

GE2109: LOVE, SEX, AND RELATIONSHIPS: PSYCHOLOGICAL PERSPECTIVES

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Love, Sex, and Relationships: Psychological Perspectives

Subject Code

GE - Gateway Education

Course Number

2109

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 1 - Arts and Humanities

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is about the scientific study of love, sex and relationships with an emphasis on the impact of psychological factors in shaping love, sexuality and relationships in humans in different cultures. The content is divided into three parts: the evolutionary perspective on sex and mating, psychological theories of love and intimate relationships, and cultural diversities, with special attention given to the pivotal question of why people fall in love. Students will be required to engage in active learning activities every week to work out tentative solutions to challenging issues related to love, sex, or relationships in the contemporary world, individually as well as in small groups. As this field of knowledge is far from being adequately developed, for many questions there are not yet any definite answers. Therefore, it provides a particularly good setting for students to develop and exercise their critical and creative thinking.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and explain the dynamics of human relationships and sexuality across cultures from psychological perspectives.	20	x		
2	Analyze and appreciate the diversities and cultural differences in human relationships in order to build healthy and long-lasting interpersonal relationships both for romance and for work.	20	x		
3	Integrate psychological knowledge in human relationships, with professional ethics in different disciplines, to deal with interpersonal and work-related issues.	20		x	
4	Generate practical and creative solutions to human relationship problems using social scientific methods.	40			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	Concepts and theories on human love, sex, and relationships across cultures will be introduced. Students will be guided to critically analyze the related contemporary issues.	1	
2	Weekly Challenges	This refers to group-based, guided independent learning. Every week in class, the instructor will hand out one or more “thought questions” , which are to guide students to carry out a systematic investigation of a selected issue. This will lead to the Term Project as described in the following. Students will form groups of 5 - 6 to discuss the thought questions every week.	2	
3	In-class activities and discussion	In-class activities which promote the integration of psychological knowledge with professional work ethics of different disciplines will be conducted during class.	3	

4	Term project	Students are required to work in a group of 5 to 6 to carry out a project that involves a systematic investigation of a question or issue selected by the group. The group will formulate a question for investigation and use a scientific method such as survey or experiment to seek answers to the question. Students are required to (1) collect data, summarize and describe the data, and (2) interpret and discuss findings with reference to concepts and theories learned in the course.	4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quizzes	1, 2, 3, 4	40	Two short quizzes (each with about 25 mc questions) are scheduled to assess students' understanding of major theories and principles covered in the lectures.
2	Progress Report	2, 3	20	Students are required to provide the rationale of selecting a particular issue or question for investigation and outline the method to be used to address the selected issue or question. Each group is required to summarize their "thoughts" in the form of a progress report.

3	Project Report	4	40	Upon completion of the investigation, each group is required to hand in a project report, describing the rationale, method, and results of the investigation. A discussion of the results in relation to current psychological knowledge on the topic must be included in the report. The report is about 8 to 10 pages (or 2000 words) in length.
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quizzes

Criterion

(a) Understanding of the theories, concepts, and issues covered in the entire course

Excellent (A+, A, A-)

Exhibit a substantial understanding of the issues covered in the entire course

Good (B+, B, B-)

Exhibit a good understanding of the issue covered in the entire course

Fair (C+, C, C-)

Exhibit a fair understanding of the issues covered in the entire course

Marginal (D)

Exhibit little understanding of the issues covered in the entire course

Failure (F)

Fail to understand most of the issues covered in the entire course

Assessment Task

2. Progress Report

Criterion

(a) Capability to integrate relevant concepts and theories in solving human relationship problems from different cultural perspective

(b) Ability to elaborate ideas extensively and justify opinions with ample evidence from different cultures

(c) Ability to incorporate ideas of group members

Excellent (A+, A, A-)

- (a) Show a strong capability to integrate relevant concepts and theories to formulate testable hypotheses
- (b) Elaborate their ideas extensively and justify their opinions with ample evidence
- (c) Demonstrate excellent ability in incorporating the ideas of group members

Good (B+, B, B-)

- (a) Show a good capacity to integrate relevant concepts and theories to formulate testable hypotheses
- (b) Elaborate their ideas sufficiently and justify their opinions with abundant evidence
- (b) Demonstrate good ability in incorporating the ideas of group members

Fair (C+, C, C-)

- (a) Show an acceptable capability to integrate relevant concepts and theories to formulate testable hypotheses
- (b) Elaborate their ideas reasonably and justify their opinions with some evidence
- (c) Demonstrate little ability in incorporating the ideas of group members

Marginal (D)

