

# Postgraduate Diploma Fashion Criticism





## Postgraduate Diploma Fashion Criticism

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/design/postgraduate-diploma/postgraduate-diploma-fashion-criticism](http://www.techtitute.com/us/design/postgraduate-diploma/postgraduate-diploma-fashion-criticism)

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# 01

# Introduction

Criticism in the world of fashion is demanding. Designers are increasingly innovative and transgressive, requiring very specific knowledge of the fashion world to know how to properly critique new collections and trends. Critics must be aware of all the history that has preceded them, as well as the ethical fundamentals in journalism to avoid malpractice. That is why TECH has developed this course, to educate students in forming well-founded, unique criticism in the fashion world.





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*With this Postgraduate Diploma in Fashion Criticism, you will be able to form fully informed critiques of the great brands in design: Valentino, Balenciaga, Gucci or Dior”*

As the world of fashion undergoes radical changes from one season to another, Fashion Critics have a great responsibility and weight within the industry, since they are the main link between big brands and their customers. Thus, critics are prestigious figures supported by a broad historical and social knowledge of everything in fashion.

This Postgraduate Diploma in Fashion Criticism aims to provide students with all the skills required to responsibly engage in fashion criticism from a professional perspective, as well as a full understanding of the fundamentals of journalism that will ensure proper and professional communications.

This knowledge will allow students to distinguish themselves as critics of reputed prestige within their field, thanks to their professional expertise and specific studies of the history of fashion.

The program is 100% online, so students have the freedom to adjust their study schedules to their own pace and interests, without the need to commute to a physical center or attend specific classes. The course load, which is greatly supported by audiovisual material, will be available at all times during the program from any device with an Internet connection.

This **Postgraduate Diploma in Fashion Criticism** contains the most complete and up-to-date program on the market. Its most outstanding features are:

- ◆ Practical cases presented by experts in fashion with a focus on criticism
- ◆ The graphic, schematic and practical contents of the book provide theoretical and practical information on those disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Its special emphasis on the importance of fashion and how to properly critique it
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*You will be among the fashion elite that connect the best designers with the general public”*

“

*You will have privileged access to collections and pieces before anyone else, being able to comment and analyze them down to the smallest detail”*

