

## The Hong Kong Polytechnic University

**Subject Description Form**

<b>Subject Code</b>	CBS1A19
<b>Subject Title</b>	Love, Intimacy and Identity
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion GEC1A04 Love, Intimacy and Identity
<b>Objectives</b>	<p>In this subject, the following cluster specific attributes will be emphasized:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reflection on individual moral character</li> <li><input checked="" type="checkbox"/> Informed citizenship</li> <li><input checked="" type="checkbox"/> Reflection on one's own existence and search for meaning</li> <li><input checked="" type="checkbox"/> Explore theories of Human Nature and development</li> <li><input checked="" type="checkbox"/> Relate to "The Other"</li> <li><input checked="" type="checkbox"/> Dimensions of wellness</li> <li><input checked="" type="checkbox"/> Be more open-minded and reflective in our construction of identities.</li> </ul>
<b>Intended Learning Outcomes</b>  (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) explore relevant theories and concepts of love, intimacy and identities;</li> <li>(b) discuss the current debates around issues of gender &amp; identities;</li> <li>(c) evaluate the extent to which social forces and cultural representations shape our understanding of intimate relationships and gender identities</li> <li>(d) map out the understanding of a gendered self in relation to the others with more open attitudes in a society with continuous changes</li> </ul> <p><u>Explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</u></p> <p><b>Literacy:</b> 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.</p> <p><b>Higher order thinking:</b> 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.</p>

	<p><b><u>Life-long learning:</u></b>  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.</p>
<p><b>Subject Synopsis/  Indicative Syllabus</b>   <i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Factors of attraction <ol style="list-style-type: none"> <li>a. Proximity</li> <li>b. Physical attractiveness</li> <li>c. Reciprocity</li> <li>d. Similarity and complementarity</li> </ol> </li> <li>2. Theories of Love <ol style="list-style-type: none"> <li>a. Components and types of love (Robert Sternberg)</li> <li>b. Styles of love (John Alan Lee)</li> <li>c. Attachment Styles (Kim Bartholomew)</li> <li>d. Love stories in popular culture</li> </ol> </li> <li>3. Sexuality and Values <ol style="list-style-type: none"> <li>a. College virgin</li> <li>b. Sexual attitudes</li> <li>c. Sexual behaviour</li> <li>d. Sexual satisfaction</li> </ol> </li> <li>4. Theories on Male gaze and gendered identity <ol style="list-style-type: none"> <li>a. Freud</li> <li>b. Lacan</li> <li>c. Laura Mulvey</li> <li>d. Ann Kaplan</li> <li>e. Mary Ann Doane</li> </ol> </li> <li>5. Gender and Self identities <ol style="list-style-type: none"> <li>a. Gender attribution</li> <li>b. Gender and heterosexuality</li> <li>c. Transsexualism and transgenderism</li> </ol> </li> <li>6. Women in traditional and modern society <ol style="list-style-type: none"> <li>a. Hi-Story of women: China and the West</li> <li>b. Women as commodity: past and present</li> <li>c. Women in popular culture</li> </ol> </li> <li>7. Waves of feminism and their impact on self identity <ol style="list-style-type: none"> <li>a. 1<sup>st</sup> and 2<sup>nd</sup> waves of feminism in the US</li> <li>b. 3<sup>rd</sup> wave of feminism “s”</li> <li>c. Feminism “s” and Hong Kong society</li> </ol> </li> <li>8. Men and masculinities in relation to <ol style="list-style-type: none"> <li>a. family and workplace</li> <li>b. stereotypes of men in popular culture</li> </ol> </li> <li>9. Queer culture and family values <ol style="list-style-type: none"> <li>a. Stereotypes</li> <li>b. Coming out or coming home?</li> <li>c. LGBT rights in the West</li> <li>d. LGBT in Chinese societies</li> </ol> </li> </ol>

<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>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.</p> <p>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 <i>Love Letters</i> (1995), Masanori Murakami's <i>Densha Otoko</i> (2005), Derek Yee's <i>2 Young</i> (2005), Johnny To's <i>Love on a Diet</i> (2001), Barry Levinson's <i>Disclosure</i> (1994), Alain Berliner's <i>Ma Vie En Rose</i> (1997), Kimberley Peirce's <i>Boys Don't Cry</i> (1999), Olivier Jahan's <i>Faites comme si je n'etais pas la</i> (2000); interviews in Barbara Wong's <i>Women's Private Parts</i> (2000) and RTHK documentaries. Students are also encouraged to use their own life experience for personal reflections and critical sharing.</p> <p>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.</p> <p>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.</p>					
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Seminar	30%	✓	✓	✓	✓
	2. Group project	30%	✓	✓	✓	✓
	3. Exercises	20%	✓	✓	✓	✓
	4. Mid term quiz	20%	✓	✓	✓	✓
	Total	100 %				
<p><b>Student Study Effort Expected</b></p>	Class contact:					
	▪ Lecture		27 Hrs.			
	▪ Tutorials / Seminars		12 Hrs.			
	Other student study effort:					

