

GE2211: SEXUALITY, CULTURE AND DIVERSITY

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Sexuality, Culture and Diversity

Subject Code

GE - Gateway Education

Course Number

2211

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Additional Information

Some guest speakers will speak Cantonese, bilingual peer translators will be provided for non-Cantonese speaking students.

Part II Course Details

Abstract

This course explores the meanings of sex and sexuality in cultural and historical contexts. We will look at how sexuality is embedded in social and political institutions and encourage students to understand the cultural and socio-political implication of sex and sexuality. Various learning activities will be used, such as lectures, group discussion, video show, sharing with guest speakers and visiting local communities. The course gives students opportunities to critically discover and examine issues related to sex and sexuality in terms of race, gender, class, age, and sexual orientation in both local and international contexts.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To examine major theories and concepts on sexuality, culture and diversity through diverse and creative learning activities.		x	x	x
2	To identify international and local issues, such as trans-prejudice, homophobia, heteronormativity, minority stress, and human rights practices through creative means.		x	x	x
3	To explain and to analyse current controversial sexuality, culture and diversity issues through integration of the knowledge.		x	x	x
4	To reflect on personal learning through synthesizing sexuality, culture and diversity concepts in relation to society.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Major theoretical approaches and research methods in human sexuality. Students learn concepts/theories and research methods through attending lectures, completing assigned readings, and participating in discussions.	1, 2, 3	
2	Case studies, films, guest speakers	Students will be engaged in self-directed student-centred discussion, to discover and to identify current issues such as sexual citizenship, transgenderism, intersexuality, commercial sex, sadomasochism, etc. through viewing film clips, reading personal narratives, and listening to guest speakers' sharing.	1, 2, 3, 4	
3	Group project	Students will work in groups and give an oral presentation of their group project. Students are required to integrate and critically analyze issues related to sexuality, culture and diversity. Guidelines and consultation will be provided for project preparation.	1, 2, 3, 4	
4	Term paper	Students are required to write a coherent term paper (in group) based on their group project. Guidelines and consultation will be provided for preparation.	1, 2, 3, 4	

5	Reflective journal	Students are required to write individual reflective journal that reflects their learning in class and synthesizes concepts and their daily life experience.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Reflective journal	2, 3, 4	30
2	Group project	1, 2, 3, 4	30
3	Term paper	1, 2, 3, 4	40

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Group project (30%)

Criterion

1. Creativity and original thinking
2. Application of relevant knowledge
3. Critical discussion of relevant concepts and theories
4. Capacity of team learning
5. Good organization and communication skills

Excellent (A+, A, A-)

Demonstrate strong evidence of creativity and original thinking. Demonstrate evidence of an extensive and detailed knowledge base through literature review, including concepts/theories/current research studies. Demonstrate highly critical discussions through application of sexuality knowledge. Demonstrate excellent capacity for self-directed learning in a team. Demonstrate excellent organization and verbal communication skills.

Good (B+, B, B-)

Demonstrate evidence of some creativity and original thinking. Demonstrate good understanding of sexuality knowledge through literature review. Demonstrate somewhat critical discussions through application of sexuality knowledge. Demonstrate good capacity for self-directed learning in a team. Demonstrate good organization and verbal communication skills.

Fair (C+, C, C-)

Demonstrate fair creativity and infrequent evidence of original thinking. Demonstrate limited understanding of sexuality knowledge. Demonstrate difficulty in applying knowledge and demonstrate descriptive discussion. Demonstrate limited capacity for self-directed learning in a team. Demonstrate fairly clear but quite uninspiring verbal expression in presentation.

Marginal (D)

Demonstrate relatively weak performance with little evidence of creativity and original thinking. Demonstrate weak understanding of sexuality knowledge. Demonstrate descriptive discussions. Demonstrate weak capacity for self-directed learning in a team. Demonstrate difficulty in articulating a central theme in presentation or sustaining a coherent verbal presentation.