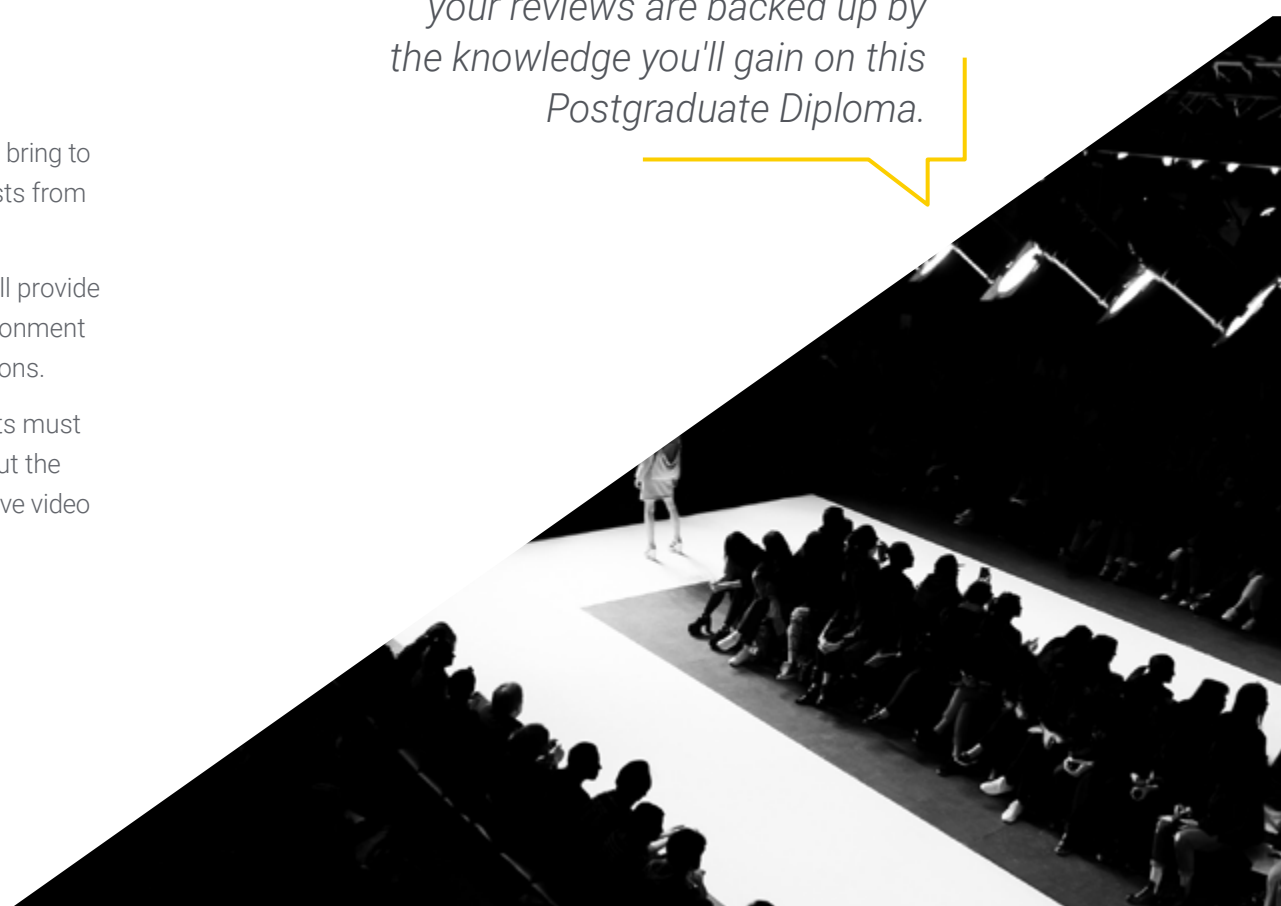
The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, students will be assisted by an innovative, interactive video system created by renowned and experienced experts.

*You will be prepared to attend the most prestigious catwalks, with front row seats so you can see, analyze and detail all the collections presented.*

*Your career will take a leap forward into the world of fashion when your reviews are backed up by the knowledge you'll gain on this Postgraduate Diploma.*



# 02 Objectives

This Postgraduate Diploma contains all the knowledge students need to learn how to make a reasoned, complex but understandable critique for their audience, demonstrating their high-level knowledge and professional expertise. The following is a list of all the objectives, both general and specific and organized by module, so students can have a general understanding of what they are going to learn by taking this Postgraduate Diploma in Fashion Criticism.







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*If your goal is to become a reputable practitioner in fashion media, you are in the right place to achieve it”*



## General Objectives

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- ◆ Analyze the global context of fashion and how it affects society
- ◆ Understand how fashion has evolved over the years
- ◆ Become familiar with the great male and female figures in fashion, who remain influential today
- ◆ Contextualize communication in the fashion world and the most common media outlets: from magazines to modern social networks
- ◆ Understand the main journalistic values in the world of fashion
- ◆ Study communicative psychology in depth and know how to apply it in daily practice





## Specific Objectives

### Module 1. History of Fashion

- ◆ Associate formal and symbolic language with functionality in the field of fashion
- ◆ Justify the contradictions between fashion luxury and ethical values
- ◆ Reflect on the impact of innovation and quality of fashion production, *ready-to-wear* and *low cost* fashion on quality of life and of the environment
- ◆ Know and value the historical uses and ways in which fashion has been resorting to the construction of imaginaries
- ◆ Know how to make correct denotative and connotative readings of fashion images

### Module 2. Fundamentals of Journalism

- ◆ Master the journalistic tradition from its origins to the present day, focusing on the main media outlets, journalists and important news coverage
- ◆ Analyze the types of newspapers that exist and their contents
- ◆ Documenting news processes and handling new technologies related to the treatment of documents
- ◆ Know the main journalistic tools and their selection criteria
- ◆ Express and act on public opinion, using all the methods, languages and technological supports available to journalism today (press, radio, television and networks)
- ◆ Know and analyze the elements of the newspaper

### Module 3. Magazines

- ◆ Know the particularities that define the magazine as a medium of written journalism, its typology and the segmentation of its market
- ◆ Know the tradition and historical background of written communication technology and journalistic design
- ◆ Analyze and identify the different components of a magazine
- ◆ Know the magazine, its specificities and the publishing market



*Enroll now in this Postgraduate Diploma to begin your career as a renowned fashion critic”*

03

# Structure and Content

This Postgraduate Diploma is structured into three different modules, which cover all the teaching material along different subtopics within each module.

