagiarism  Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of ‘F’ or withdrawal from the course. | | |
| 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)  2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations.  3. The ability to identify and solve problems.  4. Advanced communicative proficiency in both Japanese and English.  5. Proficiency in the use of information technology. | | |
| Notes: | | |
| 担当教員は、臨床心理士として病院等で勤務した経験を活かし、文化、性別、職場等の人間の結びつきについて講義を行う。 | | |

