

- Regularly read and provide written reflections on a series of a scholarly articles regarding philosophy and beauty;
- Engage in a series of student-designed activities that will motivate discussions of the assigned texts; and
- Complete a written final exam analyzing two specific examples of beauty practices.

Assignments and Class Policies

Reading Assignments. Almost all classes will have a reading assignment that is to be completed prior to that class. All classroom work will assume and demand a basic familiarity with the assigned text.

Lesson Plans. At the beginning of the semester, the class will be divided into six groups, each of which will be responsible for leading a one-week module after spring break on one of the following themes:

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|--------------------------|-----------------------------|
| 1. Feminized beauty | 5. Cosmetic surgery |
| 2. Masculinized beauty | 6. Beauty and globalization |
| 3. Beauty and race | |
| 4. Beauty and disability | |

To prepare for this module, you will spend four weeks reading background material and developing your lesson plan. This lesson plan must include the following:

- Required texts for two class days (that is, a list of the texts as well as .pdf's of them; if you choose an article from the Brand book, you do not need to provide a .pdf);
- A complete description, ready to be presented to students, of an engaged activity for students to complete outside of class prior to the first class day, designed to motivate discussion of the themes of the text;
- Specific goals for each class day;
- Two examples of beautification practices that you will NOT discuss in the class, but that could serve as potential items for the final exam; and
- A detailed plan for use of class time.

In addition, your lesson plan must be accompanied by an extensive explanation and justification of the lesson plan that addresses the following questions:

- Why did you choose the texts you are requiring?
- How does this one-week module meet the goals of the class listed above?
- What knowledge will you need to impart to the class to help the students understand the texts you have assigned, and how/when will you impart it?
- What connections will you make with the material explored in the first three weeks of class?

- Are you confident that if the students engage actively with the readings and assignments you've offered, they will be well prepared for the final exam? (Think of the two examples that you provided in your lesson plan: would students who have engaged actively with the readings and assignments you've offered be able to analyze them in interesting ways?) Why or why not?

For the four weeks devoted to the preparation of your lesson plan, the expectation is that each student will be reading a minimum of one article per class day (and writing a response paper on that article; see the section on response papers below). Groups will be responsible for assigning articles to be read to each group member. Each group is required to write a weekly progress report that lists the assignments given to each group member (and whether they were completed), the collective work completed, work remaining to be done, and a status report on the division of labor. These progress reports are due each Friday of Weeks 4-7 by 5 pm.

There will be three grades associated with the lesson plan assignment: a process grade, based on your progress reports, your use of in-class and out-of-class meetings with each other and me, and the quality of the required first draft of your lesson plan (worth 5 points); the lesson plan and its explanation (15 points); and the execution of the lesson plan (10 points). I expect to grade all assignments for the lesson plan as group grades, but reserve the right to lower grades of individuals if it becomes clear that they are not contributing equally to the work of the group.

Note on submitting group assignments: you will see on our Moodle site a section titled "General Documents and Group Assignments." There you will find assignments labeled "lesson plan," "lesson plan process," and "lesson plan execution". *Each individual member of each group will complete each assignment by submitting identical documents.* To complete the lesson plan assignment, each member should attach the final draft of the lesson plan. To complete the lesson plan process assignment, each member should attach each weekly progress report and the first draft of the lesson plan. To complete the lesson plan execution assignment, each student should write a brief assessment of the group's execution of their lesson plan (this is the one exception to the "identical documents" rule: each assessment should be written individually by the group member).

During the four weeks of preparing your lesson plan, all class time will be devoted to the project. I will meet with each group for brief periods during each class time; it is the group's responsibility to ensure that that time is used wisely (that is, prioritize the questions you have for me and have them ready when I come by!). I will not meet with any group that has two or more members absent. I will also require each group to meet with me outside of class time twice in those four weeks. Part of your process grade will be determined by how well you utilize class meetings, so I urge you to have specific goals and plans for each class period. Unless and until the final draft of your lesson plan is handed in, I expect all group members to be present for the entire class period.