Failure (F)

Does not meet even the minimum requirement list in D or failing to make the presentation.

Assessment Task

2. Term paper (40%)

Criterion

1. Creativity and original thinking
2. Application of relevant knowledge
3. Critical discussion of relevant concepts and theories
4. Good organization and coherency
5. Proper academic reference

Excellent (A+, A, A-)

Demonstrate strong evidence of creativity and original thinking. Demonstrate evidence of an extensive and detailed knowledge base through literature review, including concepts/theories/current research studies. Demonstrate highly critical discussions through application of sexuality knowledge. Demonstrate excellent organization and coherent written expression. Demonstrate excellent familiarity with academic citation and referencing format.

Good (B+, B, B-)

Demonstrate evidence of some creativity and original thinking. Demonstrate good understanding of sexuality knowledge through literature review. Demonstrate somewhat critical discussions through application of sexuality knowledge. Demonstrate good organization and coherent written expression. Demonstrate familiarity with academic citation and referencing format.

Fair (C+, C, C-)

Demonstrate fair creativity and infrequent evidence of original thinking. Demonstrate limited understanding of sexuality knowledge. Demonstrate difficulty in applying knowledge and demonstrate descriptive discussion. Demonstrate fairly clear but quite uninspiring written expression. Demonstrate fair familiarity with academic citation and referencing format.

Marginal (D)

Demonstrate relatively weak performance with little evidence of creativity and original thinking. Demonstrate weak understanding of sexuality knowledge. Demonstrate descriptive discussions. Demonstrate difficulty in articulating a central theme in the term paper or sustaining a coherent written expression. Demonstrate weak familiarity with academic citation and referencing format.

Failure (F)

Does not meet even the minimum requirement list in D or failing to submit the term paper.

Assessment Task

3. Reflective journal (30%)

Criterion

1. Insightful reflection in relation to personal experience
2. Application of relevant concepts

Excellent (A+, A, A-)

1. Demonstrate critical and insightful reflections on the issues discussed with relevance to personal experience.
2. Demonstrate excellent ability to apply concepts learnt

Good (B+, B, B-)

1. Demonstrate good reflections on the issues discussed with relevance to personal experience.
2. Demonstrate good ability to apply concepts learnt.

Fair (C+, C, C-)

1. Demonstrate fair reflections on the issues discussed with little relevance to personal experience.
2. Demonstrate fair ability to apply concepts learnt.

Marginal (D)

1. Demonstrate weak reflections on the issues discussed with no relevance to personal experience.
2. Demonstrate weak ability to apply concepts learnt.

Failure (F)

Does not meet even the minimum requirements.

Part III Other Information

Keyword Syllabus

Sexuality, culture and diversity; Race, gender, class, age, and sexual orientation; Historical and social perspectives; Theoretical debate of “essentialist vs. social constructionist” perspective on sexuality; Prejudices and discriminations; Minority stress; Homophobia; Trans-phobia; Empowerment and equal opportunities. In some sessions, Chinese guest speakers from local sexual minority groups will be invited to share their life experiences in the course. This helps to stimulate students’ understanding on current social issues related to culture, sexuality and diversity.

Reading List**Compulsory Readings**

Title	
1	Seidman, S., Fischer, N. & Meeks, C. (Eds) (2011, 2016). Introducing the new sexuality studies. Routledge.
2	Weeks, J. (2013). Sexuality. London; New York: Routledge. (E-book via CityU library)
3	Herek, G. M. (2007). Confronting sexual stigma and prejudice: Theory and practice. <i>The Journal of Social Issues</i> , 63(4), 905.
4	Herek, G. M., & McLemore, K. A. (2013). Sexual prejudice. <i>Annual Review of Psychology</i> , 64, 309.

