

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

College/School

Herberger Institute for Design and the Arts (CHI)

Department/School

ASU FIDM (CFIDM)

Submission Type

Mandatory Review

New Request: A request for a new designation, a change in designation, or to reinstate a designation that has been lost.

Mandatory Review: Only select if this course (or topic on a *permanent* course) is undergoing mandatory review in the current academic year. Not for omnibus topic use.

Modification: A request to modify the expected learning outcomes of the course, but not change any other aspect of the originally approved proposal. Only for courses that have a previously approved General Studies Gold request.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

FSH

Course Number

300

Units/Credit Hours

3

Course Information

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

Course Title

Global Fashion Industry

Course Catalog 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 (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): FSH 175 or 280; FSH 208 OR Supply Chain Management BS major OR Visiting University Student

Is this a crosslisted course?

No

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

No

If you are requesting to change the existing GS Gold (not Maroon) designation, please check this box.

General Studies Gold Designation Request

General Studies Designation

Global Communities, Societies, and Individuals (GCSI)

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

[FSH300 Global Fashion Industry Syllabus.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

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.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

#1 Yellow Dig Discussions:

Each week assigned topics connect to weekly content. The goal of these discussions is to connect real world industry events to the global sourcing topics and to connect the lecture content to current industry. **Research articles, documentaries, Ted Talks, podcast etc. are used as a basis for student responses which enhance the connection between the current events and topics.**

1. *Impacts of Global Sourcing* - How apparel global sourcing activities may improve or harm social and environmental conditions domestically and in foreign countries.

1. *Recycling Challenges*: Globally there is a huge amount of discarded apparel and textiles. There are many recycling programs that are presented as sustainable. What negative effects does recycling have on the social, economic and environmental impacts of the planet?

#2 Global Talk: Group Presentation and Lab Discussion/Response (Individual)

This is a group project with 3-4 people. The team works to bring together individual perspectives, experience and skills to create a presentation beyond the scope of an individual. Each member of the team is expected to contribute to the research, preparation and presentation equally, collaborating and communicating with team members to create a cohesive presentation that flows between presenters and engages the audience. The recorded presentation will be shown during the weekly lab session, followed immediately by a live, group-led discussion with the class. The discussion will focus on the questions prepared by the group, along with additional points raised during the discussion. This format ensures that the recorded presentation, posted questions, and live discussion flow together as **one integrated assignment**, combining preparation, presentation, and interaction. All students in the class will post a written response in Canvas to the student led group presentation.

0.a. [*Global Talk Topic: Sustainability Challenges & Negative Impacts*](#): The purpose of this project is to critically examine sustainability initiatives within the fashion industry that, despite good intentions, have led to harmful or unintended consequences. By analyzing real-world examples, your group will explore how programs marketed as “sustainable” sometimes fail to achieve their goals—or even create new environmental, social, or economic challenges. The goal is to develop a deeper understanding of the complexity of sustainability, the risks of greenwashing, and the trade-offs companies face when pursuing the UN Sustainable Development Goals (SDGs).

O.a.i. *Response Prompt: What about the presentation surprised you, and what influence do you feel this information will have on your consumer behavior?*

#3 River Blue Assignment (Movie & Quiz)

In this assignment, students will watch the award-winning documentary *RiverBlue* which investigates the global environmental and human consequences of the fashion industry's chemical manufacturing processes and waste disposal practices. The film follows internationally recognized river conservationist Mark Angelo as he travels to communities around the world whose rivers and livelihoods around the world have been deeply affected by textile production. Through firsthand observations, interviews, and visual evidence, the documentary highlights how global clothing consumption connects to water pollution, ecosystem destruction, and human health risks across diverse societies. After viewing the film, students complete a Quiz designed to assess their understanding of the documentary's key themes, examples, and perspectives. Questions focus on identifying specific communities and societies featured in the film; explaining how textile manufacturing practices affect local environments and populations; and recognizing the global nature of these impacts across different regions of the world.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

#1 Yellow Dig Discussions:

1. *Impacts of Global Sourcing* - How apparel global sourcing activities may improve or harm social and environmental conditions domestically or in foreign countries.