Response Papers. Most class days will include a reading assignment and/or activity that will provide the opportunity to write a response paper. This response paper should have two distinct sections: one, a *very brief* (no longer than three sentences) summary of the assigned text and, if appropriate, the activity that was completed; and two, a discussion/analysis of the assigned text and/or activity (or how the two are related). *Be sure not to include any summary in the discussion/analysis section.* Focus instead on *your* response to the text and/or activity: what meaning(s) did you derive from it? How does it connect to or diverge from other texts and

experiences we've explored in class? If you strongly agree or disagree with a text, focus not on the fact that you agree or disagree, but why and how you do. If you find a text or activity puzzling, be specific as to why, and discuss how and why that puzzlement may be relevant to our discussions. (If there are multiple texts assigned for the same day, write one response paper that at least mentions all of them, even if it then focuses on one of the texts more specifically. Include a separate summary for each text. If the text is assigned for two consecutive days, re-read the text, revise your summary as needed, and choose a different focus for your discussion.) These papers will be graded on the following scale:

Points	Description
2.0	Completes both components of the assignment in a competent, clear manner; develops a strikingly original and insightful discussion of the reading assignment or activity; defends/explains that analysis thoroughly and persuasively; and demonstrates strong, clear, vivid, well-organized writing.
1.7	Completes both components of the assignment in a competent, clear manner; articulates an original analysis of the reading assignment and/or activity; defends/explains that analysis thoroughly and persuasively; and demonstrates strong, clear, well-organized writing.
1.4	Completes both components of the assignment, but one or more of those components is significantly inaccurate, unclear, or sloppily done; <i>or</i> fails to defend/explain the analysis of the text in sufficient detail; <i>or</i> adopts a position that is uncritical or superficial; <i>or</i> contains writing that interferes with complete and clear understanding.
0	<p>ANY of the following is sufficient to earn a 0 for the assignment:</p> <ul style="list-style-type: none"> • Fails to complete both components of the assignment; • Demonstrates a weak or nonexistent understanding of the assigned text; • Fails to do more than summarize the text or activity in the discussion section; or • Contains writing that renders the assignment incomprehensible.

There are 24 opportunities for response papers, but I will grade your final number of points out of a possible 20. That means that you can skip (or fail) four response papers without penalty or explanation (really: no explanation wanted or needed!). However, no excuses will be accepted for any further failure to complete response papers. (If you complete more than 20 response papers successfully, I will drop the papers with the lowest scores.) No late response papers will be accepted, and response papers will only be accepted as Moodle assignments completed prior to class. **Note:** the Moodle Response Paper assignments are set up NOT to accept any assignments after the start of class on the due date. Among the many excuses I will not accept for late assignments are: my computer crashed right before I sent it; Moodle was down when I went to submit my assignment; my clock was slightly different from Moodle's; I submitted it but somehow Moodle didn't receive it. If you choose to try to submit your assignment minutes before the deadline, you are gambling on everything working perfectly. If that gamble does not pay off, your paper will not receive any points! I will not accept papers on days that you are absent, regardless of the reason for your absence (that is, if you submit a paper and then do not show up for class, I will grade it as a 0).

Important note: prior to spring break, I will give fairly extensive feedback on response papers, to help you become familiar with my expectations and standards. After spring break, however, I will give much less feedback (at times, only a grade). I do not recommend missing

many response papers in the first half of the semester, as doing so will negatively impact your ability to do well on them in the second half of the semester.

Final Exam. The final exam will be a written, open-note in-class final based on the material discussed in the second half of the class. You will be presented with six examples of beautification practices, each of which will relate primarily to one of the six themes explored in the second half of the course. You will choose two examples and write detailed analyses of them (however, you may not choose the example related to the theme that you presented in class). The final exam will be worth 30 points.

Attendance. There is no explicit attendance policy for this class. Note, however, that you will only receive credit for response papers if you are in class that day. If you miss a class in the first half of the semester, you are responsible for checking in with your group about what you missed, how to make up assignments, etc (and your absence should be noted in the weekly progress report). If you miss a class in the second half of the semester, you are responsible for checking in with the group that facilitated that class to see what you missed, etc. In general, you do not need to provide me with any excuses or explanations regarding your absence, and you should only seek my help in getting caught up if your attempts to work with your peers have not been productive. I will be keeping track of attendance merely to make sure I'm aware of serious patterns of absences.

Summary of Grading:

Lesson plan (process 5 pts, plan 15 pts, execution 10 pts):	30 pts.
Response Papers (20 @ 2 pt. each)	40 pts.
Final Exam	30 pts.
 Total	 100 pts.