In an orderly and clear manner, students can easily access any of the modules and plan their training as they wish. In fact, the precision of the sections will facilitate studying the course load and resolving any doubts along the way.





“

*Concisely written, you will find in the syllabus your best ally to catapult your career in Fashion Criticism towards success”*

## Module 1. History of Fashion

- 1.1. From Clothing to Fashion
  - 1.1.1. New Context and Social Change
  - 1.1.2. Women's Liberation
  - 1.1.3. New Concept of Fashion Designer
  - 1.1.4. Beginning of the 20th Century
- 1.2. The Modern Clothing
  - 1.2.1. The Modern Clothing
  - 1.2.2. The Rise of the American Designers
  - 1.2.3. The London Scene
  - 1.2.4. New York in the 70s
  - 1.2.5. Fashion Trends of the 80s
  - 1.2.6. Multi-Brand Luxury Groups
  - 1.2.7. A Functional Fashion
  - 1.2.8. *Activewear*
  - 1.2.9. Fashion, Art and Pop Culture
  - 1.2.10. *Celebrities*
  - 1.2.11. Photography and the *Internet*
- 1.3. Great Masters of Fashion
  - 1.3.1. Jeanne Lanvin
  - 1.3.2. Jeanne Paquin
  - 1.3.3. Emilie Flöge
  - 1.3.4. Madeleine Vionnet
  - 1.3.5. Gabrielle Chanel
  - 1.3.6. Elsa Schiaparelli
  - 1.3.7. Carolina Herrera
- 1.4. Great Masters of Fashion
  - 1.4.1. Charles Frederick Worth
  - 1.4.2. Jacques Doucet
  - 1.4.3. Paul Poiret
  - 1.4.4. Cristóbal Balenciaga
  - 1.4.5. Christian Dior
  - 1.4.6. Karl Lagerfeld
  - 1.4.7. Alexander McQueen
- 1.5. Haute Couture
  - 1.5.1. History of *Haute Couture*
  - 1.5.2. Federation of Haute Couture and Fashion
  - 1.5.3. Members of the Federation
  - 1.5.4. From Haute Couture to *Prêt-à-Porter*
- 1.6. Crafts
  - 1.6.1. Weaving as Art
  - 1.6.2. Crafts That Complement Clothing
  - 1.6.3. Artists and Craftworkers Related to Fashion
- 1.7. Fast-Fashion
  - 1.7.1. History and Origin of Fast - Fashion
  - 1.7.2. Fast Fashion Business Model
  - 1.7.3. Fast Fashion's Impact on the World
- 1.8. Advertising and Photography in Fashion
  - 1.8.1. Archetypes and Stereotypes
  - 1.8.2. The Fashion Image
  - 1.8.3. Visual Communication of Fashion
  - 1.8.4. The Great Fashion Photographers
- 1.9. Repercussion of Fashion
  - 1.9.1. The Textile Industry
  - 1.9.2. Relationship of Art and Fashion
  - 1.9.3. Fashion and Society
- 1.10. Fashion Theory and Criticism
  - 1.10.1. Current Designers and Their Influence
  - 1.10.2. Current Trends
  - 1.10.3. The Trivialization of Fashion