1. *Sustainable Sourcing Practices- Social / Economic / Environmental* - How fashion industry companies are managing their current business practices to promote more sustainability socially, economically or environmentally.

1. *Current Costing Impacts*: Current economic, social or environmental trends that impact product cost and the effect on retail prices.

#2 Global Talk: Group Presentation and Lab Discussion/Response (Individual)

1. [Global Talk Topic: Collaborative Sustainability Initiatives](#) -The purpose of this project is to explore and analyze the role of industry collaborations that are driving sustainability in the fashion sector. These initiatives bring together brands, suppliers, NGOs, and global organizations to address shared challenges in both environmental and social responsibility. Your group will research leading collaborations, assess their effectiveness, and reflect on their impact on shaping a more sustainable and responsible fashion industry.

1.a. *Response Prompt: What perspective did you gain regarding the available collaborative resources and how they impact sustainability and fashion?*

#3 Supply Chain Project: This semester-long project contains a series of assignments that examine the apparel industry as a global system shaped by interconnected social, economic, political, and cultural forces. Students analyze each stage of the supply chain, from business and creative planning to product development, costing, and production, within diverse geographic

and cultural contexts. By simulating the management of a product line or collection, students explore how decisions made in one location affect individuals, communities, and societies across local, regional, and global scales, including transnational connections between the United States and international production regions. The project develops students' global awareness and their ability to analyze how historical and contemporary global conditions shape human experiences within interconnected global communities.

1. [Production Planning](#): The Production Planning assignment aligns with GCSI LO2 and measures students' ability to analyze how social, political, economic, cultural, legal, and geographical systems interact across local, regional, and global scales to shape sourcing decisions in the apparel industry. Students conduct a country analysis to evaluate how factors such as labor conditions, cultural norms, political stability, trade policies, infrastructure, and economic conditions influence production feasibility, risk, and cost. By selecting an appropriate sourcing country and factory model, students assess how global production systems connect to regional logistics networks and U.S. import markets. The accompanying cost and margin analysis requires students to calculate freight, duties, and landed costs, demonstrating how global regulatory and economic systems directly impact business outcomes. Together, these components illustrate how interconnected global systems inform production planning and supply chain decision-making.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

#1 Global Talk: Group Presentation and Lab Discussion/Response (Individual)

1. [Global Talk Topic: Social Responsibility](#): The purpose of this assignment is to explore how global human rights standards shape **social responsibility** in the apparel and footwear industry and to critically examine the **risks of human rights violations** in global supply chains. Students will conduct research on international frameworks, analyze real-world violations, and propose **practical supplier actions** to ensure respect for workers' rights and compliance with international standards.

1.a. Response Prompt: *Based on the human rights violations discussed in the presentation, which violation do you feel has the most impact on the fashion industry, and how/why should it be improved?*

1. [Global Talk Topic: Sustainability Regulations](#) This assignment engages students in analyzing international sustainability regulations and initiatives that shape labor practices, human rights, and ethical sourcing in the global apparel and footwear industry. Students examine how these policies affect individuals and communities differently based on socio-economic, cultural, and geographic factors, fostering understanding of systemic differences and intersections across race, gender, citizenship, and other dimensions. By critically evaluating compliance requirements, industry impacts, and the role of government and policy worldwide, students demonstrate the ability to articulate how global regulations influence both operational practices and social outcomes.

1.a. Response Prompt: *What perspective did you gain regarding the current level and direction of regulation and how it impacts sustainability and fashion?*

#2 Supply Chain Project:

1. **Strategic Planning:** This assignment measures GCSI LO3 by requiring students to articulate how dimensions of difference such as race, gender, socio-economic status, citizenship, and cultural identity shape both consumer markets and the communities involved in apparel production. Through research and strategic analysis of a selected brand, students examine how brand mission, values, target market definition, pricing, and market positioning reflect assumptions about identity, access, and inclusion. By analyzing target consumers, distribution channels, price points, and competitive positioning, students evaluate how socio-economic status and cultural context influence who a brand serves and who is excluded. Additionally, the examination of social responsibility and environmental sustainability initiatives prompts students to consider how brand practices affect workers, suppliers, and communities across the supply chain, particularly those differentiated by geography, labor conditions, and citizenship status. Through this strategic planning process, students connect business decisions to their social impacts, demonstrating how intersecting dimensions of difference affect individuals and communities within the global fashion system.

