



AUF

The American
University of Florence

SYLLABUS

Rev. 7
June 2023
Academic Affairs

Format Revised 2023
Syllabus created in 2019

COURSE CALENDAR

This course is held in an intensive 11-week semester.

Classes are held on a weekly basis, according to the below schedule.

Please note that during the intensive semesters, no academic break (Lesson 8 of the syllabus), will be held.

The 15 lessons outlined in the course syllabus will be distributed as follows:

Week	Date	Content
	Indicated in pre-departure info	ORIENTATION
2	Tuesday, Mar 4	Syllabus Lesson 1 topics
3	Tuesday, Mar 11	Syllabus Lesson 2 + 3 topics
4	Tuesday, Mar 18	Syllabus Lesson 4 topics
5	Tuesday, Mar 25	Syllabus Lesson 5 topics
6	Tuesday, Apr 1	Syllabus Lesson 6 topics
7	Tuesday, Apr 8	Syllabus Lesson 7 Midterm Exam + Syllabus Lesson 9 topics
8	Tuesday, Apr 15	Syllabus Lesson 10 + 11 topics
9	Tuesday, Apr 22	Syllabus Lesson 12 topics
10	Tuesday, Apr 29	Syllabus Lesson 13 topics
11	Tuesday, May 6	Syllabus Lesson 14 topics
	See Final Exam Calendar Spring 2025	Syllabus Lesson 15 FINAL EXAM Exam is held in the same classroom as the course

All assignments and papers are to be uploaded digitally on course websites. Printouts are NOT required for submission. All submissions must be made on the course website, other forms such as email/printouts/etc. will NOT be accepted.

For courses that require media formats, please refer to your instructor's notes.

Carefully review assignment, paper, and project deadlines.

FAST – SCHOOL OF FASHION AND ACCESSORY STUDIES AND TECHNOLOGY (FT)

SCHOOL OF FASHION AND ACCESSORY STUDIES AND TECHNOLOGY**DEPARTMENT OF FASHION COMMUNICATION AND PUBLISHING****COURSE TITLE: FASHION ICONS: TRENDS AND LIFESTYLE****COURSE CODE: FTFCFI290****3 semester credits****1. DESCRIPTION**

This course features a sociological journey in recent history as seen through the lives and styles of the most influential people of the twentieth century from Jacqueline Kennedy to Lada Gaga, from celebrity fashion designers to recent stylists and influencers. Fashion icons from varying backgrounds and occupations, such as Marilyn Monroe, Audrey Hepburn, Queen Elisabeth II, Madonna, as well as their Italian counterparts, will be analyzed. The aim of the course is to identify the roles and identities represented by female fashion icons and how they are perceived today in terms of current fashion ideologies, lifestyle, and social changes.

2. OBJECTIVES

The aim of this course is to:

- Explore the different media channels that create, shape, and spread the image of international fashion icons (i.e. visual arts, advertisements, newspapers and magazines, social media, etc.)
- Develop critical tools to visualize, understand, and decode the fashion construction of international icons
- Visualize connections between fashion and socio-political, cultural, and historical phenomena
- Analyze international fashion icons from a multidisciplinary multimedia perspective (geographical, historical, visual, identity, cultural).

3. REQUIREMENTS

Fashion Major, Junior standing

4. METHOD

This course consists of lectures, class discussions, projects, and site visits within the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, videos, slides, guided problem solving, and experiential and/or field learning activities where applicable.

An asset of the program is the opportunity to showcase student work at FLY, the non-profit retail store of FAST, alongside professional emerging designers based in Italy. All works produced by students will be featured with garment specifications, photographed, and published for promotion on school websites. Garments will undergo a selection process for in-store and classroom placement. Furthermore, FAST experiential learning and internship students will then utilize these items to create window displays and other special installations throughout the season. For this reason, it is not possible for students to take projects, garments, accessories, and the like home upon course completion. In the event that a garment is sold, all profits will go toward scholarship funds for future FAST students.

5. TEXTBOOK – FURTHER READINGS – RESOURCES

TEXTBOOK (Copy available at the university library):

Mendes, V. and De la Haye, A. 20th Century Fashion (London: Thames and Hudson), 2005

The textbook is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

FURTHER READINGS

Valdees Marsh, M. 70's Fashion Fiascos (Portland: Press Collectors), 2006

Craik, E. The Face of Fashion, Cultural Studies in Fashion (London: Routledge), 1998

English, B. A Cultural History of Fashion in the 20th and 21st Centuries (London: Bloomsbury Academic), 2013

Barnas, F. and White, T., Broadcast News – Writing, Reporting, and Producing (Burlington: Taylor & Francis), 2013

LIBRARIES IN FLORENCE

Please consult the posted schedules for official opening times of the university library. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students may also utilize additional libraries and research centers within the local community:

BIBLIOTECA PALAGIO DI PARTE GUELFA

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:

http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

BIBLIOTECA DELLE OBLATE

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

www.bibliotecadelleoblate.it

THE HAROLD ACTON LIBRARY AT THE BRITISH INSTITUTE OF FLORENCE

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation. This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

7. COURSE MATERIALS

No additional course materials are necessary.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

30% Participation and Assignments (active participation and in-class activities)

20% Midterm Exam / Field Learning Project (if applicable) / Special/Research Project (if applicable)

20% Final Exam

20% Final Project

A = 93-100 %, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D = 60-69%, F = 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the

designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

Absences are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category. Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.
- Hours may be distributed in different formats according to the academic course schedules.

LATE ARRIVAL AND EARLY DEPARTURE

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

TRAVEL (OR DELAYS DUE TO TRAVEL) IS NEVER AN EXCUSE FOR ABSENCE FROM CLASS.

It is the student's responsibility to know how many absences are incurred. If in doubt, speak with your instructor!

Participation: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work, proper care of work space and tools, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

11. EXAMS – PAPERS – PROJECTS

Example of how exams, papers, and projects are detailed and graded:

The **Midterm** exam accounts for 20% of the final course grade. For exam time and date consult the course addendum. **The time and date of the exam cannot be changed for any reason.**

Format: the exam is divided into three sections:

Part I: Multiple choice questions for a total of 20 points.

Part II: Short-answer questions (concise explanations, main ideas, key words, names, etc.) for a total 50 points.

Part III: Essay questions (based on content, vocabulary, detail, etc.) for a total of 30 points.

The final **Project** accounts for 20% of the course grade.

- Format: topic, length, guidelines, and due date will be provided in the course addendum (See lectures 10 and 14 for further references)
- Material for research will be available at the University Library in Corso Tintori 21.

The **Final** exam accounts for 20% of the final course grade. For exam time and date consult the course addendum. **The time and date of the exam cannot be changed for any reason.** Format: the exam is divided into three sections:

- Part I: Multiple choice questions for a total of 20 points.

- Part II: Short-answer questions (concise explanations, main ideas, key words, names, etc.) for a total 50 points.
- Part III: Essay questions (based on content, vocabulary, detail, etc.) for a total of 30 points.
- The Final Exam is cumulative

12. LESSONS

Lesson 1	
Meet	In class
Lecture	<ul style="list-style-type: none"> • Course presentation: syllabus, objectives, course material, assignments, and grades • Fashion icons across history, media, and geographies – an overview <p>in-class activity: Fashion icons, trends and lifestyle</p>
Objectives	<ul style="list-style-type: none"> • Familiarize with the concept of fashion icons/trends/lifestyles • Establish what social, economic, commercial, and visual factors define a fashion icon/trend/lifestyle • Analyze fashion icons/trends/lifestyles from an historical, media, and geographical perspective • Identify a fashion icon/trend/style and express the aesthetic, formal, and conceptual features that characterize it
Readings/ Assignments	<p>Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp. 10-47</p> <p>Browse the website Fashion & Cinema for inspiration on how to write about fashion icons/trends/lifestyles from an historical international and multimedia perspective</p> <p>Assignment: Identify a given fashion icon/trend/lifestyle covered in class and express, in a reflection paper (250 words maximum) what aesthetic, formal, and conceptual features characterize it (to be completed by lesson 2)</p>

Lesson 2	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 1 • Methods, media, and perspectives to analyze fashion icons – an overview • Analytical perspective I: analyze fashion icons/trends/lifestyles through visual arts – the role of portraiture, muses, and icons • Analytical perspective II: analyze fashion icons/trends/lifestyles through photography, publicity, and video images – the role of (photographed) portraits, commercials, and fashion videos/commercials/advertisements • Analytical perspective III: analyze fashion icons/trends/lifestyles through cinema and social media – the role of movies and social media in the definition of contemporary icons <p>in-class activity: Fashion icon/trend/style analysis</p>
Fashion icons/trends/ lifestyles	<p>Eleonora Duse</p> <p>Frida Khalo</p>