## Module 2. Fundamentals of Journalism

- 2.1. Definition and types of Newspapers
  - 2.1.1. Introduction: The Study of Communication as a Social Science
  - 2.1.2. Key Concepts: Communication, Information and Journalism
  - 2.1.3. The Media and its Relationship with the Community
  - 2.1.4. Newspapers and Their Relationship with Other Media
  - 2.1.5. Definition and Characteristics of the Journal
    - 2.1.5.1. History
    - 2.1.5.2. Themes
    - 2.1.5.3. Selling Price
    - 2.1.5.4. Format
  - 2.1.6. The Contents of the Journal
    - 2.1.6.1. Sections
- 2.2. Main Journalistic Tools
  - 2.2.1. Introduction
  - 2.2.2. Main Journalistic Tools
  - 2.2.3. Selection Criteria
    - 2.2.3.1. What are they?
    - 2.2.3.2. Classification
    - 2.2.3.3. Relationship With the Present Time
- 2.3. Elements of the Newspaper
  - 2.3.1. Introduction
  - 2.3.2. Elements of the Newspaper
  - 2.3.3. Different Elements
- 2.4. Journalists and Their Journalistic Skills or Abilities
  - 2.4.1. Introduction
  - 2.4.2. Journalists and Their Journalistic Skills or Abilities
  - 2.4.3. Debate on the Journalistic Profession
  - 2.4.4. Attitudes
    - 2.4.4.1. Practical Attitudes
    - 2.4.4.2. Intellectual and Moral Attitudes

- 2.5. The Organization of a Newspaper
  - 2.5.1. Introduction
  - 2.5.2. Two Structures in One: The Company and the Newsroom
  - 2.5.3. Editorial Principles
  - 2.5.4. Editorial Statutes
    - 2.5.4.1. Editorial Roles
  - 2.5.5. Epilogue: From the Digital Version to the Digital Edition
- 2.6. Journalistic Work
  - 2.6.1. Introduction
  - 2.6.2. Journalistic Work
  - 2.6.3. What Is an Editorial Department and How Is It Organized?
  - 2.6.4. On a Daily Basis
  - 2.6.5. Long-Term Planning
  - 2.6.6. Individual and Collective Work
    - 2.6.6.1. Individual Work
    - 2.6.6.2. Collective Work
    - 2.6.6.3. Style Books
- 2.7. Journalistic Ethics
  - 2.7.1. Introduction
  - 2.7.2. Origin and Historical Evolution
    - 2.7.2.1. The Hutchins Commission
    - 2.7.2.2. The MacBride Report
  - 2.7.3. A Way to Regulate the Profession
  - 2.7.4. Functions of Self-Regulation
  - 2.7.5. Codes of Ethics
- 2.8. Types of Journalism
  - 2.8.1. Introduction
  - 2.8.2. Investigative Journalism
    - 2.8.2.1. Qualities of The Investigative Journalist
    - 2.8.2.2. Williams Scheme
    - 2.8.2.3. Research-Innovation Techniques
  - 2.8.3. Precision Journalism
    - 2.8.3.1. Specializations of Precision Journalism
  - 2.8.4. Service Journalism
    - 2.8.4.1. Thematic Features
  - 2.8.5. Journalistic Specialization
  - 2.8.6. Development of Specialized Information
- 2.9. Journalism and Rhetoric
  - 2.9.1. Introduction
  - 2.9.2. Information-Opinion Separation
  - 2.9.3. Theories of Journalistic Genres
  - 2.9.4. Contributions of Rhetoric
  - 2.9.5. The Elocutio or Elocution
- 2.10. Journalism as a Political Actor
  - 2.10.1. Introduction
  - 2.10.2. The Newspaper According to Theoreticians
  - 2.10.3. The Newspaper, Actor of Conflict
    - 2.10.3.1. The Newspaper as Communication
    - 2.10.3.2. The Newspaper at the Extra, Inter and Intra levels
  - 2.10.4. The Newspaper as Peacemaker
    - 2.10.4.1. Alarm Mechanism
    - 2.10.4.2. Creator of Atmospheres, Mobilizer for Peace
  - 2.10.5. The Newspaper as a Complex Problem-Creation and Problem-Solving System
  - 2.10.6. The Newspaper as a Missionary Institution
  - 2.10.7. The Newspaper as the Apex of a Triangle of Love-Hate Relationships
  - 2.10.8. The Newspaper as a Narrator and Participant in Conflicts
- 2.11. Journalism as a Social Actor
  - 2.11.1. Introduction
  - 2.11.2. The Newspaper as Interpreter and Mediator
  - 2.11.3. The Newspaper as a Member of the Political System and as a Parapolitical System
  - 2.11.4. The Newspaper as Informer and Pseudo-Political Communicator
  - 2.11.5. The Newspaper as an Addressee of the Communication Policies of Other Social Actors



