

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	Herberger Institute for Design and the Arts	Department/School	School of Art, Fashion
Prefix: FSH	Number: 300	Title: Global Fashion Industry	Units: 3

Course description: **3**

Is this a cross-listed course? **No** If yes, please identify course(s): _____

Is this a shared course? **No** If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? **Yes**

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Global Awareness–G **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dennita Sewell E-mail dennita.sewell@asu.edu Phone 602-738-2833

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dennita Sewell Date: 2/27/18

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus See Part 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	syllabus and Panel presentation guidelines

Course Prefix	Number	Title	Designation
FSH	300	Global Fashion Industry	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. understanding of contemporary world outside of US	This course discusses the fashion industry in and its business and cultural workings in every continent	Part 1 discusses perspectives for the examination of global issues and critical thinking required for understanding those issues. This section establishes terms that will be used to evaluate countries in later chapters as well as defining various types of factories and trade conditions and agreements.
2a. in-depth examination of non-US culture	Cultural aspects, transportation and logistics are discussed in relation to the fashion industry and what is manufactured in each and what challenges they face.	Part 1 provides tools to examine relationships between a country's level of economic development and its role in the textile and apparel industry. This is expanded upon in Part 3 that examines each country in depth and individually. the importance of cultural understanding is emphasized along with governmental trade agreements.
2c. comparative cultural study that is based in which more than half of the material is based outside of US.	The textile and apparel industry involves a complex combination of considerations for making decisions about the cost-efficient location of design, services, materials, production and finished goods. Since the 1980s, the majority of garments sold in the US are produced in other countries. This course examines why and how some countries become major producers and exporters and how companies decide where the garments will be designed and produced. China is the undisputed apparel	Part 2 examines characteristics of countries around the globe by 1) level of development including overall stability and security, bureaucratic efficiency, education, human rights, infrastructure and labor cost and 2) by geographic location including considerations for shipping costs, shipping time, cultural values and norms, import duties and risk of natural disasters. Characteristics of countries that impact sourcing decisions including cultural values and norms, tariffs, and logistics are used to evaluate sourcing locations for different types of companies and products. The course fosters a holistic approach to understanding how these conditions

	<p>manufacturing leader and is given significant consideration in this course.</p>	<p>support or prohibit the flow of materials, products and services that make world wide sourcing in the textile and apparel industry possible.</p>
<p>2d. study the significance of a non-US centered global issue. course examines various global cultures on that issue and effects of that issue on world cultures.</p>	<p>This course examines textile and apparel industries in countries in the four major parts of the world--Europe, Americas and Carribbean, Asia and Oceania, and the Middle East and Africa. The Global Competitiveness Index is used to discuss the level of a countries productivity and asses the industry's role in this global industry and how countries use the fashion industry to advance their level of economic and industrial development.</p>	<p>Part 3 explores the unique evolution of economic and political organization of each country including geographic size, population, literacy, GDP, GDP per capita, inflation rate, labor force and political structure and how those factors determine their areas of expertise in the industry. Case studies examine real companies in each country. For example, Chapter 12 establishes the roles of textile and apparel in the economies, lifestyles and politics of the Middle East and Africa. this chapter explores the economic, political and cultural strengths within and among individual countries in this region. This region is heavily impacted by cultural patterns rooted in religious affiliations. Sensitivity to cultural differences is critical for doing business there including the perceptions of the role of women. An additional example from chapter 11 is the discussion of the formulation of the ASEAN Economic Community. This agreement establishes rules and flow for the movement of capital, services and goods among 10 Asian countries. Its establishment including removing barriers and sharing of resources have allowed this region to acquire a larger share of manufacturing from around the world.</p>

FSH 300 - Global Fashion Industry

Course Description

Considers the textile and apparel industries in a global context. Examines issues from several viewpoints providing the facts and data needed to consider the ramifications of events with unbiased perspectives.

