

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: 4-year/ 5-year Full-time Undergraduate programmes
Programme QF Level	: 5
Course Title	: Sexuality: Embracing Diversity (性: 擁抱多元)
Course Code	: GEG2062
Department	: Special Education and Counselling
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI for Sem I and EMI for Sem II
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

What is sexual diversity? How does the social cultural experience of our personal sexuality shape our attitudes about those people who do not express their sexuality in the same ways as we do? Based on contact theory and theories in sexuality, this course aims to stimulating students to have self-reflection, knowledge enhancement and intergroup contacts to foster their understanding and appreciation of sexual diversities.

The course will cover three dimensions: awareness, knowledge, and integration. The awareness dimension includes students' reflective and critical reflections on how individuals' sexualities and their attitudes to sexualities are shaped by social cultural values. The knowledge dimension covers concepts/theories of sexuality from diverse perspectives, and current social issues related to sexuality debates. Students will discuss how sexualities intersect with other social categories, such as sex, gender, sexual orientation, disability etc. in producing life barriers or creating resilience to individuals of the society. The integration part offers a space for students to appreciate sexual diversity in daily experiences in a diverse world through integration of what they have learned in the course. They will also participate in social and cultural events to appreciate sexual diversities in the society.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁** Aware of how individuals' sexualities and attitudes/prejudice towards sexualities are shaped by socio-cultural forces;
- CILO₂** Understand the diverse and holistic concepts of sexuality;
- CILO₃** Understand that sexuality debates can be analyzed from diverse theoretical perspectives;
- CILO₄** Examine current social issues related to sexuality debates, in understanding how sexualities intersect with social categories, such as gender, sexual orientation, disability etc., in producing inequalities or creating resilience;
- CILO₅** Integrate class learning to appreciate sexual diversity through synthesizes sexuality concepts/theories with participants' daily life experiences.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Awareness <ul style="list-style-type: none"> • Aware of the shaping of own sexual attitudes in individual's unique social cultural context. • Global and regional examples on how sexualities/sexual prejudice are constructed by social cultural forces. • Understand ethical issues related to sexual prejudice 	CILO ₁	Reflective discussion Case studies Experiential learning Video show
Knowledge <ul style="list-style-type: none"> • <u>Holistic concept of sexuality</u>: sex, gender, sexual orientation, sexual identity, gender identity, sexual desire, sexual behaviors etc.. • <u>Major theoretical debates</u>: Multiple perspectives/theories in sexuality studies; 	CILO _{2,3,4,5}	Readings Lecture Reflective discussion Experiential learning Case studies Video show Panel speakers/

<p>historical and global case examples to illustrate such debates. Global and regional trends in sexuality studies.</p> <ul style="list-style-type: none"> • <u>Current social issues</u>: global and regional debating sexuality issues, such as anti-discrimination ordinance based on sexual orientation, homophobic bullying, gender recognition act, disability and sexualities etc. Analyze how sexualities intersect with individuals' barriers to equal opportunities using multiple perspectives. Students will participate in cultural and social events to appreciate sexual diversities in the society 		Inter-group dialogue in social and cultural events/ Community visits
<p>Integration Critically and creatively integrate the sexuality knowledge learned in the course to conduct a presentation, which links to participants' daily life experiences, such as their attitudes, beliefs, and knowledge in understanding sexual diversity.</p>	CILO _{1,2,3,4,5}	Readings Consultation Group presentation & report Quiz

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. In class on-line reflective journals Students write in-class on-line reflective journals to reflect personal awareness and reflections through synthesize sexuality knowledge with participants' daily life experiences.	20%	CILO _{1,5}
b. Group Project Students form into groups, to participate in cultural and social events related to sexual diversity. Through this experience, they will identify a specific controversial sexuality issue in the society, to critically analyze the issue by integrate what they have learned in this course. Students need to complete their presentations by the end of the course and hand in group reports with 1200 in English words; 1400-1600 in Chinese words.	30%	CILO _{1, 2, 3, 4,5}
c. Quiz Based on the lecture and reading materials, questions will be asked to assess participants' understanding and application of concepts and theories of this course.	50%	CILO _{2, 3, 4}

5. Required Text(s)

Nil

6. Recommended Readings

Social cultural construction of sexualities/sexual attitudes

Herek, G. M. (2007). Confronting sexual stigma and prejudice: Theory and practice. The Journal of Social Issues, 63(4), 905.

Weeks, J. (2010). *Sexuality*. London; New York: Routledge.

Concepts and theoretical perspectives

- Bruess, C. & Greenbergm, J. (2014) *Sexuality education – theory and practice*. Jones & Bartlett Publishers.
- Herek, G. M. (2007). Confronting sexual stigma and prejudice: Theory and practice. *The Journal of Social Issues*, 63(4), 905.
- Seidman, S., Fischer, N. & Meeks, C. (Eds) (2011). *Introducing the new sexuality studies*. London: Routledge.

