APDM 496: Field Study in FDM (3 cr)
Fashion in 20th Century Germany (Oral Focus)
Summer 2015

Instructor: Dr. Andy Reilly
Telephone: TBD
Email: areilly@hawaii.edu
Office: TBD
Office Hours: TBD and by appointment

Number of contact hours: 45
Pre-requisites: none

Description
Fashion in 20th Century Germany is designed to introduce students to the fashion and textile industry in Germany. The thrust of this course is to understand the social, psychological, economic, and ethical aspects of fashion within German culture and how Germany has influenced world fashion. It is appropriate for beginners and experts in the field of fashion and is offered as an Oral Focus.

Berlin has a fascinating recent history. In the 20th century alone it saw a successive change of no fewer than four governments. It has been destroyed, rebuilt, destroyed, rebuilt, destroyed, and rebuilt again. The history of Berlin shows the importance of fashion: politically, socially, psychologically, and culturally. A study of fashion in Germany can only be successfully achieved by living in Berlin where artifacts can be viewed and locations important to the understanding of fashion in Germany visited. We will visit museums and locations that are only found in Berlin to enhance the classroom experience and foster experiential learning.

Topics include an introduction to fashion, pre-WWII fashion, Nazi Germany fashion, the effect of WWII on world fashion, and current topics in German fashion. This course is enhanced by site visits to museums and centers of fashion in Berlin.
Oral Focus Designation
This course has an oral communication focus, meaning that students will engage in various types of oral communication and graded accordingly. In order to meet UH’s requirement for oral focus designation, the following criteria are met: each student will participate in a minimum of three oral communication activities (there are five in this class); minimum 40% of grade is based on oral activities; students will be trained by the instructor in proper oral communication skills prior to each oral activity; students will be given feedback based on their oral communication skills.

Oral Focus student Learning Outcomes:

1. Students will demonstrate informative oral communication in individual projects via presentations to the class
2. Student will demonstrate persuasive oral communication within a group via a debate

UHM Study Abroad Learning Outcomes (SALO)

1. Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.
3. Communicate appropriately and effectively with diverse individuals and groups.
4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

Student Learning Outcomes (SLO)

1. Students will formulate an opinion about current fashion and substantiate it with evidence (fashion update)
2. Students will analyze how the Zeitgeist is related to fashion and socio-cultural values (Zeitgeist boards)
3. Students will identify how trends originate and identify current trends in Berlin (street style research and presentation)
4. Students will evaluate an ethical question relevant to the fashion industry (ethics debate)
5. Students will synthesize information about fashion in Germany (research presentation)

Topics

- Unit 1: Introduction to fashion
  - Fashion versus clothing
  - The fashion process from concept to consumer
- Unit 2: The Weimar era
  - Fashion as entertainment
  - Fashion as gender-bending
  - Fashion as art
  - Site visit: Film Museum
  - Site visit: Lipstick Museum

- Unit 3: Nazi Germany
  - Social control via clothing in Nazi Germany
  - Marketing of identity in Nazi Germany
  - Eradication of Jews from fashion industry
  - Site visit: Sachsenhausen Concentration Camp or Jewish Museum Berlin

- Unit 4: West Germany and East Germany
  - GDR underground fashion
  - Fashion as propaganda
  - Impact on American industry
  - Site visit: GDR Museum
  - Site visit: Museum Ephraim-Palais (West Berlin exhibition)
  - Site visit: Ramones Museum

- Unit 5: Reunified Germany
  - Fashion as luxury
  - Fashion as big business
  - Ethical considerations; hate couture and neo-Nazi style; tattoos and the Jewish body
  - Street style
  - Site visit: Berlin fashion centers

**Texts**
- Course pack of various articles
Unit 1: Introduction to fashion

Unit 2: The Weimar era

Unit 3: Nazi Germany

Unit 4: West Germany and East Germany

Unit 5: Reunified Germany


Grading

- Fashion update: 10 points
- Zeitgeist boards: 20 points
- Ethics debate: 20 points
- Street Style research: 10 points
- Research presentation: 30 points
- Participation: 10 points
- 100 points total
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Purpose</th>
<th>Instructions</th>
<th>Student Learning Outcome</th>
<th>Study Abroad Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Fashion Update</td>
<td>To demonstrate ability to formulate an opinion and substantiate it with evidence</td>
<td>Students will provide a 3-5 minute oral speech with visuals on what is new in fashion</td>
<td>1</td>
<td>1, 2, 3</td>
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<tr>
<td>Zeitgeist Boards</td>
<td>To demonstrate understanding of the connection between Zeitgeist and fashion</td>
<td>Research a 20th century decade and relate the 5 areas of Nystrom’s Zeitgeist framework to the fashions of the time. Use boards and oral speech to give presentation.</td>
<td>2</td>
<td>2, 3</td>
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<tr>
<td>Ethics Debate</td>
<td>To demonstrate ability to evaluate an ethical issue related to fashion</td>
<td>Work within a group to debate pro or con an ethical topic. Potential topic: hate couture—offensive or freedom of expression?</td>
<td>4</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Street Style research</td>
<td>To demonstrate ability to identify emerging trends and appearance aesthetics unique to Berlin</td>
<td>Using a camera or phone camera, students will document the appearance and style of everyday people and the street and write summaries about them and provide an oral report.</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Research Presentation</td>
<td>To demonstrate ability to analyze and synthesize their knowledge on a topic</td>
<td>Orally present on a topic relating to Germany and some aspect of fashion (e.g., personality, identity, marketing, ethics, social control,</td>
<td>5</td>
<td>2, 4</td>
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<tr>
<td>of their choosing.</td>
<td>society, culture, etc.)</td>
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1. Demonstrate awareness of your own cultural values and biases, and how these might impact their ability to work with others.
   - Topics discussed in class will include aesthetics and how these are reflections of culture, society, and time. We will compare German and American aesthetics in fashion. Aesthetics are reflections of one’s values. Comparison with others’ aesthetics and perceptions of them will illuminate one’s own values and biases.
   - The topic of masculinity and femininity will discuss how gender is a social creation. Examples of what is “appropriate” behavior and dress in Germany and the USA for men and women will demonstrate how gender is culturally-created and a reflection of values.

2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the Study Abroad program.
   - Two research projects address this SLO. With the street style project students will document diverse trends among the people of Berlin and discuss their motivations. They will also research a topic of interest to them that relates to Germany and fashion. The specific focus of their research will be up to students and the instructor will assist them in formulating a plan to meet their goals. Their research project will be presented to their classmates.

3. Communicate appropriately and effectively with diverse individuals and groups.
   - All assignments and class lectures are designed to enhance communication skills. Students are encouraged to discuss their own experiences and observations in class and respond to others’ in an appropriate manner. Oral presentations are designed to help students become comfortable talking in front of groups of people and to hone their public speaking skills.

4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints
   - Some of the topics covered in this course are controversial, such as propaganda during the Nazi regime. Students will be encouraged to consider motivations for such propaganda and how other forms of propaganda (e.g., today’s marketing) have influenced their decisions and views.
   - Students will demonstrate their ability to analyze issues given cultural considerations by participating in a debate. Students will be divided into teams (the number of teams depends on the number of students in the class) and teams of two will debate an ethical topic, one side pro and one side con. An example topic is “Should hate couture be banned or is it freedom of speech?”