Enrollment requirements

Prerequisite(s): FSH 204 or FSH 206 with C or better

Offered by

Herberger Institute for Design and the Arts

Additional Class Details

General Studies: No

Units: 3

Repeatable for credit: No

Component: Lecture

Instruction Mode: In-Person

Important Deadlines

Last day to enroll: August 22, 2018

Drop deadline: August 22, 2018

Course withdrawal deadline: October 31, 2018

Fall 2018 | Class # 87078

Seats Open: 34 of 40 ●

[Add Class](#)

Days	Dates	Start	End	Location	Instruc
TTh	08/16 - 11/30	10:30 AM	11:45 AM	Tempe - TMPCT154	Staff

Fees: \$32 course fee

Book List

Not yet provided by instructor. Refer to syllabus for additional details.

The Arizona State University faculty is at the forefront nationally in advancing research and discovery. They inspire new ways of thinking, innovating and solving problems socially, culturally and economically in our region and in the international community.

[Read more](#)

[Feedback](#)

Arizona State University
FSH 300 Global Fashion Industry
Three credits; 15 weeks
Tuesday and Thursday 9:00-10:15 am
Room: Tower A205

Instructor: Dennita Sewell
dennita.sewell@asu.edu
Tempe Center, Room 153
Office Hours: Thursday 10:30-Noon or by appointment



“Its all about the globalization of fashion. I wanted a global look not a French look.”

Karl Lagerfeld about the Chanel fall 2013 collection

Syllabus

Course Description: Evaluation of key issues facing textiles and apparel businesses operating supply chains and sourcing in the global economy considering economic, political and social perspectives and professional implications.

Enrollment Requirements: Students should have completed one year of First Year Composition as well as FSH 204: Social Aspects of Fashion with a grade of C or better. Or approval from the instructor.

Required reading:

Going Global, 3rd edition, Kunz and Garner and Studio Card
ISBN 978-1501318337

Please note: Purchasing the standalone paperback does not include access to the STUDIO resources that accompany the text. The STUDIO card can also be purchased separately through Bloomsburyfashioncentral.com

<https://www.bloomsbury.com/us/going-global-9781501318344/>

Additional readings will occasionally be provided

Course Objectives

1. Develop critical thinking and presentation skills.
 - a. **Evaluate** the breadth and depth of information. Read, listen, discuss, observe.
 - b. **Think about the** quality of information found in primary and secondary sources; evaluate fact, theory, findings, description, opinion.
 - c. **Analyze the** consistency and conflict of information; determine major points.
 - d. **Synthesize** information into a response.
2. Analyze the size, scope, and components of the global textile and apparel business.
3. Understand the concept of the global economy and basic trade regulations in effect.
4. Recognize the role and complexity of supply chains in the global business environment.
5. Comprehend the function of global sourcing in textiles and apparel.
6. Consider conflicts in perspectives of textiles and apparel business operations.
7. Compare the merits of differing perspectives when considering present and future business decisions.
8. Apply global concepts in planning and evaluating career opportunities and directions.

Resources:

Library: Trade press including--WWD, Vogue, Harper's Bazaar.

Newspapers including—Wall Street Journal, New York Times and international news publications.

Requirements and assessment:

This course is made up of a series of lectures/discussions building on the assigned readings with in-class quizzes, two panel presentations, a mid-term and final exam

Attendance and in-class participation:	20%
Panel presentations:	20%
In-class quizzes	20%
Mid-term	15%
Final	25%
<hr/> Total	<hr/> 100%

Your semester grade is based on the following scale:

390 or higher = A+		
370-389.9 = A		
360-369.9 = A-		
350-359.9 = B+		
330-349.9 = B		
320-329.9 = B-		
310-319.9 = C+		
280-309.9 = C	260-279.9 = D	0-259.9 = E

Weekly schedule

Part 1—Embarking on a Global Adventure

August 17

Introduction to class.

August 22 & 24

Week 1: Globalization of the Textile and Apparel Industries

Lecture presentation and in-class discussion

Where textile and apparel products come from and are distributed in today's global marketplace.