#3 River Blue Assignment (Movie & Quiz)

In this assignment, students will watch the award-winning documentary *RiverBlue* which investigates the global environmental and human consequences of the fashion industry's chemical manufacturing processes and waste disposal practices. The film follows internationally recognized river conservationist Mark Angelo as he travels to communities around the world whose rivers and livelihoods around the world have been deeply affected by textile production. Through firsthand observations, interviews, and visual evidence, the documentary highlights how global clothing consumption connects to water pollution, ecosystem destruction, and human health risks across diverse societies. After viewing the film, students complete a Quiz designed to assess their understanding of the documentary's key themes, examples, and perspectives. Questions focus on identifying specific communities and societies featured in the film; explaining how textile manufacturing practices affect local environments and populations; and recognizing the global nature of these impacts across different regions of the world.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

#1 Yellow Dig Discussions:

1. *Can Fashion Ever be Sustainable?* Based on this module's lessons, look for current articles and videos and consider how this question is being addressed in the industry.

#2 Global Talk: Group Presentation and Lab Discussion/Response (Individual)

1. **Cost Risk Analysis:** The purpose of this project is to conduct a comprehensive cost-risk analysis in the apparel and footwear industry. Students will follow a formal risk analysis process exploring potential risks that can influence pricing, operations, and overall profitability, while also evaluating how companies can control or mitigate these risks. This assignment will provide practical insights into how external factors impact costs and market prices, strengthening your ability to apply risk management strategies in real-world business settings.

1.a. *Response Prompt: Which of the risks presented do you feel has the most impact on you as a consumer? Explain how your consumer behavior has or might change based on these types of cost changes.*

#3 Supply Chain Project:

1. Presentation: This final assignment requires students to create and present a professional, evidence-based review of their Supply Chain Project, defending creative, business, and marketing decisions for a selected brand. By integrating qualitative sources (e.g., concept boards, brand research, line development rationale) and quantitative data (e.g., costing reports, timelines, production plans), students construct coherent arguments explaining how each decision aligns with the brand's image, target consumer, and market positioning. The assignment directly measures the ability to communicate logical, evidence-supported reasoning to an audience, simulating real-world business presentations.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI 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 GCSI learning outcome.

- ï Evaluate the effects of globalization in the fashion supply chain on designers, wholesalers, suppliers, and the value of goods at the consumer level. [GCSI LO1, GCSI LO2]
- ï Comprehend the supply chain management process and demonstrate entry-level ability to apply these principles to manage a collection from design to consumer. [GCSI LO1, GCSI LO2, GCSI LO3, GCSI LO4]
- ï Achieve working knowledge of cost of goods/ wholesale and retail pricing and apply this knowledge to the line development and production processes. [GCSI LO2, GCSI LO3, GCSI LO4]
- ï Ability to analyze social, economic, and political influences and evaluate how they affect the global trade of fashion goods and the selection of suppliers and production partners. [GCSI LO1, GCSI LO2, GCSI LO3, GCSI LO4]
- ï Evaluate the existing movement and identify needed changes to achieve a more sustainable fashion industry for healthier environments, reduced climate change and improve the well-being of the earth and people [GCSI LO3, GCSI LO4]

Form Submission - Proposer

Submitted for Approval | Proposer

Regan Fisher - February 9, 2026 at 8:01 PM (America/Phoenix)

Department Approval

Approved

Dennita Sewell

Miguel Barragan - February 10, 2026 at 10:58 AM (America/Phoenix)

Amanda Osman

GSC Coordinator Review

Approved

Kimberly Singleton - February 11, 2026 at 8:58 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 11, 2026 at 12:44 PM (America/Phoenix)

All require components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 11, 2026 at 4:43 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2026 at 4:07 PM (America/Phoenix)

Revise and Resubmit. More information is needed for how the Yellow Dig discussions are assessed

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

Proposer Notification

Notification

Regan Fisher

College Notification

Notification

Karen Schupp
