



**ACADEMIC SENATE
Executive Committee
REFERRAL FORM**

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Date:	11/12/2025
To:	General Education Committee
From:	Academic Senate Executive Committee
Subject:	Academic Senate Referral
Classification	GE-003-256
Title of Referral:	<u>AMM 2350 – History of Fashion (New GE Area 3A or 3B)</u>
Background:	See attached referral request form. Additional background provided by the Executive Committee: New course proposed for GE Area 3A or 3B.
Recommended resources:	See attached referral request form and supporting documentation. Additional resources recommended by the Executive Committee: None. For the Committee’s Report on this referral, please list in separate sections, the resources recommended, and resources actually consulted. If a resource was not consulted, briefly state why.
Review and recommend:	Review and recommend as appropriate.
Date required for presenting committee report to the Executive Committee:	3/2/2026

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Keywords: AMM, 2350, History, Fashion, New, GE, Area, 3A, 3B

Background:

Examine the history of fashion as a visual art form that integrates aesthetic design with cultural meaning, demonstrating how dress functions as creative expression, social commentary, and a reflection of broader social and historical contexts. Fashion is explored as a visual language through which societies articulate values, beliefs, and ideals across diverse historical periods. Analyze visual imagery and cultural/historical practices through key fashion theories (e.g., Damhorst' Meaning of Dress framework) to understand how fashion shapes and reflects human experience. Critical reflection on sustainability and responsible fashion practices in the contemporary world is encouraged by situating fashion within its historical and cultural contexts.

Access to Microsoft Office Suite and Canvas is required.

Textbooks (Required):

- Kyoto Costume Institute (2020). Fashion History from the 18th to the 20th Century. Kyoto Costume Institute.

Articles (Available at CPP Library)

- Bagwell, L. S., & Bernheim, B. D. (1996). Veblen effects in a theory of conspicuous consumption. *The American economic review*, 349-373.
- Barron, L. (2021). The creative influence of history in fashion practice: The legacy of the silk road and Chinese-inspired culture-led design. *Fashion Practice*, 13(2), 275-295.
- Damhorst, M. L. (1985). Meanings of clothing cues in social context. *Clothing and Textiles Research Journal*, 3(2), 39-48.
- Gibson, R. (2003). Schiaparelli, surrealism and the desk suit. *Dress*, 30(1), 48-58.
- Lemire, B. (2016). Fashion, material culture & history. *Contemporanea*, 19(3), 456-463.

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

- Identify major developments, styles, and cultural influences in the history of fashion across diverse historical periods.
- Apply critical thinking to connect fashion history with broader social, political, and economic contexts.
- Analyze fashion artifacts, images, and visual media as forms of artistic and cultural expression.
- Interpret the relationships among fashion, cultural contexts, social values, and identity through the application of relevant theoretical frameworks.
- Communicate informed perspectives on the historical and social meaning of fashion through written exams, analytical reports, and oral presentations.
- Critically reflect on sustainability and ethical responsibility in fashion as part of broader social and historical contexts.

Weekly Schedule

Week	Topics	Assignments / Activities
1	Introduction: Meaning of Dress in Social/Historical Contexts - Functions and symbolism of clothing	<u>Weekly Assignment #1 (Learning Reflection):</u> The History in My Closet
2	Ancient Civilizations: Egypt, Crete, Greece, and Rome - Power, beauty, and cultural ideals	<u>Weekly Assignment #2 (Visual Analysis):</u> Classical Drapery and the Ideal Body
3	The Medieval Age: Fashion as Social and Political Symbol, Trade and Cultural Exchange, Silk Road	<u>Group Discussion:</u> Religion and Modesty: The Sacred Language of Dress
4	The Italian Renaissance: Rebirth of Art, Innovation in Dress Design, the Expansion of Global Trade	<u>Weekly Assignment #3 (Learning Reflection):</u> Revival of Classical Ideals and Proportion in Visual and Dress Design
5	Global Threads: Trade, Colonialism, Asia’s Influence on Global Fashion, Art in the Early Modern Era (17th–18th Centuries)	<u>Group Discussion:</u> Portraiture, Fashion, and Symbolism in Northern Europe
6	The French Revolution and the Birth of Couture (Late 18th–Early 19th Century): Fashion, Politics, and Identity in the Directoire, Empire, and American Colonial Periods	<u>Weekly Assignment #4 (Learning Reflection):</u> How Dress Reflected Ideals of Democracy, Citizenship, or Resistance
7	Fashion Beyond the West: Asia, Africa, and the Americas Midterm Exam Review	Midterm Exam
8	The Edwardian Era and World War I (1900–1920): Class, Gender, and Technological Change in Fashion	Choose topics for final group project
9	The Age of Materialism: Veblen theory, Consumer Culture, and the Rise of American Fashion	<u>Group Discussion:</u> Consuming Status - Fashion in the Age of Materialism
10	Fashion and Art (1920s): Art, Fashion, and Modern Life	<u>Weekly Assignment #5 (Visual Analysis):</u> Elsa Schiaparelli’s collaborations with Salvador Dalí and Jean Cocteau-Surrealist fashion as a form of wearable art.
11	Fashion, Film, and Society (1920s–1940s): Style Through Prohibition, the Great Depression, and Global Conflict	<u>Weekly Assignment #6 (Learning Reflection):</u> Fashion and Mass Media Between Wars
12	The “New Look” and Beyond (1950s–1960s): Postwar Prosperity, Cold War Culture, and the Civil Rights Movement	<u>Weekly Assignment #7 (Learning Reflection):</u> Fashion as a Reflection of Freedom, Individuality, and Capitalist Prosperity
13	Fashion and Protest: Style, Identity, and Resistance (in the 1970s–1980s): Vietnam war, Second Wave Feminist, Punk Subculture, Equality, and Pop Art Influence	<u>Weekly Assignment #8 (Visual Analysis):</u> Style as Resistance