Reading-*Going Global*, Chapter 1

- Discuss perspectives for the examination of global issues and the critical thinking required for understanding those issues
- Examine relationships between a country's level of development and its role in the textile and apparel industry
- Introduce concept of supply chain

Quiz 1

August 29 & 31

Week 2: Consumers, Consumption and Well-Being

Lecture presentation and in-class discussion

Explore the clothing consumption process

Reading-*Going Global*, Chapter 2

- Discuss the foundations of apparel choices in relation to the clothing consumption process.
- Explore the relationships between the standards of living and apparel consumption patterns around the world
- Provide a foundation for interpreting consumption expenditure data related to a developed, developing and newly developing countries

Quiz 2

September 5 & 7

Week 3: Textile and Apparel Supply Matrix

Lecture presentation and in-class discussion

Examination of classification of materials, technology and trade issues

Reading-*Going Global*, Chapter 3

- Explain how textile materials and apparel are classified for the purpose of documenting items as they proceed through complex international supply chains.
- Explore trade issues in the textile and apparel business

Quiz 3

Part 2—The Global Supply Chain

September 12 & 14

Week 4: Sustainability in Textile and Apparel Industries

Lecture presentation and in-class discussion

Examine business ethics, human resources and special interest groups

Reading-*Going Global*, Chapter 4

- Examine the three dimensions of sustainability in the context of textile and apparel consumption
- Explore industry and consumer sustainability initiatives and opportunities
- Analyze the role of selected special interest groups, industry and consumers in developing sustainable supply chains.

Quiz 4

Draw for Panel Presentation Teams

September 19 & 21

Week 5: Textile and Apparel Trade: Barriers, Regulations and Politics

Lecture presentation and in-class discussion

sources of apparel production, cost analysis and regulations

Reading-*Going Global*, Chapter 5

- Explore the evolution of the global textile and apparel trade
- Examine how trade barriers limit trade and protect domestic markets
- Discuss major international trade agreements and their intrinsic trade barriers relevant to textile and apparel
- Introduce regionalization of global trade

Quiz 5

September 26 & 28

Week 6: Illegal and Unethical Trade Activity

Lecture presentation and in-class discussion

Evolution of textiles and apparel trade and major international trade agreements

Reading-*Going Global*, Chapter 6

- Apply concepts related to trade barriers and regulation as a framework for customs compliance.
- Examine intellectual property rights from the perspective of intellectual property law
- Examine violations of intellectual property rights

Quiz 6

October 3 & 5

Week 7: Selecting Locations for Global Sourcing

Lecture presentation and in-class discussion

Trade barriers and regulations, customs compliance, intellectual property rights

Reading-*Going Global*, Chapter 7

- Examine factors that must be considered when evaluating potential sites for apparel production
- Critically evaluate forces affecting sourcing decisions, including political, economic, social and cultural forces and trade and government regulations.
- Evaluate domestic and international sourcing locations for different types of companies and products.

October 3 Mid-term Exam (Chapter 1-6) at beginning of class followed by lecture

October 5 Guest speaker, Sarah Grindle, Tuft & Needle

October 7-10 Fall Break

October 12

Week 8: Selecting Vendors for Global Sourcing

Lecture presentation and in-class discussion

The role of politics in trade

Reading-*Going Global*, Chapter 8

- Discuss types of companies engaged in sourcing apparel production and importing products.
- Evaluate the advantages and disadvantages of contracting with different types of factories for apparel production
- Identify the criteria for selecting and evaluating vendors to provide appropriate apparel production capacity and related services for desired products.
- Examine methods for sourcing textile and apparel products, production and related services.

Quiz 8

Part 3—Trading Partners

October 17 & 19

Week 9: Europe and the European Union

Lecture presentation and in-class discussion

Economic and political organization in Europe and the major fashion capitals

Reading-*Going Global*, Chapter 9

- Explore the evolution of economic and political organization in Europe as related to the textile and apparel business.
- Investigate trade and economic development regulations in the region

- Examine the roles of textiles and apparel-producing and apparel-consuming countries and their areas of expertise.