covered in class	Marchesa Luisa Casati Mariano Fortuny
Objectives	<ul style="list-style-type: none"> • Recognize basic analytical tools, theories, and perspectives to contextualize fashion icons/trends/styles • Develop a basic technical vocabulary to describe fashion icons/trends/styles • Acquire analytical models and perspectives to describe fashion icons/trends/styles • Identify referential fashion icons/trends/styles and comprehend the visual, aesthetic, and communication strategies that led to their definition
Readings/ Assignments	<p>Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp 48-103; “Fashion models: female bodies and icons of femininity” in Craik, E. <i>The Face of Fashion, Cultural Studies in Fashion</i>, pp. 44-69; Boyd, <i>Forbes</i>, S. “10 Fashion Icons and the Trends They Made Famous” (link).</p> <p>Assignment: Identify a fashion icon/trend/style of your choice and express, from one of three analytical perspectives, what visual, aesthetic, and communication strategies led to the definition of the fashion icon (350 words maximum, to be completed by lesson 3)</p>
Lesson 3	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 2 • From the XIX to the mid XX century: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview <p>in-class activity: Analysis of fashion icon/trend/lifestyle from the XIX to the XX centuries</p>
Fashion icons/trends/ lifestyles covered in class	Coco Chanel Mary Quant Elsa Schiapparelli Diana Vreeland Vivienne Westwood
Objectives	<ul style="list-style-type: none"> • Explore the history of fashion icons/trends/lifestyles from the XIX to the XX centuries • Assess the history of fashion icons/trends/lifestyles in the XIX and XX centuries from a geographical, cultural, and sociological perspective • Develop a visual and critical sensitivity to fashion icons/trends/lifestyles from the XIX to the XX centuries • Recognize the historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles from across the globe • Analyze a fashion icon/trend/lifestyle from the XIX to the XX centuries
Readings/ Assignments	<p>Read: Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp.104-125; Barnas, F. and White, T., <i>Broadcast News – Writing, Reporting, and Producing</i>, “Interviewing” pp.183-197; Israel, <i>Forbes</i> “9 Tips on Conducting Great Interviews” (link)</p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the XIX to the XX centuries,</p>

	and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed by lesson 4)
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Lesson 4	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from 3 • Class check-point: key strategies, passages, and procedures to hold an interview – to be used to interview the guest lecturer in lesson 6 (a fashion professional) • The 1950s: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview <p>in-class activity: Historical, geographical, cultural, and sociological analysis of fashion icon/trend/lifestyles in the 1950s</p>
Fashion icons/trends/lifestyles covered in class	Marlene Dietrich Audrey Hepburn Marilyn Monroe Josephine Baker Brigitte Bardot Grace Kelly Anna Piaggi Frank Sinatra Alain Delon
Objectives	<ul style="list-style-type: none"> • Characterize the history of fashion icons/trends/lifestyles in the 1950s • Analyze the history of fashion icons/trends/lifestyles in the 1950s from a geographical, cultural, and sociological view • Develop a visual and critical sensitivity to fashion icons/trends/lifestyles in the 1950s • Identify the historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles in the 1950s from across the globe • Describe a fashion icon/trend/lifestyle from the 1950s
Readings/Assignments	<p>Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp.126-157</p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the 1950s and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed by lesson 5)</p>

Lesson 5	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 4 • The 1960s: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview

	in-class activity: Historical, geographical, cultural, and sociological analysis of fashion icon/trend/lifestyles in the 1960s
Fashion icons/trends/lifestyles covered in class	<p>Jaqueline Kennedy Onassis and John F. Kennedy</p> <p>Elvis Presley</p> <p>Malcom X</p> <p>The Beatles</p> <p>Jimi Hendrix</p> <p>Twiggy</p> <p>Edie Sedgwick, Andy Warhol and the Factory</p>
Objectives	<ul style="list-style-type: none"> • Examine the history of fashion icons/trends/lifestyles in the 1960s • Interpret the history of fashion icons/trends/lifestyles in the 1960s from a geographical, cultural, and sociological perspective • Recognize historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles in the 1960s from an international perspective • Develop a comparative and critical analytical model – to analyze fashion icons/trends/lifestyles of the 1960s • Elaborate a written analysis on a fashion icon/trend/lifestyle from the 1960s
Readings/Assignments	<p>Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp. 158-191</p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the 1960s and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed for next class, 6)</p> <p>Begin research on the lecturer presenting on lesson 6 – following the instructions in the ‘Interviewing’ chapter from lesson 3. Prepare questions for lesson 6 to write a text on the fashion icon/trend/lifestyle s/he presented in class (to be completed by lesson 9)</p>

