

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Love, Intimacy & Families: Myths & Inequalities 愛情•親密•家庭—想像與不平
Course Code	: SSC1342
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese; English
Course Level	: 1

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

This course will examine the continuity and changes of meanings and practices of love, sex, marriage, and family in contemporary societies, but with a special focus on Hong Kong. It has three main emphases. First, it will discuss the extent and how definitions and forms of family, expressions of love, notions of “good sex”, ideas of motherhood, fatherhood, and childhood, and relationships and practices of intimacy and care have been changed. Particular attention will be on factors such as economic changes, globalization, individualization, commodity capitalism, mass media, government policies, and the rise of experts and professionals. Secondly, it will also examine the centrality of gender, generation, class, and ethnicity in structuring family and intimate relationships and thus contributing to diverse experiences, conflicting expectations, and social inequalities. Thirdly, it will critically evaluate the dominance of the heterosexual nuclear family paradigm and explore the meanings and implications of other forms of intimate relationships and practices. By understanding those apparently private and personal issues from a sociological and critical perspective, this course aims to help participants to re-examine the assumptions, myths, and inequalities underlying our personal and social anxiety towards changing intimate and family relationships.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO 1: Describe and explain the continuities, changes and diversities of intimacy and family relationships
- CILO 2: Interpret personal experiences of love, intimacy and family from a historical, sociological, and critical perspective
- CILO 3: Evaluate the dominance and implications of the model of conventional/ideal family
- CILO 4: Apply concepts and knowledge to critically evaluate trends, policies and public discourses in relation to love, intimacy and family
- CILO 5: Develop positive and better understanding towards new and diverse forms of intimacy and family relationships

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Love, intimacy and families in contemporary society: crisis, progress or contradictions?	CILO _{1,2}	Lecture; discussion;
2. Transformations of love, intimacy and families: Changes and continuities	CILO _{1,2,4}	Lecture; video-clips; reading and discussion of reference materials;

3. Critical examination of romantic love, marriage, domesticity, sex, parenthood and childhood, and violence of the conventional model of intimacy and family	<i>CILO</i> _{2,3,4}	Lecture; group presentations; video-clips; discussion of reference materials
4. Critical evaluation of new and alternative forms of intimacy and families such as trans/cross-border families, same sex intimacies	<i>CILO</i> ₁₋₅	Lecture; group presentations; video-clips; discussion of reference materials; guest speakers
5. Rethinking love, intimacy and families	<i>CILO</i> ₁₋₅	Class discussion and guest speakers

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Class participation	15 %	<i>CILO</i> ₁₋₅
b. Group project: Students have to form themselves into a small group to research a topic covered in the course. Word limit is around 3000 words.	50%	<i>CILO</i> _{1, 3-5}
c. Individual analytical paper: apply the concepts and knowledge acquired in the course to critically reflect and examine one's family experiences or intimate relationships (not more than 1500 words)	35 %	<i>CILO</i> _{1-3, 5}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

1. Baker, H. (1979). *Chinese Family & Kinship*. London: Macmillan.
2. Bauman, Z. (2003). *Liquid Love: On the Frailty of Human Bonds*. Cambridge: Polity Press.
3. Beck, U. & Beck-Gernsheim, E. (1995) *Individualization*. London: Sage Publications.
4. Bulbeck, C. (2009) *Sex, love and feminism in the Asia Pacific. A cross-cultural study of young people's attitudes*. London: Routledge.
5. Chan K.W. Anita (2012) Doing family, contesting gender and expanding affinity: family practices of married women in Hong Kong, *Families, Relationships and Societies*, 1(1): 25-41.
6. Collins, R., & Coltrane, S. (1995). *Sociology of Marriage & the Family: Gender, Love & Property*. Chicago: Nelson-Hall Publishers.
7. Ehrenreich, B., & English, D. (2005). *For Her Own Good: Two Centuries of the Expert's Advice to Women*. New York: Anchor Books.
8. Giddens, A. (1992). *The Transformation of Intimacy: Sexuality, Love, and Eroticism in Modern Societies*. Cambridge: Polity Press.
9. Fox, B. (ed.) (2009) *Family Patterns, Gender Relations*. New York: Oxford University Press.
10. Hoshchild, A. (2003) *The Commercialization of Intimate Life: Notes from Home & Work*. Berkeley: University of California Press
11. Jamieson, L. (1998) *Intimacy: Personal Relationships in Modern Societies*. UK: Polity Press.
12. Jackson, S. & Scott, S. (2010) *Theorizing Sexuality*. England: Open University Press.
13. Nelson, M. (2010) *Parenting out of control: Anxious parents in uncertain times*. New York: New York University Press.
14. Ng, C.H., T.W.P. Wong, Chu, Y.W. and A.K.W. Chan (2009) (eds) *Social Transformations in Chinese Societies: Doing Families in Hong Kong*, 4: 3-187.
15. Olson, D., & DeFrain, J. (2006). *Marriage & Families: Intimacy, Diversity & Strengths*. NY: McCraw-Hill.
16. Quah, S. (2008) *Families in Asia: Home and Kin*. London & New York: Routledge.
17. Steele, T. (2005) *Sex, Self and Society: The Social Context of Sexuality*. Belmont, Calif. : Thomson/Wadsworth
18. Smart, C. (2007) *Personal Life: New Directions in Sociological Thinking*. Oxford: Polity Press.
19. Sullivan, O. (2006) *Changing Gender Relations, Changing Families: Tracing the Pace of Change over Time*. Lanham: Rowman & Littlefield Publishers, Inc.
20. Therborn, G. (2004). *Between Sex & Power: Family in the World, 1900-2000*. London & New York: Taylor & Francis.

21. Watson, R., & Ebrey, P.B. (eds.) (1991). *Marriage & Inequality in Chinese Society*. Berkeley: University of California Press.
22. Weeks, J. et. al. (2001). *Same Sex Intimacies: Families of Choice & Other Life Experiments*. London & New York: Routledge.
23. Zeiler, V. (1994). *Pricing the Priceless Child: The Changing Social Value of Children*. Princeton: Princeton University Press.
24. 熊秉真 (2000)：《童年憶往：中國孩子的歷史》，臺北市，麥田出版股份有限公司。
25. 紀登思(Anthony Giddens)著，周素鳳譯 (2001)：《親密關係的轉變：現代社會的性，愛，慾》，台北市，巨流圖書公司。
26. Niklas Radstrom 等著，朱恩伶等譯 (2002)：《瑞典查甫人：八個瑞典男人談平等，男性氣質和親職》，台北市，女書文化事業有限公司。

[Additional, updated references will be provided on individual topics.]

8. Related Web Resources

1. <http://www.famplan.org.hk/fpahk/en/template1.asp?style=template1.asp&content=info/research.asp>
2. <http://www.rapecrisiscentre.org.hk/>
3. <http://www.bgca.org.hk/bgca06/main/press.asp?lang=C&id=472>
4. <http://www.censtatd.gov.hk>

9. Related Journals

1. Journal of Marriage and the Family
2. Journal of Family Issues
3. Journal of Comparative Family Studies
4. Family Relations

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

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