Quiz 9

October 24 & 26

Week 10: The Americans and Caribbean Basin

Lecture presentation and in-class discussion

Economic and political organization in the Americas and their areas of expertise

Reading-*Going Global*, Chapter 10

- Examine the evolution of economic and political organization in the Americas.
- Describe the roles of selected countries in textile and apparel production and consumption, areas of expertise and specialization.
- Identify primary countries participating in the textile and apparel business.

Quiz 10

October 31 & November 2

Week 11: Middle East and Africa

Lecture presentation and in-class discussion

The magnitude of Asia in textile and apparel production

Reading-*Going Global*, Chapter 12

- Explore the economic, political and cultural strengths and limitations within and among individual countries within the Middle East and Africa
- Establish the roles of textile and apparel in the economies, lifestyles and politics of the region
- Comprehend the necessity of global connections for success in the textile and apparel industry.

Quiz 12

November 7 & 9

Week 12: Asia and Oceania

Lecture presentation and in-class discussion

Textile and apparel trading trends and the strengths of individual countries

Reading-*Going Global*, Chapter 11

- Establish the magnitude of Asia as a political and economic region and its connections to Oceania and the world.
- Compare the economic and political positions of individual countries within Asia and Oceania
- Examine the status of the textile and apparel business in selected Asian countries

Quiz 11

November 7 Guest Speaker, Christine Leffeler, AVIA Brand Director

November 14 & 16**Week 13: Class presentations**

November 14: Group 1 – 9:10-9:35 – Developed country
Group 2 – 9:40-10:05 – Developed country
November 16: Group 3 – 9:10-9:35 – Developed country
Group 4 – 9:40-10:05 – Developed country

November 21**Week 14: Class presentations**

November 21: Group 5 – 9:10-9:35 – Developed country
Group 1 – 9:40-10:05 – Developing country

November 28 & 30**Week 15: Class presentations**

November 14: Group 2 – 9:10-9:35 – Developing country
Group 3 – 9:40-10:05 – Developing country
November 16: Group 4 – 9:10-9:35 – Developing country
Group 5 – 9:40-10:05 – Developing country

Week of December 4**Final Exam (Chapters 7-12)****Course policies**

You are expected to attend all class sessions. Because attendance and participation counts for 20% of the total points for the course, a single absence will lower your point total.

Absence Due to University Sanctioned Activities or Religious Observances

If you need to miss class due to a religious observance or a university-sanctioned activity, please inform the instructor at the beginning of the semester. In the event of a medical emergency, please email the instructor when able and provide documentation if requested.

Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), Computer, Internet, and Electronic Communications policy, [ASU Student Academic Integrity Policy](#), and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Violent or threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students, who will determine the appropriate disciplinary action.

Accommodation for a Disability

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified participants with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Participants who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified participants with disabilities.

Qualified participants who wish to request an accommodation for a disability should contact <http://www.asu.edu/studentaffairs/ed/drc/>480-965-1234 (Voice)
480-965-9000 (TTY)

Please turn off or silence cell phones, pagers, and PDAs prior to coming to the face-to-face class sessions. If you have an emergency and need to keep in communication with someone, please inform your instructor ahead of time. Also, laptops are not required for this course. You may use your laptop to take notes. Please do not use class time for emails, chats, web browsing, or other non-class related activities.

Global Panel Presentations

Purpose

- Analysis of roles of different countries in various aspects of the textiles and apparel business.
- Provide the opportunity to describe and synthesize descriptions and responses to complex issues.

Overview

- Panels are made up of 3-4 members.
- Teams will be formed by random a drawing
- Each team will present two rounds of panels, the first focusing on **developed** countries, and the second focusing on **developing** countries, provide opportunities for contrast and comparison of opportunities and issues within these countries.

