

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

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College/School

Department/School

Herberger Institute for Design and the Arts (CHI) ASU FIDM (CFIDM)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

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Is this request for a permanent course or a topic?

Permanent Course

Subject Code

Course Number

Units/Credit Hours

FSH

360

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Sustainable Systems in Fashion

Course Catalog Description

Examines the systems surrounding fashion including design, marketing, manufacturing, supply chains, and so forth, and discusses the impacts these systems have on the environment and society.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 45 hours; Credit is allowed for only FSH 360 or FSH 394 (Sustainable Systems in Fashion) OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

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No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

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General Studies Gold Designation Request

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Requested Designation

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Sustainability (SUST)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[FSH 360 Sustainable Systems in Fashion SUST Gold.docx](#)

Sustainability (SUST)

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Most of the course content should align with the Gold category learning outcomes.

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SUST Learning Outcome 1: Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.

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**Pioneers or cunning marketing? - Week 6**

**Students find a brand that has identified sustainability as a core value. Take a look at their website and think about the following questions: Where is sustainability discussed on their**

site (is it in an isolated location, or is sustainability peppered throughout the site?) Have they identified specific impacts and how they are being addressed? Have they set goals for improvement, and identified a way to track progress? Are they communicating real numbers (gallons of water used/saved, scope 1, 2 greenhouse gas emissions, etc.) Students think critically and record their thoughts and ideas within their Creative Journal to demonstrate understanding.

### **The Sustainable Development Goals (SDGs) - Week 7**

The seventeen SDGs have been almost universally adopted as a roadmap to sustainability. We'll discuss the goals themselves, as well as how they have been adopted. In understanding the earth and its ecosphere, students will focus on 13 Climate Action, 14 Life Below Water, and 15 Life on Land. Students think critically and record their thoughts and ideas within their Creative Journal to demonstrate understanding.

### **Project 2: Landscape Presentations**

Thursday classes will begin with up to 3 students presenting articles written within the last 6 months that are relevant to sustainability, preferably with an emphasis on sustainable fashion. Students should provide the instructor with a link to the article so that it can be shared prior to the start of class. The article should come from a reputable news source (Business of Fashion, Women's Wear Daily, Vogue, etc... are good examples; Facebook and BuzzFeed are examples of poor news sources.)

SUST Learning Outcome 2: Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.

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In the the first few weeks of the course, students are exposed to the history and current state of the fashion industry and environmental impacts. Students are assigned readings and reflection assignments regarding issues of sustainability in their Creative Journal addressing issues and questions such as: What are we trying to sustain? What is the issue? Who broke fashion? What is being done?

### **The Assessment Approach - Week 5**

How do we know which products perform more sustainably? We will take a look at two of the assessments available to corporations: The Sustainability Consortium (THEISIS) and Sustainable Apparel Coalition (SAC). THEISIS, created and developed by The Sustainability Consortium, is a performance assessment system that guides retailers and suppliers to benchmark, quantify, and take action on critical sustainability issues within their consumer product supply chains. The Sustainable Apparel Coalition (SAC) enters a new phase of positive impact, rebranding as Cascale, a global nonprofit alliance that empowers collaboration to drive equitable and restorative business practices in the consumer goods industry providing a suite of five tools (Higg Index) that assess and measure the social and environmental performance of the value chain and the environmental impacts of products to help organizations make systematic change by identifying, understanding, and measuring areas of improvement. Student complete Journal Entries and Reflections to demonstrate understanding.

### **Project 2: Landscape Presentations**

Thursday classes will begin with up to 3 students presenting articles written within the last 6 months that are relevant to sustainability, preferably with an emphasis on sustainable fashion. Students should provide the instructor with a link to the article so that it can be

shared prior to the start of class. The article should come from a reputable news source (Business of Fashion, Women's Wear Daily, Vogue, etc... are good examples; Facebook and BuzzFeed are examples of poor news sources.)

SUST Learning Outcome 3: Envision pathways toward futures characterized by integrated human-environmental wellbeing.

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### **Project 3: The Closet Project**

**How green are our closets? Is it even possible to have a sustainable wardrobe?**

**Part 1: Catalogue your own wardrobe. How many pieces of clothing do you own? How do you feel about the pieces? Where were the pieces made, and what is their fiber content? How are they holding up?**

**Part 2: Using the information from part 1, how would you go about making this wardrobe more sustainable? Create a new wardrobe (hypothetically- do not go out and buy all new clothes) that reflects both your style and values.**

### **Project 4: Solving Sustainability**

**In class we will divide into five groups to tackle five key areas of impact: material sourcing and production processes, waste management (including recycling and upcycling), labor practices and workers rights, transparency and consumer education, and circular fashion models such as rental and resale. Each group will research their area through landscape, hotspot, and current solution analysis. Each of these areas will be presented separately by each group during the final few weeks of the semester. Finally, each group should brainstorm a solution of their own, to be presented the final week of class.**

SUST Learning Outcome 4: Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

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### **Project 4: Solving Sustainability**

**In class we will divide into five groups to tackle five key areas of impact: material sourcing and production processes, waste management (including recycling and upcycling), labor practices and workers rights, transparency and consumer education, and circular fashion models such as rental and resale. Each group will research their area through landscape, hotspot, and current solution analysis. Each of these areas will be presented separately by each group during the final few weeks of the semester. Finally, each group should brainstorm a solution of their own, to be presented the final week of class.**

List all course-specific learning outcomes. Where appropriate, identify the associated SUST learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SUST learning outcome.

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**By the end of the semester, students should expect to:**

- **Synthesize core principles of sustainability in fashion and textiles into solutions for industry problems [SUST LO3] [SUST LO4]**
- **Critique current fashion systems and practices. [SUST LO2] [SUST LO3]**
- **Define the lifecycle of fashion and textiles. [SUST LO1]**

• **Identify sustainability issues within the lifecycle of fashion and textiles. [SUST LO1] [SUST LO2]**

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Regan Fisher - November 15, 2024 at 3:47 PM (America/Phoenix)

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## Department Approval

Approved

Dennita Sewell - November 16, 2024 at 7:28 PM (America/Phoenix)

Miguel Barragan

Amanda Osman

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## GSC Coordinator Review

Approved

TJ Robedeau - November 19, 2024 at 2:21 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - November 19, 2024 at 4:45 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - November 20, 2024 at 8:58 AM (America/Phoenix)

April Randall

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## Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - December 4, 2024 at 8:21 AM (America/Phoenix)

The SUS sub-committee recommends revise and resubmit. The assessments for the LOs are inadequately described -- these need more details.

Evan Berry

Treavor Boyer

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Regan Fisher

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## College Notification

Notification

Stephani Etheridge Woodson

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

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