	<ul style="list-style-type: none"> <li>▪ Readings/ Discussion/ Consultation</li> <li>▪ Presentations/ critical paper/ quizzes</li> </ul>	<p>39 Hrs.</p> <p>39 Hrs.</p>
	Total student study effort	117 Hrs
<b>Reading List and References</b>	<p><u>Basic Readings</u></p> <p>Miller, Rowland S. <i>Intimate Relationships</i>. 8<sup>th</sup> ed. NY: McGraw-Hill, 2018.</p> <p>Galician, Mary-Lou, and Debra L. Merskin, (eds.). (2007). <i>Critical Thinking About Sex, Love, and Romance in the Mass Media: Media Literacy Applications</i>. New Jersey and London: Lawrence Erlbaum Associates.</p> <p><u>Reference</u></p> <p>Adams, Rachel, and David Savran, (eds). (2002) <i>The Masculinity Studies Reader</i>. Massachusetts and Oxford: Blackwell. [HQ1088.M377 2002]</p> <p>Beasley, Christine. (2005). <i>Gender and Sexuality: Critical Theories, Critical Thinkers</i>. London: Sage Publications.</p> <p>Beauvoir, Simone de. (1988) <i>The Second Sex</i>. (Trans. and ed.) H. M. Parshley. London: Picador. [HQ1208.B413 1971]</p> <p>Butler, Judith. (1990) <i>Gender Trouble: Feminism and the Subversion of Identity</i>. New York: Routledge. [HQ1154.B88 1990]</p> <p>Disch, Estelle, (ed). (2003) <i>Reconstructing Gender: A Multicultural Anthology</i>. (3<sup>rd</sup> ed.) NY: McGraw Hill. [HQ1075.R43 2003]</p> <p>Ferber, Abby L., Kimberly Holcomb, &amp; Tre Wentling. (2009). <i>Sex, Gender, and Sexuality: The New Basics</i>. Oxford: Oxford University Press.</p> <p>Foucault, Michel. (1978) <i>History of Sexuality</i>. Trans. Robert Hurley. NY: Vintage Books, 1978. [HQ12.F6813]</p> <p>Freud, Sigmund. (1977) <i>On Sexuality: Three Essays on the Theory of Sexuality and Other Works</i>. London: Penguin Books. [HQ21.F73 1977]</p> <p>Jankowiak, William R. (2008). <i>Intimacies: Love and Sex Across Cultures</i>. New York: Columbia University Press.</p> <p>Kaplan, E. Ann, (ed.). (2000) <i>Feminism and Film</i>. Oxford: Oxford UP. [PN1995.9.W6 F448 2000]</p> <p>Lu, Tonglin, (ed.). (1993). <i>Gender and Sexuality in Twentieth-Century Chinese Literature and Society</i>. NY: State U of NY.</p> <p>Oleksy, Elz'bieta H. (2009). <i>Intimate Citizenships: Gender, Sexualities, Politics</i>. New York: Routledge.</p> <p>Pang, Laikwan and Day Wong, (eds). (2005) <i>Masculinities and Hong Kong Cinema</i>. Hong Kong: Hong Kong UP. [PN1993.5.H6 M37 2005]</p> <p>Sullivan, Gerard and Peter A. Jackson, (eds.) (2001) <i>Gay and Lesbian Asia: Culture, Identity, Community</i>. New York: Harrington Park Press. [HQ76.3.A78 G37 2001]</p> <p>Whitehead, Stephen M., and Frank J. Barrett, (eds.) <i>The Masculinities Reader</i>. Cambridge: Polity Press, 2001.</p>	

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.

<b>Subject Offering Department</b>	CBS
<b>Cluster Area</b>	<p>Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:</p> <p><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR(A)]</p> <p><input type="checkbox"/> Science, Technology and Environment [CAR(D)]</p> <p><input type="checkbox"/> Chinese History and Culture [CAR(M)]</p> <p><input type="checkbox"/> Cultures, Organisations, Societies and Globalisation [CAR(N)]</p>
<b>Medium of Instruction</b>	English
<b>Requirements intended to fulfil</b>	<p><input type="checkbox"/> China-Study Requirement (CSR)</p> <p><input type="checkbox"/> English Reading (ER) and English Writing (EW)</p> <p><input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)</p>