## Module 3. Magazines

- 3.1. What is a Magazine
  - 3.1.1. Introduction
  - 3.1.2. What is a Magazine? Its Specificities and the Publishing Market
  - 3.1.3. Specificities of the Magazine
  - 3.1.4. Magazine Market: General Issues
  - 3.1.5. Large Magazine Publishing Groups
- 3.2. The Magazine Reader
  - 3.2.1. Introduction
  - 3.2.2. The Magazine Reader
  - 3.2.3. Finding and Building Reader Loyalty
  - 3.2.4. The Print Magazine Reader
  - 3.2.5. The Digital Magazine Reader
  - 3.2.6. Readership and Advertising
- 3.3. Creation and Life of a Magazine
  - 3.3.1. Introduction
  - 3.3.2. The Creation of a Magazine
  - 3.3.3. The Name
  - 3.3.4. The Life Cycle of a Magazine
- 3.4. Segmentation and Specialization of Magazines
  - 3.4.1. Introduction
  - 3.4.2. Segmentation and Specialization of Magazines
  - 3.4.3. Types of Magazine
    - 3.4.3.1. Cultural Magazines
    - 3.4.3.2. Gossip Magazines
    - 3.4.3.3. Supplements
- 3.5. Structure and Contents of the Magazines
  - 3.5.1. Introduction
  - 3.5.2. The Headline
  - 3.5.3. Structure
  - 3.5.4. Contents
- 3.6. Birth and Development of Magazines in Europe and the USA
  - 3.6.1. Introduction
  - 3.6.2. The Beginnings: Between the 16th and 18th Centuries. From the Relations to the Gazettes
  - 3.6.3. The 19th Century in Europe
  - 3.6.4. Balance of the 19th Century
- 3.7. The Twentieth Century: The Consolidation of the Modern Magazine
  - 3.7.1. Introduction
  - 3.7.2. The First Decades of the Twentieth Century in European Magazines
  - 3.7.3. The United States Between the Twenties and the Sixties: The Second Magazine Boom
  - 3.7.4. Europe after the Second World War: Magazines from the 1940s Onwards
  - 3.7.5. From the 1960s Onwards: The Revamped magazine
- 3.8. Milestones in the History of American Magazines
  - 3.8.1. Introduction
  - 3.8.2. National Geographic, a Milestone in the History of Popular Magazines
  - 3.8.3. Time, a Milestone in Weekly Reports or *News Magazines*
  - 3.8.4. Reader's Digest, a Milestone in Magazine Magazines
  - 3.8.5. The New Yorker, a Milestone in Opinion and Culture Magazines
- 3.9. Magazines in Europe
  - 3.9.1. Introduction
  - 3.9.2. Dissemination
  - 3.9.3. Top Magazines by Country
- 3.10. Magazines in Latin America
  - 3.10.1. Introduction
  - 3.10.2. Origin
  - 3.10.3. Top Magazines by Country

# 04

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

The case method is the most widely used learning system in the best faculties in the world. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

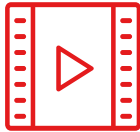
*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