Functions of Panels

- Organize and present two 25-minute panel presentations.
- Analyze and discuss opportunities and challenges associated with the operation of textile- and apparel-related industries in the selected regions and countries.
- Evaluate the content and quality of other panel presentations.

Organization of First Meeting of Panel Members

- Get acquainted—share names, addresses, and telephone numbers.
- Delegate responsibilities within the group and assign responsibilities for each presentation.
- At the end of the first meeting, hand in names, addresses, phone numbers, and e-mail addresses of the people on your panel, and include work assignments for each presentation, as well as the countries selected by the group.
- Act as a support group for individual members.
- Sit together during each class period so that meetings and/or consultations can be conveniently held after class.

Possible Work Distribution among Panel Members

- **Meeting Coordinator**—organize group meetings, set agendas, direct discussion, stimulate participation of all group members, and notify members of meetings.
- **Recorder**—keep records of group activities, including when you meet, where, how long, who attends, and what is discussed.
- **Library research coordinator**—organize library search efforts, delegate responsibilities, and coordinate preparation of the annotated bibliography of library resources.

- **Internet research coordinator**—organize Internet search efforts, delegate responsibilities, and coordinate preparation of the annotated bibliography of Internet resources.
- **Fact sheet coordinator**—identify appropriate information for the Fact Sheet; stimulate creativity, coordinate preparation and duplication, and organize presentation.
- **Panel presentation coordinator**—chair panel presentation, organize presentation content, and delegate presentation responsibility.

Items to Submit for Each Panel Presentation

1. **Fact Sheet** that outlines the characteristics of the county's level of development and geographic location including geographic size, population, ethnic heritage, politics, economic conditions, demographics, cultural values and norms, education, overall stability, and infrastructure.
Provide a handout of Fact Sheet for each class member on the day of panel presentation.
2. On day of panel presentation, submit presentation summary, which includes:
 - Cover sheet with title, date, presentation number, topic and region, and group members' names
 - Abstract of presentation content, not exceeding two pages, double-spaced
 - Annotated bibliography of sources
 - Record of group activities and participation by group members, including dates, times, and locations of meetings and names of people participating in each

Issues to be Address in Fact Sheets and Panel Presentations

1. Where are the region/countries located, and what is the nature of that part of the world in terms of culture, politics, and weather?
2. What is the level of industrial development?
3. What is the political orientation(s)?
4. What are the demographics and psychographics of the labor force?
5. What is the role in world trade of textiles and apparel?
6. What types of trade barriers and incentives are in effect?
7. What types of textiles/apparel are produced, exported, and imported?
8. What types of technology are in use for textiles and apparel?
9. What is the nature of wholesale and retail retailing systems?
10. What are the advantages and disadvantages of involvement in the textiles/apparel business in this region/country?
11. What are the contributions to sustainability of supply chains?

Criteria for Evaluation of Fact Sheets and Panel Presentations

1. Accuracy/critical thinking
2. Depth of understanding/global perspective
3. Creativity of content and presentation
4. Quality of sources
5. Professionalism of presentation

Name _____

Group 5 Developed

Issues that Might Be Addressed in Fact Sheets and Panel Presentations

1. Where are the region/countries located, and what is the nature of that part of the world in terms of culture, politics, and weather?
2. What is the level of industrial development?
3. What is the political orientation(s)?
4. What are the demographics and psychographics of the labor force?
5. What is the role in world trade of textiles and apparel?
6. What types of trade barriers and incentives are in effect?
7. What types of textiles/apparel are produced, exported, and imported?
8. What types of technology are in use for textiles and apparel?
9. What is the nature of wholesale and retail retailing systems?
10. What are the advantages and disadvantages of involvement in the textiles/apparel business in this region/country?
11. What are the contributions to sustainability of supply chains?

Criteria for Evaluation of Fact Sheets and Panel Presentations

1. Accuracy/critical thinking
2. Depth of understanding/global perspective
3. Creativity of content and presentation
4. Quality of sources
5. Professionalism of presentation

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