DURHAM COLLEGE

SUCCESS MATTERS

Faculty of Liberal Studies

Feminine Beauty: In the Eye of the Beholder

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	1	N/A

Course Code: GNED 1440		**Course Equiv. Code(s):** N/A	
Course Hours: 42		**Course GPA Weighting:** 3	
Prerequisite: N/A			
Corequisite: N/A			
Laptop Course:	Yes [ ]	No [X]	
Delivery Mode(s):	**In class** [X] **Online** [ ] **Hybrid** [ ] **Flexible** [ ] **HyFlex** [ ]		
Remote proctoring required	Yes [ ]	No [X]	
Authorized by (Dean or Director): Nora Simpson		**Date:** September 2024	

Prepared by		
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Course Description:

Beauty is subjective and can be defined and influenced by a variety of different social and cultural factors. This course will explore beauty ideals across different cultures and time spans. How these changing beauty ideals influence the development of human relationships will also be examined.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring

hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in http://www.durhamcollege.ca/plar. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes | X | **No** | |

PLAR Assessment (if eligible):

| X | Assignment
| X | Exam
| | Portfolio
| | Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)	**Essential Employability Skill Outcomes (ESSO)**
Student receiving a credit for this course will have reliably demonstrated their ability to:	This course will contribute to the achievement of the following Essential Employability Skills:

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

CLO1 Discuss the social context and pressures surrounding beauty ideals.

CLO2 Discuss the role culture plays in the development of beauty ideals and the changes that have occurred in these ideals through history.

CLO3 Examine your own (the student's) experiences in striving for, or rejecting societal beauty norms.

CLO4 Examine the media's influence (including social media) on what is considered 'beautiful' in our society.

CLO5 Explain how human relationships are influenced by cultural beauty ideals.

CLO6 Discuss the implications of challenging societal beauty norms and expectations in North American culture.

CLO7 Explain and discuss what is meant by 'constructing beauty' as compared to 'genuine beauty'.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

[X] EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

[X] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[ ] EES 3. Execute mathematical operations accurately.

[ ] EES 4. Apply a systematic approach to solve problems.

[ ] EES 5. Use a variety of thinking skills to anticipate and solve problems.

[X] EES 6. Locate, select, organize, and document information using appropriate technology and information systems.

[X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.

[X] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.

[X] EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

[X] EES 10. Manage the use of time and other resources to complete projects.

[X] EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Online Activity: Discussion Board Postings	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES6, EES7, EES8, EES9, EES11	25
Assignment: Term Assignment An Exploration of Beauty's Influence on Women Then and Now which is done through personal interviews	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES6, EES7, EES10, EES11	30
Assignment: Assignment: Beauty Across Cultures which explores beauty ideals and expectations, practices and products in various cultures, comparing them to North America.	CLO1, CLO2, CLO4	EES1, EES6, EES7, EES10, EES11	20
Assignment: Assignment Media Analysis magazine covers and ads for messages about beauty in our culture	CLO1, CLO2, CLO4, CLO5, CLO6	EES1, EES6, EES7, EES10, EES11	25
Total			**100%**

Notes:

1. Discussion Boards - this mark will be determined by the professor reviewing random discussion boards for participation and assigning marks for frequency of posting, content of post and continuing the thread or starting a new thread. Regular participation through thoughtful posting is crucial. This mark will be divided into two sections: 10% for posts up to the midterm mark and 15% for posts from midterm to end of term. N.B. Discussion Boards open when a module opens and close when the module closes, no exceptions.

2. Students must go online regularly to keep up to date with this totally online course. Announcements made in 'News' on the course homepage in DC Connect ensure students understand all learning expectations. Students need to check these items and complete work regularly or they will fall behind. Modules close after 2 to 3 weeks and that includes the Discussion Boards. It is the student's responsibility to complete class work to keep up with course dates. Failure to do so may mean the student does not successfully complete all course material.

3. Students must submit assignments in a format compatible with DC Connect, doc or docx. If an assignment cannot be opened, it will not be marked.

4. Note about due dates - if you encounter major technological problems, please email the professor the assignment that is due by the deadline. Once the email has been sent, go back and try to fix the problem so that a time can be arranged for you to re-submit through the 'Assignments' folder. Assignments need to be submitted through the 'Assignments' folder in order to be marked.

5. Completion of all course material is required to pass this course and no make-ups of any kind will be provided.

6. As soon as an assignment is late (as per due date/time specified on assignment explanation), 10% is deducted and a further 10% for each day late. After 5 days, the assignment will not be accepted unless arrangements have been made with the professor PRIOR to submission.

7. An interim mark will be determined for all first-year students to identify their academic progress. Interim/midterm mark in this course will be determined by discussion postings up to the midterm (10%) and Media and Beauty assignment (20%) for a total of 30% of the total term's mark.