Disability Accommodations and the Honor Code. If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as I have outlined it or which will require extra time on examinations, please notify me in the first two weeks of the course so that we may make appropriate arrangements.

This course recognizes and adheres to the principles of the Elon Academic Honor Code. Students are expected to be familiar with the code and follow it consistently, regardless of whether I am present to enforce it. The Elon Academic Honor Code can be found in the current Elon Student Handbook. Questions about possible violations should be directed to me as soon as possible. Suspected violations will be reported to the Associate Vice President for Academic Affairs. Any violation, regardless of severity, will result in a failing grade for the course.

CLASS SCHEDULE

Please have assignments read by the date next to which they are listed.

<i>Week 1:</i>	2/5 – Intro to class; discuss Frye, “Sexism”
Sexism	2/7 – Frye, “Oppression”; RP #1 due

Week 2:

(read

Mind/body/sex/gender

2/12 – Cahill, “Subjectivity and the Body” from *Rethinking Rape*

entire chapter for today’s class); **RP #2 due**

2/14 – Cahill, “Subjectivity and the Body” (re-read entire chapter);

RP #3 due

Week 3:

Intersectionality

2/19 – Spelman, “Gender and Race: The Ampersand Problem in Feminist Thought”; **RP #4 due**

2/21 – Spelman, “Woman: The One and the Many”; **RP #5 due**

<i>Week 4:</i> Transition to lesson prep assignments	2/26 – Mini-lesson on class prep (no response paper due today) 2/28 – Mini-lesson on class prep (from today on, reading are made by groups); RP #6 due
<i>Week 5:</i> Lesson prep	3/5 – lesson plan prep; RP #7 due 3/7 – lesson plan prep; RP #8 due
<i>Week 6:</i> Lesson prep due	3/12 – lesson plan prep; RP #9 due 3/14 – lesson plan prep; RP #10 due. First draft of lesson plan by end of class.
<i>Week 7:</i> Lesson prep	3/19 – lesson plan prep; RP #11 due 3/21 – lesson plan prep; RP #12 due. Lesson plan due by end of class.
<i>Week 8:</i> Spring Break	3/26 – No class. 3/28 – No class.
<i>Week 9:</i> Patriarchal Feminized beauty	4/2 – Bartky, “Foucault, Femininity and the Moderation of Power”; RP #13 due 4/4 – Bordo, “Hunger as Ideology,” or “Whose Body is This?” ; RP #14 due
<i>Week 10:</i> Masculinized beauty	4/9 – Bordo, “Beauty (Re)discovers the Male Body”; Cahill, “Masculine Sex Objects” (pp. 67-74 required; rest of article is optional); RP #15 due 4/11 – Stephens, “The Spectacularized Penis: Contemporary Representations of the Phallic Male Body”; RP #16 due
<i>Week 11:</i> “Ain’t Beauty and race	4/16 - Carroll, “Ethnicity, Race, and Monstrosity” and Craig, “I a Beauty Queen”; RP #17 due 4/18 – One of 5 different articles; see Moodle site; RP #18 due
<i>Week 12:</i> Beauty and disability	4/23 – No class; SURF 4/25 – Harris, “Is There a Coherent Social Conception of Disability?” and Koch, “Disability and Difference: Balancing Social and Physical Constructions”; RP #19 due
<i>Week 13:</i> Disability/cosmetic surgery	4/30 – Silvers, “From the Crooked Timber of Humanity, Beautiful Things Can Be Made”; RP #20 due 5/2 – Morgan, “Women and the Knife”; RP #21 due

Week 14:
Surgery/globalization

5/7– Davis, “My Body is My Art,” and Jeffreys, ch. 2 from *Beauty and Misogyny*; **RP #22 due**

5/9 – Heald, “Feminism and Teaching About Globalization” and either chapter 8 or chapter 9 from Jones’ *Beauty Imagined*; **RP #23 due**

Week 15: globalization

5/14 – Lai, “Attitudes of Elderly Chinese Toward Aging,” and Muise and Desmarais, “Women’s Perceptions and Use of ‘Anti-Aging’ Products”; **RP #24 due**

Final exam: Thursday, May 16, 8-11 am.