Current social issues related to sexual diversity

- Case, K. A., & Stewart, B. (2013). Intervention effectiveness in reducing prejudice against transsexuals. *Journal of LGBT Youth*, 10(1), 19.
- Cooper, R. M., & Blumenfeld, W. J. (2012). Responses to cyberbullying: A descriptive analysis of the frequency of and impact on LGBT and allied youth. *Journal of LGBT Youth*, 9(2), 153-177.
- Dewinter, J., Van Parys, H., Vermeiren, R., & van Nieuwenhuizen, C. (2017). Adolescent boys with an autism spectrum disorder and their experience of sexuality: An interpretative phenomenological analysis. *Autism*, 21(1), 75-82.
- Diamond, L. M. (2008). *Sexual fluidity: Understanding women's love and desire*. Cambridge, Mass.: Harvard University Press.
- Dewinter et al.(2015). Sexuality in adolescent boys with autism spectrum disorder: self-reported behaviours and attitudes. *Journal of Autism and Developmental Disorders*. 45, 731-741.
- DeLamater, J. D., & Hyde, J. S. (1998). Essentialism vs. social constructionism in the study of human sexuality. *The Journal of Sex Research*, 35(1), 10-18.
- Herek, G. M., & McLemore, K. A. (2013). Sexual prejudice. *Annual Review of Psychology*, 64, 309.
- Kendall, N. (2013). *The sex education debates*. Chicago : The University of Chicago Press.
- Kosciw, J. G., Greytak, E. A., Diaz, E. M., & Bartkiewicz, M. J. (2010). The 2009 national school climate survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN.
- Kwok, D.K. (2018). Community support for Chinese trans* students experiencing genderism. *Sex Education*. 18(4), 406-419
- Kwok, D.K. & Lee, J. (2018). Sexual prejudice and school experience of LGBTQ students in South Korea and Hong Kong. K.J. Kennedy & J.C.K. Lee, *Routledge Handbook on Schools and Schooling in Asia* (857-863). London: Routledge.
- Kwok, D.K. (2016). Experience of Sexual Minority Students in Hong Kong Schools. *Journal of LGBT Youth*, 13(4), 376-398.
- Kwok, D.K., & Wu, J. (2015). Chinese attitudes towards sexual minorities in Hong Kong: Implications for mental health. *International Review of Psychiatry*, 27(5), 444-454.
- Kwok, D. K., Winter, S., & Yuen, M. (2012). Heterosexism in school: The counselling experience of Chinese tongzhi participants in Hong Kong. *British Journal of Guidance & Counselling*, 40(5), 561-575.
- Kwok, D. K. (2012). Teaching sexual diversity in Hong Kong: Challenging Homophobia. In B. C. Eng (Ed.). *A Chinese Perspective on Teaching and Learning* (pp. 121-137). Routledge Publishing.
- Kwok, D. K. , Wu, J., & Shardlow, S. M. (2013). Attitudes toward lesbians and gay men among Hong Kong Chinese social work students. *Journal of Social Work Education*, 49(2), 337-352

Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751-783.

Savin-Williams R.C. et al., (2012). Prevalence and Stability of Self-Reported Sexual Orientation Identity During Young Adulthood. *Archives of Sexual Behavior*, 41:103–110.

Winges-yanez, N. (2014). Why all the talk about sex? an autoethnography identifying the troubling discourse of sexuality and intellectual disability. *Sexuality and Disability*, 32(1), 107-116.

Yeo, T.F.D & Fung, T.H (2016). Between ‘0’ and ‘1’: safer sex and condom use among young gay men in Hong Kong, *Culture, Health & Sexuality*, 18:3, 294-307,

7. Related Web Resources

The Kinsey Institute for Research in Sex, Gender, and Reproduction

<http://www.kinseyinstitute.org/research/index.html>

香港家庭計劃指導會 <http://www.famplan.org.hk>

Equal Opportunities Commission <http://www.eoc.org.hk>

Project Touch, Hong Kong Boys and Girls Club Association of Hong Kong

<http://www.newtouch.net/about.html>

UNESCO <https://en.unesco.org/news/why-comprehensive-sexuality-education-important>
Gender Empowerment Hong Kong

https://www.facebook.com/gender.empowerment.hk/info/?tab=page_info

Hong Kong Human Rights Monitor 香港人權監察 <http://www.hkhrm.org>

Transgender Resource Center (跨性別資源中心) <http://www.tgr.org.hk/tgr.org.hk>

Sexuality for All 平等性教育計劃 <https://www.facebook.com/Sexuality-for-All>

8. Related Journals

Archives of Sexual Behavior

Sex Education: Sexuality, Society, and Learning

Sexuality & Sexual Health

Sexuality Culture and Health

Journal of LGBT Youth

Journal of Sex Research

Sexuality Research and Social Policy

Journal of Gay and Lesbian Social Services

Journal of Homosexuality

Journal of Bisexuality

Journal of LGBT Issues in Counselling

Sexualities

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students*

(<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