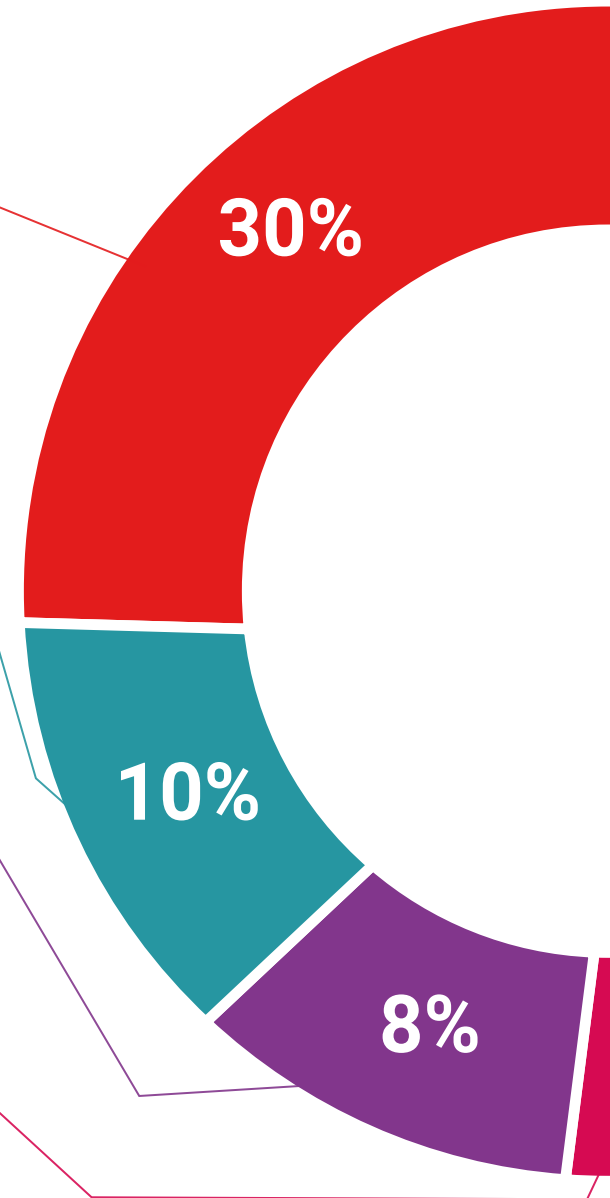
### Practising Skills and Abilities

They will carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



# 05 Certificate

The Postgraduate Diploma in Fashion Criticism guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

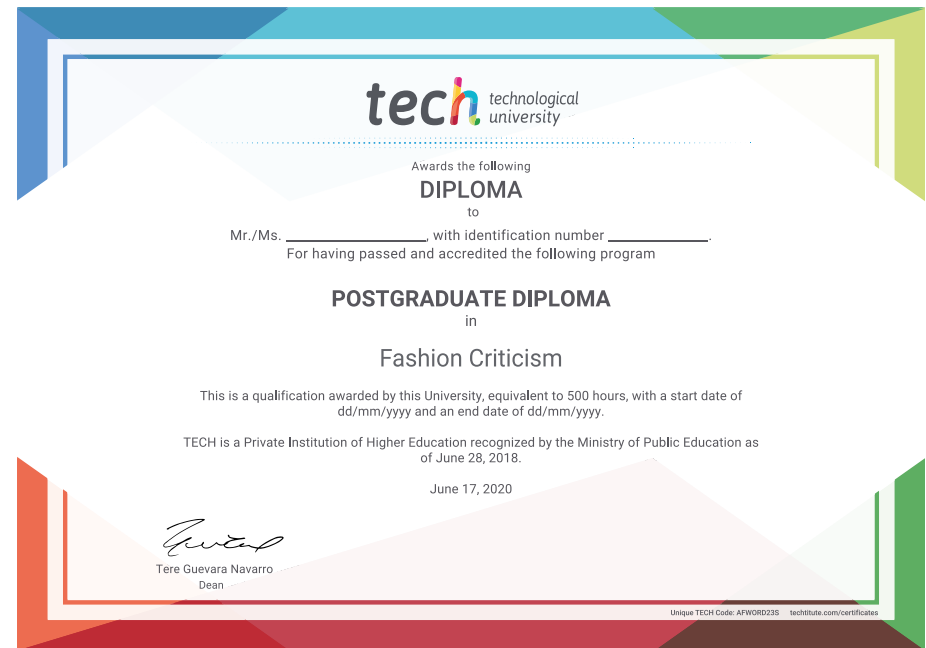
This **Postgraduate Diploma in Fashion Criticism** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University**.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

**Program: Postgraduate Diploma in Fashion Criticism**

**Official No. of Hours: 450 hours.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



## Postgraduate Diploma Fashion Criticism

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

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