Lesson 6	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 5 • Guest lecturer: the birth, definition, and affirmation of a fashion icon/trend/lifestyle (case studies from the fashion industry) – student-led interview of the guest lecturer (see the Readings/Assignments section on lesson 3)
Objectives	<ul style="list-style-type: none"> • Investigate historical, visual, and conceptual aspects of a given fashion icon/trend/lifestyle – from the international fashion scene • Discuss fashion icons/trends/lifestyles – with peers, classmates; the Instructor; the guest lecturer • Formulate professional questions on fashion icons/trends/lifestyles – from a lecture held by a professional from the fashion industry • Elaborate information (from an interview) to write on fashion icons/trends/lifestyles • Develop a technical vocabulary pertaining the fashion industry

	• Practice conversational, presentational, and elaboration skills
Readings/ Assignments	Assignment: Complete a text on the fashion icon/trend/lifestyle presented by guest lecturer (to be completed by lesson 9)

Lesson 7
MIDTERM EXAM

Lesson 8
Break

Lesson 9	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 6 • The 1970s: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview <p>in-class activity: Historical, geographical, cultural, and sociological analysis of fashion icon/trend/lifestyles in the 1970s</p>
Fashion icons/trends/lifestyles covered in class	Bianca Jagger Charlie's Angels Cher Iman Blondie Diane Von Furstenberg Jane Fonda Yves Saint Laurent Gianni Agnelli Marvin Gaye Elton John Mick Jagger
Objectives	<ul style="list-style-type: none"> • Explore the history of fashion icons/trends/lifestyles in the 1970s – from a global perspective • Analyze the history of fashion icons/trends/lifestyles in the 1970s from a geographical, cultural, and sociological perspective • Identify historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles in the 1970s from an international perspective • Develop a comparative and critical analytical model – to analyze fashion icons/trends/lifestyles of the 1970s • Investigate fashion icons/trends/lifestyles from the 1970s
Readings/	Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i> , pp. 192-219

Assignments	<p>Further readings and visual research: Valdees Marsh, M. <i>70's Fashion Fiascos</i></p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the 1970s and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed by lesson 10)</p>
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Lesson 10	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 9 • The 1980s: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview <p>in-class activity: Historical, geographical, cultural, and sociological analysis of fashion icon/trend/lifestyles in the 1980s</p>
Fashion icons/trends/lifestyles covered in class	<p>Grace Jones</p> <p>George Michael</p> <p>Cindy Lauper</p> <p>Boy George</p> <p>Leigh Bowery</p> <p>Madonna</p> <p>Princess Diana</p>
Objectives	<ul style="list-style-type: none"> • Investigate the history of fashion icons/trends/lifestyles in the 1980s – from an international perspective • Examine the history of fashion icons/trends/lifestyles in the 1980s from a geographical, cultural, and sociological perspective • Distinguish the historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles in the 1980s from an international perspective • Analyze fashion icons/trends/lifestyles of the 1980s through a comparative critical model • Construct a written analysis on fashion icons/trends/lifestyles from the 1980s
Readings/ Assignments	<p>Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp. 220-251</p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the 1980s and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed by lesson 10)</p> <p>Final project: Identify a fashion icon/trend/lifestyle and prepare a presentation for lesson 14. The presentation should include a historical, visual, sociological, cultural, technological, and iconographic interpretation of the selected fashion icon/trend/lifestyle – in reference to the presentational model employed by the Instructor/guest lecturers/used sources throughout the course. Cite multidisciplinary sources – magazines, videos, songs, mood boards, historical happenings, theories, etc – to fully contextualize the subject/object of your research.</p>

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Lesson 11	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 10 • The 1990s: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview <p>in-class activity: Historical, geographical, cultural, and sociological analysis of fashion icon/trend/lifestyles in the 1990s</p>
Fashion icons/trends/lifestyles covered in class	Carolyn Bessette Kennedy Kurt Cobain Biork Kate Moss Sharon Stone Will Smith Leonardo Di Caprio Spice Girls Linda, Cindy Naomi, and Christy
Objectives	<ul style="list-style-type: none"> • Explore the history of fashion icons/trends/lifestyles in the 1990s – from an international perspective • Discuss the history of fashion icons/trends/lifestyles in the 1990s from a geographical, cultural, and sociological perspective • Visualize the historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles in the 1990s from an international perspective • Analyze fashion icons/trends/lifestyles of the 1980s through a comparative critical model • Construct a written elaboration on fashion icons/trends/lifestyles of the 1990s
Readings/Assignments	<p>Read Mendes, V. and De la Haye, A. <i>20th Century Fashion</i>, pp. 252-273</p> <p>Links guide film analysis in lesson 13:</p> <p><i>The Guardian</i>, “Fashion went to the movies - and took them over: archive, 1997” (link)</p> <p>ABC Oscars “Oscar Nominees – Original songs” (link)</p> <p><i>Reddit.com</i>, “An analysis of Symbolism on Films” (link)</p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the 1990s and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed by lesson 12)</p>