Required Text(s) and Supplies:

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	**+** attendance
+ Academic Policies	**+** absence related to tests or assignment due dates
+ Academic Integrity	**+** excused absences
+ Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf	**+** writing tests and assignments
+ Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies	**+** classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/

All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:

• copying another person's work;
• using unauthorized materials or resources during an evaluation;
• obtaining unauthorized copies of evaluations in advance;
• collaborating without permission;
• colluding or providing unauthorized assistance;
• falsifying academic documents or records;
• misrepresenting academic credentials;
• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;
• bribing or attempting to bribe personnel;
• impersonation;
• submitting the same work in more than one course without authorization;
• improper use of computer technology and the internet;
• depriving others of academic resources;
• misrepresenting reasons for special consideration of academic work;
• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;
• any unauthorized use of generative or other artificial intelligence.

If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.

Course Specific Policies and Expectations:

Maintain a positive cyber environment for the class: Students are expected to use common courtesy and respect in all forms of communication in order to maintain a constructive and positive online learning environment, which includes following the netiquette and Acceptable Use Policy outlined in the Orientation module.

Communicating with your professor: All emails should take place within DC Connect. You may anticipate a response to an email within 48 hours on weekends, 24 hours, weekdays.

All course work including tests and assignments must be completed to receive a credit in this course. All course work must be submitted online through the 'Dropbox' in DC Connect.

Course disclaimer: Some of the materials covered in this course may be considered by some to be challenging and/or controversial. Our cyber classroom will remain an open space for the exchange of ideas. You have been warned!

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.

2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.

3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.

4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)

5. A full description of the Academic Appeals Process can be found at https://durhamcollege.ca/about/governance/policies/academic-policies .

6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.

7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	Online

Week/ Module	
1	**Course Learning Outcomes** CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES8, EES10	Practiced:	EES1, EES2, EES8, EES10

Intended Learning Objectives/Topics

Introduction to the course and to the study of women and gender

- provide a brief student 'bio' in discussions, 'introductions', as well as post a picture of themselves in their profile
- review the course outline
- MCU requirement for general education, connection of Course Learning Outcomes to relevant careers, General Education website, visit the General Education website at: http://www.durhamcollege.ca/academic- schools/school-of-interdisciplinary-studies-employment-services/general-education

Intended Learning Activities

Introduction/ice breaker activity
Review of course information on DC Connect

Resources and References

DC Connect
Discussion Boards

Evaluation	Weighting
Online Activity: Discussion Board Postings	25

Week/Module				
2	**Hours:**	3	**Delivery:**	Online

Course Learning Outcomes	
CLO2, CLO7	

Essential Employability Skills			
Taught:	EES1, EES2, EES6, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES6, EES8, EES10, EES11

Intended Learning Objectives/Topics

Module 1: What is Beauty? An Introduction

- discuss different perspectives on beauty including biological, philosophical, cultural and sociological

- explain what is meant by beauty is a 'social construct'

- explain the attitudes that help to 'define' what is beautiful in our Canadian society

- discuss where these messages come from and why they exist, including messages sent to young girls

Intended Learning Activities

Discussion Board postings
Learning activities as indicated in module
Lecture

Resources and References

DC Connect
Readings/learning activities provided in the module

Evaluation

Week/Module				
3	**Hours:**	3	**Delivery:**	Online

Course Learning Outcomes	
CLO2, CLO7	

Essential Employability Skills			
Taught:	EES1, EES2, EES6, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES6, EES8, EES10, EES11

Intended Learning Objectives/Topics

Module 1 continued

Intended Learning Activities

As above

Resources and References

As above

Evaluation

Week/ Module	Hours:		3	Delivery:	Online	

Week/ Module						
4	**Course Learning Outcomes**					
	CLO1, CLO3, CLO4, CLO6					
	Essential Employability Skills					
	Taught:	EES2, EES6, EES7, EES8, EES9, EES10, EES11		**Practiced:**	EES2, EES6, EES7, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics					
	Module 2: Media and Beauty - explain the 'beauty myth' - identify the messages the media perpetuates and the cultural expectations regarding physical attractiveness it reinforces - discuss how the messages presented through the media impact on societal beauty ideals - by exploring various medium, identify the (above) messages with a focus on television, print material (magazines and ads) and music videos - discuss how the media impacts on the student's self-image regarding physical attractiveness					
	Intended Learning Activities					
	Discussion Board postings and various learning activities as found in the module Lecture					
	Resources and References					
	DC Connect Movie, "Killing Us Softly 4"					
	Evaluation			**Weighting**		
	Assignment: Assignment Media Analysis magazine covers and ads for messages about beauty in our culture			25		

Week/ Module	Hours:		3	Delivery:	Online	

Week/ Module						
5	**Course Learning Outcomes**					
	CLO1, CLO3, CLO4, CLO6					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11		**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics					
	Module 2 continued					
	Intended Learning Activities					
	As Above					
	Resources and References					
	As above					
	Evaluation					