Additional Readings

Title	
1	Chan, C. (2005). Report on sexual orientation discrimination in Hong Kong. Women Coalition of HKSAR, Hong Kong.
2	Chou, W.S. (2001) ‘Homosexuality and the Cultural Politics of Tongzhi in Chinese Societies’ , <i>Journal of Homosexuality</i> 40(3/4): 27–46.
3	Connell, R. W. (2005). <i>Masculinities</i> (2nd ed.). Berkeley, Calif.: University of California Press.
4	Diamond, L. M. (2008). <i>Sexual fluidity : Understanding women's love and desire</i> . Cambridge, Mass.: Harvard University Press.
5	Foucault, M. (1977). <i>Discipline and punish : The birth of the prison</i> . London: Penguin Books.
6	Frank, K. (1998). The production of identity and the negotiation of intimacy in a “gentleman’ s club.” <i>Sexualities</i> 1: 175-201.
7	Giddens, A. (1992). <i>The transformation of intimacy : Sexuality, love, and eroticism in modern societies</i> . Stanford, Calif.: Stanford University Press.

8	Giulio, G. D. (2003). Sexuality and people living with physical or developmental disability: A review of key issues. <i>The Canadian Journal of Human sexuality</i> . Vol. 12 (1), pp. 53-73.
9	Greenberg, D. (1997). Transformations of homosexuality-based classification in <i>The gender/sexuality reader</i> , R. Lancaster & M. Di Leonardo, eds.
10	Hatzenbuehler, M. L. (2011). The social environment and suicide attempts in lesbian, gay, and bisexual youth. <i>Pediatrics</i> , 127(5), 896-903. doi:10.1542/peds.2010-3020
11	Heck, N. C., Flentje, A., & Cochran, B. N. (2011). Offsetting risks: High school gay-straight alliances and lesbian, gay, bisexual, and transgender (LGBT) youth. <i>School Psychology Quarterly</i> , 26(2), 161-174. doi:10.1037/a0023226
12	Home Affaire Bureau (HAB) (2006). Survey report on public attitudes towards homosexuals. Downloaded in December 2006 from www.hab.gov.hk .
13	Ingraham, C. (2005.). <i>Thinking straight : The power, the promise, and the paradox of heterosexuality</i> .
14	Jackson, S. (1999). <i>Heterosexuality in question</i> . London: Sage.
15	Kinsey, A.G., Pomeroy, W.B. & Martin, C.E. (1998). <i>Sexual behaviour in the human male</i> . Philadelphia: Saunders.
16	Kimmel, M.S., and Plante, R.F. (2004). <i>Sexualities : identities, behaviours, and society</i> . New York : Oxford University Press.
17	Kinsey, A.G., Pomeroy, W.B. & Gebhard (1998). <i>Sexual behaviour in the human female</i> . Philadelphia: Saunders.
18	Kitzinger, C. (1995). Social constructivism: implications for lesbian and gay psychology. In D' Augelli & Patterson, C.J. (Eds.) (1995), <i>Lesbian, gay and bisexual identities over the lifespan: psychological perspectives</i> (pp.3-23). New York: Oxford University Press.]
19	Lam, T.H., Stewart, S.M., Leung, G.M., Lee, P.W.H., Wong, M.S., Ho, L.M. and the Youth Sexuality Task Force. (2004). Depression symptoms among Hong Kong adolescents: relation to atypical sexual feelings and behaviours, gender dissatisfaction, pubertal timing, and family and peer relationships. <i>Archives of Sexual Behaviour</i> , 33 (5), 487-496.
20	McPhillips, K. Braun, V. & Gavey, N. (2001). Defining (Heterosex) How Imperative is the "Coital Imperative" ? <i>Women' s Studies International Forum</i> , 24, pp. 229-240.
21	Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i> , 129(5), 674.
22	Meyer, I. H., Northridge, M. E., & SpringerLink. (2007). <i>The health of sexual minorities : Public health perspectives on lesbian, gay, bisexual and transgender populations</i> . Boston, MA: Springer Science
23	Minton, . (2008). An exploratory survey of the experiences of homophobic bullying among lesbian, gay, bisexual and transgendered young people in Ireland. <i>Irish Educational Studies</i> , 27(2), 177.
24	Morrow, D. F. (2004). Social Work Practice With Gay, Lesbian, Bisexual, and Transgender Adolescents. <i>Families in Society</i> , 85, 1 pg. 91-100.
25	Nagel, J., & American Council of Learned Societies. (2003). <i>Race, ethnicity, and sexuality : Intimate intersections, forbidden frontiers</i> . New York: Oxford University Press.
26	Parker, R. & Aggleton, P. (Eds.) (1999). <i>Culture, society and sexuality: A reader</i> . Philadelphia: University College London Press.
27	Potts, A. (2000). Coming, coming, gone; a feminist deconstruction of heterosexual orgasm. <i>Sexualities</i> 3(1):55-76.
28	Rainbowsauce. 2002. Gay non-fiction: Gay autobiographies and biographies. Retrieved March 6, 2009 from http://www.rainbowsauce.com/gaynonfic/gayautobi.html
29	Rathus, S.A., Nevid, J.S. & Fichner-Rathus, L. (2011). <i>Human Sexuality in a world of diversity</i> (8th edition). Pearson.
30	Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. In C. S. Vance(Eds.). <i>Pleasure and danger: Exploring female sexuality</i> (pp.267-319). Boston: Routledge & Kegan Paul.
31	Seidman, S. (1996). <i>Queer theory sociology</i> . Cambridge, Mass: Blackwell.
32	Sullivan, G., and Jackson, P.A. (2001). <i>Gay and lesbian Asia: culture, identity, community</i> . New York; London: Harrington Park Press
33	Tuan, Y. 1999. <i>Who am I?: An autobiography of emotion, mind, and spirit</i> . Madison: University of Wisconsin Press.