Lesson 12	
Meet	In class

Lecture	<ul style="list-style-type: none"> • In-class discussion on the assignment from lesson 11 • Discuss the readings from lesson 10 • The 2000s: fashion icons, trends, and lifestyles – a historical, geographical, cultural, and sociological overview <p>in-class activity: Historical, geographical, cultural, and sociological analysis of fashion icon/trend/lifestyles in the 2000s</p>
Fashion icons/trends/lifestyles covered in class	<p>Oliviero Toscani – Benetton's campaigns</p> <p>Carry Bradshaw</p> <p>Courtney Love</p> <p>Brittany Spears</p> <p>Beyoncé</p> <p>Mary-Kate and Ashley Olsen</p> <p>David Beckham</p>
Objectives	<ul style="list-style-type: none"> • Examine the history of fashion icons/trends/lifestyles in the 2000s – from an international perspective • Consolidate geographical, cultural, and sociological understanding of fashion icons/trends/lifestyles from the 2000s – from an international perspective • Recognize and express the historical, cultural, visual, and conceptual differences characterizing fashion icons/trends/lifestyles in the 2000s • Practice comparative analytical models – to analyze fashion icons/trends/lifestyles of the 2000s • Evaluate fashion icons/trends/lifestyles of the 2000s in writing
Readings/Assignments	<p>Read English, B. <i>A Cultural History of Fashion in the 20th and 21st Centuries</i>, pp. 141-159</p> <p>Assignment: Identify a fashion icon/trend/lifestyle from the 2000s and analyze what historical, geographical, cultural, and sociological factors characterized, shaped, and defined it (350 words maximum, to be completed by lesson 13)</p>

Lesson 13	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class film projection and discussion of the readings from lesson 11. • Analysis of the visual, symbolical, and technical strategies used in a film to characterize the fashion icon/trend/lifestyle <p>in-class activity: Evaluation of visual, symbolical, and technical strategies to characterize the fashion icon/trend/lifestyle</p>
Fashion icons/trends/lifestyles covered in class	<p>Amy Winehouse</p> <p>Dita von Teese</p> <p>Sophia Coppola</p> <p>Chloe Sevigny</p>

Objectives	<ul style="list-style-type: none"> • Visualize the technical, aesthetic, and symbolical features defining a fashion icon/trend/lifestyle in a movie • Interpret movie-images (movies) to understand and decode constructed meanings – referring to fashion icons/trends/lifestyles • Evaluate and discuss personal critical views on the construction of fashion icons through video-images • Diagram key visual, technical, and aesthetic features characterizing video images – on fashion icons/trends/lifestyles • Synthesize notes to write a personal critical text on fashion icons/trends/lifestyles – from a movie
Readings/ Assignments	Assignment: Elaborate the notes taken during the (movie) projection and write a short reflection paper analyzing the cultural, visual, and technical aspects that define, in the media (cinema), the birth of a fashion icon/trend/style (600 words maximum, to be completed by lesson 14)

Lesson 14	
Meet	In class
Lecture	<ul style="list-style-type: none"> • In-class discussion – on the assignment from 13 • In-class presentation of the Final Project, see lesson 10 - Readings/Assignments session) • New global fashion icons: new canons from social media • General review
Fashion icons/trends/ lifestyles covered in class	Lady Gaga Kim Kardashian and Kanye West Chiara Ferragni Rihanna
Objectives	<ul style="list-style-type: none"> • Present a fashion icon/trend/lifestyle to peers (classmates) and to the Instructor • Demonstrate a professional technical vocabulary – while describing the subject/object of the presentation (fashion-related) • Illustrate technical, analytical, critical, and visual sensitivity – while describing the subject/object of the presentation • Analyze a fashion icon/trend/lifestyle from a multidisciplinary perspective • Explore the most up-to-date technologies, trends, and ways to define fashion icons/trends/lifestyles
Readings/ Assignments	Review readings and course materials for final exam (See the Readings section)

Lesson 15	
Meet	In class
Lecture	FINAL EXAM