- (a) Show a marginal capability to integrate relevant concepts and theories
- (b) Provide little elaboration of their ideas and illustrate their thoughts with few examples
- (c) Limited ability in incorporating ideas of group members

Failure (F)

- (a) Show limited capability to integrate relevant concepts and theories to formulate testable hypotheses
- (b) Provide no elaboration of their ideas and illustrate their thoughts with no example
- (c) No indication of an ability to incorporate ideas of group members

Assessment Task

3. Project Report

Criterion

- (a) Demonstration of creative ideas
- (b) Soundness of hypotheses
- (c) Use of relevant knowledge
- (d) Presentation of ideas(e) Ability to analyze issues relevant to the project critically

Excellent (A+, A, A-)

- (a) Creative ideas are shown in at least 2 of the following aspects: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (b) Sound logic of hypothesis testing with no flaw
- (c) Relevant knowledge is used to support at least 3 of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (d) Clear presentation of ideas with all necessary information provided. The style of writing makes information readily comprehensible
- (e) demonstrate a superior capacity for analyzing relevant issues critically

Good (B+, B, B-)

- (a) Creative ideas are shown in at least 1 of the following aspects: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (b) Design and analysis are done properly and only trivial flaws can be found
- (c) Relevant knowledge is used to support at least 2 of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (d) Ideas are in general clearly presented by not all necessary information is given
- (e) demonstrate a good capacity for analyzing relevant issue critically

Fair (C+, C, C-)

- (a) Creative ideas are shown in none of the following aspects: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (b) Design and analysis are not logically relevant to the hypotheses; although there is an attempt to test the hypotheses, flaws can be identified
- (c) Relevant knowledge is used to support only 1of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (d) Ideas are sketchy and not clearly presented; a large portion of important information is not reported
- (e) demonstrate a limited capacity for analyzing relevant issues

Marginal (D)

- (a) Creative ideas are shown in none of the following aspects: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (b) Design and analysis are not logically relevant to the hypotheses; although there is an attempt to test the hypotheses, flaws can be identified
- (c) Relevant knowledge is used to support only 1of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings
- (d) Ideas are sketchy and not clearly presented; a large portion of important information is not reported
- (e) demonstrate a limited capacity for analyzing relevant issues

Failure (F)

The performance is below what is expected; or basic requirement of the assignment is not met; or part or most of the work is found to be plagiarized

Part III Other Information**Keyword Syllabus**

Love

Personality and loving style, evolution and love, attachment and desires, theories of love (e.g., love as cognition, love as emotion, love as attribution), online dating, affections, evolutionary perspective, biological mechanisms

Sex

Mating, gender differences, sex attractiveness, development and growth, cultural diversities, evolutionary perspective

Relationships

Interpersonal behaviour, falling in love, healthy intimacy, cultural diversity, multidisciplinary approaches.

Reading List**Compulsory Readings**

	Title
1	Buss, D. M. (2012). <i>Evolutionary psychology: The new science of the mind</i> (4th ed.). Boston, MA: Ally & Bacon.
2	Erber, R., & Erber, M. W. (2011). <i>Intimate relationships: Issues, theories, and research</i> (2nd ed.). Boston, MA: Allyn & Bacon.
3	Guerrero, L. K., Anderson, P. A., & Afifi, W. A. (2011). <i>Close encounters: Communication in relationships</i> . Thousand Oaks, CA: Sage.
4	Regan, P. C. (2008). <i>The mating game: A primer on love, sex, and marriage</i> (2nd ed.). Thousand Oaks, CA: Sage.
5	Aron, A. et al. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. <i>Personality and Social Psychology Bulletin</i> , 23, 363-377.
6	Fisher, H. et al. (2005). Romantic love: An fMRI study of a neural mechanism for mate choice. <i>Journal of Comparative Neurology</i> , 493, 58-62.

Additional Readings

	Title
1	Luo, S. (2017). Assortative mating and couple similarity: Patterns, mechanisms, and consequences. <i>Social and Personality Psychology Compass</i> , 11, e12337. https://doi.org/10.1111/spc3.12337
2	Murray, D. R. et al. (2019). Falling in love is associated with immune system gene regulation. <i>Psychoneuroendocrinology</i> , 100, 120-126.
3	Leikas, S. et al. (2018). Relationship satisfaction and similarity of personality traits, personal values, and attitudes. <i>Personality and Individual Differences</i> , 123, 191-198.

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

4

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

1

PILO 3: Demonstrate critical thinking skills

2, 3

PILO 4: Interpret information and numerical data

1

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

4

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

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 Project Report