34	Valleroy, . (2000). HIV prevalence and associated risks in young men who have sex with men. JAMA, 284(2), 198.
35	Vance, C. S. (1984). Pleasure and danger : Exploring female sexuality. Boston: Routledge & Kegan Paul.
36	Weeks, J. (2010). Sexuality (2nd ed.). London; New York: Routledge.
37	Yuan, L. & Mitchell, S. (2000). Land of the walking marriage – Mosuo people of China. Natural History, Vol. 109 Issue 9, p58-66.
38	Asian Centre for Human Rights, http://www.achrweb.org/
39	Asian Pacific Forum Advancing Human Rights in our Region, http://www.asiapacificforum.net/members/apf-member-categories
40	Australia Human Rights & Equal Opportunity Commission, http://www.hreoc.gov.au/
41	Equal Opportunities Commission, http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx
42	HKU Directory of National Human Rights Institutions, http://lib.hku.hk/lawlib/NHR.htm
43	Home Affairs Bureau, http://www.hab.gov.hk/en/home/index.htm
44	UK Equality & Human Rights Commission, http://www.equalityhumanrights.com/pages/eocdrccre.aspx
45	Rehabilitation resources Centre, http://www.hkcss.org.hk/rh/er/index.htm
46	University of Minnesota Human Rights library, http://humanrights.law.monash.edu.au/bibliog/contents.html
47	US Equal Employment Opportunities Commission, http://www.eeoc.gov/
48	Women’ s Commission, http://www.women.gov.hk/langsel.html

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

2, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

2, 3

PILO 3: Demonstrate critical thinking skills

2, 3, 4

PILO 4: Interpret information and numerical data

2, 3

PILO 5: Produce structured, well-organised and fluent text

4

PILO 6: Demonstrate effective oral communication skills

2, 3

PILO 7: Demonstrate an ability to work effectively in a team

2, 3

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

2, 3, 4

PILO 9: Value ethical and socially responsible actions

2, 3, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

term paper