14	The Global Age (1990s–2000s): Media, Globalization, Gender Identity, and Technology in Fashion	Final Group Presentation 1
15	The 21st Century and Beyond: Sustainability, Diversity, Digital Culture, and Future of Fashion	Final Group Presentation 2 Final Exam

Midterm and Final Exam

- Format: Combination of short-answer and essay questions based on lecture topics, readings, and visual materials.
- Students will analyze visual sources (Fashion illustrations and photos) and connect them to historical contexts.
- Assessment Focus:
 - Understanding of chronological developments in fashion history
 - Ability to interpret visual and material culture as historical evidence
 - Use of critical thinking and written communication to construct well-supported arguments

Weekly Assignments:

Each week, students will complete either a Reading Reflection or a Visual Analysis related to the assigned topic. A total of eight weekly assignments will be submitted to the Canvas Discussion Board, where students will engage in thoughtful analysis and peer discussion.

- For Learning Reflection, students will respond to questions related to the weekly course topic. For example, at the beginning of the semester, students will conduct a self-exploration activity by examining their own closets to uncover the historical and cultural dimensions reflected in their personal wardrobes fostering an understanding of how dress conveys meaning across time and context.
- For Visual Analyses, students will examine one assigned image (fashion illustration, magazine, advertisement, or photos) describing its stylistic features and interpreting its historical or cultural significance.

Final Group Project & Presentation: “Fashion as Historical Narrative”

Working in small groups (3–4 members), students will select one topic from the list below or propose their own, with instructor approval. Each group will prepare a 15-minute presentation accompanied by a visual component.

Projects should demonstrate:

- Historical accuracy and depth of research
- Clear connection between fashion, art, and historical context
- Use of images, primary sources, or artifacts as analytical evidence
- Cohesive collaboration and balanced participation

This course addresses the following two program learning outcomes:

- Graduates of the program will demonstrate leadership skills and be change drivers to develop a sustainable textile, apparel and fashion retailing sector.
- Graduates of the program will formulate research questions related to apparel and textile business problems, conduct research studies, interpret results and propose meaningful solutions.

The course helps students understand how social, cultural, and technological changes have shaped the global fashion industry, preparing them to become leaders in sustainability and innovation. Through research, visual analysis, and discussion, students learn to question existing practices, interpret evidence, and propose informed solutions for a more responsible and forward-looking apparel and textile sector.

	Midterm and Final Exam	Weekly Assignment (Learning Reflection and Visual Analysis)	Final project
GE-SLO A. Oral Communication (OC)			V
GE-SLO B. Written Communication (WC)	V	V	
GE-SLO C. Critical Thinking (CT)		V	V
GE-SLO G. Intercultural Engagement (IE)		V	V
Area 3B A (Rubric)	V	V	V
Area 3B B (Rubric)	V	V	V
Area 3B C (Rubric)		V	V
Area 3B D (Rubric)	V	V	

	How AMM 2350 addresses the respective requirements
GE-SLO A. Oral Communication (OC): Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.	Students will deliver a final oral presentation to discuss their analysis, and reflections on the selected topic.
GE-SLO B. Written Communication (WC): Students will express their ideas through the written word with an awareness of audience, purpose, and form.	Students will compose weekly learning reflections and visual analyses to articulate their understanding and perspectives on the week's topic.
GE-SLO C. Critical Thinking (CT): Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments	Students will analyze fashion images using the Meaning of Dress framework introduced in class to critically interpret visual culture and deepen their understanding of fashion history.
GE-SLO G. Intercultural Engagement (IE): Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.	The course helps students understand how fashion reflects diverse cultures and human experiences across time.
Area 3B A (in Rubric): Course content centers the study of arts and the humanities as defined by GE policy. Specifically, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical	Through reflective and analytical activities, students learn to interpret fashion's aesthetic, cultural, and historical meanings while valuing the integrity of personal perception and critical inquiry.

faculties through studying works of the human imagination.	
Area 3B B (in Rubric): Course content does NOT exclusively emphasize skills development and language courses integrate a substantial cultural component.	This course focuses on the historical and aesthetic development of fashion and encourages students to engage with the subject with interests
Area 3B C (in Rubric): Philosophy and civilization courses are designed to provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations.	This course enables students to critically examine how fashion reflects and responds to the philosophical and social ideas that have shaped different civilizations.
Area 3B D (in Rubric): Course prepares students in philosophical ideas and theories around which different civilizations have been organized to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry, and explore the complex developments of those civilizations. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.	The class covers theories regarding how fashion communicate social values students will apply the theory to interpret the value and societal situation of historical era. As the class progresses and discussing contemporary fashion, the class discuss ethical fashion behavior to promote to responsible moral choices within the context.

Recommended Resources:

Attachments: