# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>GEC1A04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Love, Intimacy and Identity</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### Objectives

In this subject, the following cluster specific attributes will be emphasized:

- Reflection on individual moral character
- Informed citizenship
- Reflection on one’s own existence and search for meaning
- Explore theories of Human Nature and development
- Relate to “The Other
- Dimensions of wellness
- Be more open-minded and reflective in our construction of identities.

### Intended Learning Outcomes

(Has note 1)

Upon completion of the subject, students will be able to:

(a) explore relevant theories and concepts of love, intimacy and identities;
(b) discuss the current debates around issues of gender & identities;
(c) evaluate the extent to which social forces and cultural representations shape our understanding of intimate relationships and gender identities
(d) map out the understanding of a gendered self in relation to the others with more open attitudes in a society with continuous changes

Explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning

**Literacy:**

Students are required to read relevant books, scholarly articles, and to conduct research for the presentation. They have to write a critical paper (as individual paper or part of a group project) on current issues related to love, intimacy and sexuality. They are expected to articulate their understanding of the theories by applying them to reflect upon their personal and social contexts.

**Higher order thinking:**

Students are required to read materials with different perspectives and standpoints, and be able to compare and contrast different viewpoints critically. They are encouraged to exchange their ideas in tutorials, critical written reflections on related issues, and be able to develop a balanced perspective in the understanding of self and society.
**Life-long learning:**
This subject will provide students with basic knowledge and perspectives in understanding this subject matter that is closely related to their personal and social life. With better understanding on the issue, students would develop a more tolerant attitude in interacting with others who has different sexual identities. By reflecting on this important issue, students will become more mature in dealing with love and intimacy and be able to achieve personal growth in this particular regard.

### Subject Synopsis/Indicative Syllabus

*(Note 2)*

1. **Factors of attraction**
   - a. Proximity
   - b. Physical attractiveness
   - c. Reciprocity
   - d. Similarity and complementarity

2. **Theories of Love**
   - a. Components and types of love (Robert Sternberg)
   - b. Styles of love (John Alan Lee)
   - c. Attachment Styles (Kim Bartholomew)
   - d. Love stories in popular culture

3. **Sexuality and Values**
   - a. College virgin
   - b. Sexual attitudes
   - c. Sexual behaviour
   - d. Sexual satisfaction

4. **Theories on Male gaze and gendered identity**
   - a. Freud
   - b. Lacan
   - c. Laura Mulvey
   - d. Ann Kaplan
   - e. Mary Ann Doane

5. **Gender and Self identities**
   - a. Gender attribution
   - b. Gender and heterosexuality
   - c. Transsexualism and transgenderism

6. **Women in traditional and modern society**
   - a. Hi-Story of women: China and the West
   - b. Women as commodity: past and present
   - c. Women in popular culture

7. **Waves of feminism and their impact on self identity**
   - a. 1st and 2nd waves of feminism in the US
   - b. 3rd wave of feminism “s”
   - c. Feminism”s” and Hong Kong society

8. **Men and masculinities in relation to**
   - a. family and workplace
   - b. stereotypes of men in popular culture

9. **Queer culture and family values**
   - a. Stereotypes
   - b. Coming out or coming home?
   - c. LGBT rights in the West
   - d. LGBT in Chinese societies
This subject focuses on the changing meanings of love and intimacy and examines their importance in structuring the identities of individuals. It will start from a discussion of the concepts of love, intimacy and identity and then proceed to a cross-cultural investigation of the historical developments in related areas. Students are expected to think critically through the significant changes that are happening in the spheres of love and gender politics in modern and contemporary times. Emphasis will be placed on the treatment of love and gender relationships by the media, with special attention to the gender-consumerism relationship, the aesthetics and politics of sexuality, and the impact of feminist and queer cultures on the understanding of oneself in relation to family and society.

The course is theory oriented, with significant illustrations by audio-visual aids. Relevant examples will be taken from case studies, newspapers, advertisements, drama, interviews and documentaries, film and TV series. List of movies include: Iwai Shunji’s *Love Letters* (1995), Masanori Murakami’s *Densha Otoko* (2005), Derek Yee’s *2 Young* (2005), Johnny To’s *Love on a Diet* (2001), Barry Levinson’s *Disclosure* (1994), Alain Berliner’s *Ma Vie En Rose* (1997), Kimberley Peirce’s *Boys Don’t Cry* (1999), Olivier Jahan’s *Faites comme si je n’étais pas là* (2000); interviews in Barbara Wong’s *Women’s Private Parts* (2000) and RTHK documentaries. Students are also encouraged to use their own life experience for personal reflections and critical sharing.

Ordinances and laws on related issues will be introduced and questioned. Comparisons between Western countries and Hong Kong such as Civil Partnership Act of the UK and Sex discrimination Ordinance of Hong Kong will be used to sharpen the topical awareness in local and global contexts.

One scholarly article will be assigned to students for each week. Students are expected to have read the articles before coming to class. In tutorials, presentations and discussions on relevant topics outlined in the articles would help students to read and share their understanding of the assigned readings.

### Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>1. Seminar</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Group project</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Exercises</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td>4. Mid term quiz</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Student Study Effort Expected</strong></td>
<td><strong>Class contact:</strong></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27 Hrs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutorials / Seminars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 Hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Other student study effort:

- Readings/ Discussion/ Consultation: 39 Hrs.
- Presentations/ critical paper/ quizzes: 39 Hrs.

Total student study effort: 117 Hrs

<table>
<thead>
<tr>
<th><strong>Reading List and References</strong></th>
<th><strong>Basic Readings</strong></th>
</tr>
</thead>
</table>

**Reference**


**Note 1: Intended Learning Outcomes**
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/Indicative Syllabus**
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>GEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster Area</td>
<td></td>
</tr>
<tr>
<td>☑ Human Nature, Relations and Development</td>
<td></td>
</tr>
<tr>
<td>☐ Community, Organization and Globalisation</td>
<td></td>
</tr>
<tr>
<td>☐ History, Cultures and World Views</td>
<td></td>
</tr>
<tr>
<td>☐ Science, Technology and Environment</td>
<td></td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
<tr>
<td>Requirements intended to fulfil</td>
<td>☐ China-Study Requirement (CSR)</td>
</tr>
<tr>
<td></td>
<td>☐ English Reading (ER) and English Writing (EW)</td>
</tr>
<tr>
<td></td>
<td>☐ Chinese Reading (CR) and Chinese Writing (CW)</td>
</tr>
</tbody>
</table>