Week/ Module	Hours:	3	Delivery:	Online

6	**Course Learning Outcomes** CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES8, EES11	**Practiced:**	EES1, EES2, EES7, EES8, EES11

Intended Learning Objectives/Topics

Module 3: Beauty Creates Comparisons

- explain what is meant by 'beauty creates comparisons' by exploring the role of the following in relation to beauty standards in our society:

- social media
- reality television
- beauty pageants
- cosmetic's industry

- identify the influence of North American beauty standards on other cultures around the world

- explain what is meant by the 'globalization of beauty'

Intended Learning Activities

Lecture
Various learning activities as found in the module
Discussion Board postings

Resources and References

DC Connect
Movie, "The Illusionists"

Evaluation

Week/Module					
7	**Hours:**	3	**Delivery:**	Online	

Course Learning Outcomes	
CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	

Essential Employability Skills			
Taught:	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11

Intended Learning Objectives/Topics

Module 3 Continued

Intended Learning Activities

As above

Resources and References

As above

Evaluation	**Weighting**
Assignment: Assignment: Beauty Across Cultures which explores beauty ideals and expectations, practices and products in various cultures, comparing them to North America.	20

Week/Module					
8	**Hours:**	3	**Delivery:**	Online	

Course Learning Outcomes	
CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	

Essential Employability Skills			
Taught:	EES1, EES2, EES7, EES8, EES11	**Practiced:**	EES1, EES2, EES7, EES8, EES11

Intended Learning Objectives/Topics

Module 3 continued

Intended Learning Activities

As above

Resources and References

As above

Evaluation

Week/ Module	Hours:	3	**Delivery:**	Online

9	**Course Learning Outcomes**
	CLO1, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES6, EES7, EES8, EES11	**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES11

Intended Learning Objectives/Topics

Module 4: Beauty as Control

- Explain what is meant by 'beauty is control' by recognizing how the societal standards of beauty control women in our North American society

- Explain what is meant by 'stereotyped femininity' and its constraining effects

- Identify how our society alienates women of colour, older women and disabled women who don't fit the narrow definition of 'beautiful'

- Discuss the implications of 'not fitting in' in comparison to 'fitting in'

Intended Learning Activities

Lecture
Various Learning activities as indicated in the module
Discussion Board posting

Resources and References

DC Connect

Evaluation

Week/ Module	Hours:	3	**Delivery:**	Online

10	**Course Learning Outcomes**
	CLO1, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES6, EES7, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES10, EES11

Intended Learning Objectives/Topics

Module 4 Continued

Intended Learning Activities

As above

Resources and References

As above

Evaluation	**Weighting**
Assignment: Term Assignment	30
An Exploration of Beauty's Influence on Women Then and Now which is done through personal interviews	

Week/ Module	Hours:		3	Delivery:	Online	

11	**Course Learning Outcomes**					
	CLO1, CLO3, CLO4, CLO5, CLO6					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES7, EES8, EES11		**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES11	
	Intended Learning Objectives/Topics					
	Module 4 continued					
	Intended Learning Activities					
	As above					
	Resources and References					
	As above					
	Evaluation					

Week/ Module	Hours:		3	Delivery:	Online	

12	**Course Learning Outcomes**					
	CLO1, CLO2, CLO3, CLO6, CLO7					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES7, EES8, EES11		**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES11	
	Intended Learning Objectives/Topics					
	Module 5: The Underbelly of Beauty					
	- explain what is meant by 'genuine' verses 'constructed' beauty					
	- explain what is meant by 'constructing' beauty standards and discuss the various ways this is done in our society.					
	-Discuss the various modifications women resort to in order to change their bodies to fit this constructed standard of beauty.					
	-Describe some of the implications of such modifications.					
	Intended Learning Activities					
	Lecture Discussion Board postings Various learning activities as found in the module					
	Resources and References					
	DC Connect					
	Evaluation					

Week/ Module	Hours:	3	Delivery:	Online
13	**Course Learning Outcomes**			
	CLO1, CLO2, CLO3, CLO6, CLO7			
	Essential Employability Skills			
	Taught: EES1, EES2, EES6, EES7, EES8, EES11		**Practiced:**	EES1, EES2, EES6, EES7, EES8, EES11
	Intended Learning Objectives/Topics			
	As above			
	Intended Learning Activities			
	As above			
	Resources and References			
	As above			
	Evaluation			

Week/ Module	Hours:	3	Delivery:	Online
14	**Course Learning Outcomes**			
	CLO1, CLO2, CLO3, CLO6, CLO7			
	Essential Employability Skills			
	Taught: EES1, EES2, EES11		**Practiced:**	EES1, EES2, EES11
	Intended Learning Objectives/Topics			
	Course Wrap-up: - no new content will be provided			
	Intended Learning Activities			
	None/completion of Discussion Board postings			
	Resources and References			
	DC Connect			
	Evaluation			