

**New York City College of Technology  
Interdisciplinary Committee  
Course Review Form**

**DATE:** October 13, 2020

**REVIEWER:** Sean MacDonald

**COURSE TITLE & NUMBER:** HIS 2708

**PROPOSED BY:** Kerin Coughlin and Alyssa Dana Adomaitis

**CREDIT HOURS:** 3

**PREREQUISITES:** ENG 1101 and (2) either HIS 1111 or GOV 1101

**COURSE IS:** ☐ Existing ☒ New ☐ In development

**PROPOSED COURSE DESIGNATION:** ☒ College Option ☐ elective ☐ Capstone ☐ other:

**DEPARTMENT HOUSED IN:** Social Science

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):** co-taught

**CREDIT DISTRIBUTION (if co-taught):** 1.5 hours each

**CATALOG DESCRIPTION:** A chronological and thematic introduction to the history of U.S. fashion law from the twentieth century through today, focusing on law relating to problems that frequently arise in fashion, namely intellectual property (trademarks and counterfeiting), employment (safety, wages, workplace dress), and constitutional rights (freedoms of expression and religion). Students explore the social, political, economic, and other contexts of these legal developments, and how the developments have impacted the business of fashion.

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

The proposers note that “this course explores the strong connections between the seemingly exclusive domains of fashion and law,” and notes that the perspectives offered by these two areas make the offering interdisciplinary. At the same time, the course has a clear historical focus on the evolution and development of fashion law, and the interdisciplinary approach is designed to encourage students to make connections across these two disciplines as they examine key topics. The learning outcomes for the course stress the importance of students drawing upon knowledge and information covered to synthesize, analyze and make connections across the disciplines of history, law and fashion, to apply these perspectives in their writing and discussion, and to incorporate the perspectives of “designers, manufacturers, and retailers; employees and employers; and members of various demographic groups” in the understanding of the legal issues related to fashion and their evolution throughout the 20<sup>th</sup> century.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

The course is proposed to be co-taught by faculty in Legal Studies and Business (fashion) with a focus on the historical evolution and development of fashion law. The proposers have also suggested a couple of guest lecturers from business and law. It is recommended that the interdisciplinary theme be further developed and stated.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria  
CityTech: [http://www.300jaystreet.com/college-council/curriculum\\_proposals/past\\_proposals](http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals) NYS:  
<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >

**STRENGTHS:** The course introduces a clear historical focus on the evolution and development of fashion law, and the proposal clearly emphasizes the importance of students being able to make connections across these two disciplines as they examine key topics. The interdisciplinary learning outcomes for the course stress the importance of students drawing upon knowledge and information covered in the course to synthesize, analyze and make connections across the disciplines of history, law and fashion. The proposers, in their revised application have more clearly defined the interdisciplinary theme for the course which appears to incorporate some of the broader cultural issues and influences into the historical perspective. This would both enrich the content and would help to elevate and emphasize the historical focus.

**WEAKNESSES:**

1) As the business of fashion is an industry that in many ways is both shaped by and impacts culture and its diversity, how will this context be worked into the course content and the historical perspective? There is a lot of room to explore issues of gender, class, ethnicity, race, sexuality, etc. in a course such as this. This would also give the course more grounding and context as a General Education course and as an interdisciplinary course. Examining these influences within the context of what was happening during a given period of time and incorporating such influences into course content, readings, and assignments would provide this rich historical context for the evolution of laws re: fashion.