

# FASH 33: FASHION SUSTAINABILITY, GLOBAL IMPACT, AND CRITICAL THINKING

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## In Workflow

1. FACS Committee Chair (shiltsm@csus.edu)
2. FACS Chair (lhanna@csus.edu)
3. SSIS College Committee Chair (tristan.josephson@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Sun, 07 Mar 2021 04:59:59 GMT  
Mical Shilts (shiltsm): Approved for FACS Committee Chair
2. Tue, 09 Mar 2021 17:27:45 GMT  
Lynn Hanna (lhanna): Approved for FACS Chair
3. Wed, 24 Mar 2021 15:37:59 GMT  
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Thu, 25 Mar 2021 04:55:09 GMT  
Mical Shilts (shiltsm): Approved for FACS Committee Chair
5. Thu, 25 Mar 2021 18:15:56 GMT  
Lynn Hanna (lhanna): Approved for FACS Chair
6. Fri, 02 Apr 2021 02:13:40 GMT  
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Fri, 02 Apr 2021 16:13:32 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Wed, 24 Mar 2021 17:44:27 GMT

**Viewing: FASH 33 : Fashion Sustainability, Global Impact, and Critical Thinking**

**Last edit: Thu, 25 Mar 2021 04:54:55 GMT**

Changes proposed by: Dong Shen (101016574)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Dong Shen	dshen@csus.edu	916-278-5326
Jaleh Naasz	j.naasz@csus.edu	916-278-6393
Lynn Hanna	lhanna@csus.edu	916-278-6393

### Catalog Title:

Fashion Sustainability, Global Impact, and Critical Thinking

### Class Schedule Title:

Fashion Sustainability

### Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

### Academic Organization: (Department)

Family and Consumer Sciences

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**

FASH - Fashion Merchandising and Management

**Catalog Number: (course number)**

33

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The purpose of this proposal is to develop a new course, FASH 33 Fashion Sustainability, Global Impact, and Critical Thinking, for lower division GE Area A-3 Critical Thinking.

The global apparel market was worth 1.5 trillion dollars in 2020. Among all the consumers, college students spend \$21 billion on clothing and shoes each year (<https://www.lexingtonlaw.com/blog/credit-cards/college-student-spending-habits.html#:~:text=College%20students%20spend%20a%20combined,billion%20on%20personal%20care%20products>). Meanwhile, the fashion industry has a disastrous impact on the natural environment. It is the second largest polluter in the world, just after the oil industry. Besides the significant impact on the natural environment, fashion industry also plays a major role in the social environment. Human rights, social injustice, unfair/inequitable working condition, child labor, and other social issues form the dark side of the industry. Sac State was ranked ninth overall among Master's Institutions worldwide in 2019 Sustainable Campus Index. Along with the gold status, Sac State should also carry the mission of better preparing sustainable and responsible citizens to the human society by further improving our curricula. In the current curricula, only a few courses appear to have a predominant focus on sustainability. Most of them are upper division courses for specific majors rather than being GE courses. In order to provide the necessary sustainable education earlier to all the majors on campus, a lower division GE course is in need. Fashion sustainability is a relatable area to the majority of the majors because of the \$21 billion consumption on clothing and shoes each year by college students.

The Three Bottom-Line Theory (<https://sustain.wisconsin.edu/sustainability/triple-bottom-line/>) serves as the foundation to the FASH 33 development. Environmental sustainability, social sustainability, and economic sustainability frame the basic structure of the course. There are many fallacies, biases, and errors existing in today's fashion sustainability challenging every consumer to identify and apply the elements of sound logical reasoning to compose and critique deductive and inductive arguments, to identify and evaluate the use of facts and opinions as evidence in the construction of arguments, and to identify and evaluate methods and reasoning appropriate to the sustainable fashion practices. Therefore, Area A-3 Critical Thinking is identified as the best fit for FASH 33. There is a difference between "engaging in critical thinking" and "studying about and consciously developing skill in critical thinking." All college-level courses have some level of "critical thinking", but FASH 33 is designed to pursue knowledge through logical analysis and construction of argument. Students will develop an understanding of logical relationships between premises and conclusion, and the ability to recognize the more common formal and informal fallacies through the complex nature of fashion sustainability (social sustainability, environmental sustainability, and economic sustainability), and the role consumers play in this complicated situation. All the course learning objectives are connected with the A3 learning objectives as showed in the course syllabus. In addition, all the assessment designed in FASH 33 are linked directly to the key elements of critical thinking process including reflection, analysis, acquisition of information, structuring arguments, decision making, and debate. FASH 33 can help students identify and debate ideas on sustainable measures and their economic impact, use critical thinking to examine current roadblocks in implementing positive change in fashion sustainability, identify the role of a consumer and critique fallacies, biases and errors in reasoning, and analyze commercial efforts through case studies and evaluate their effectiveness and the overall global impact.

It will be a stand-alone GE course for non-fashion majors, and the fashion majors are not required to take FASH 33. The core course materials and content of FASH 33 are covered by the existing fashion courses including FASH 30, 134, 136, and 139. That's why FASH majors are not required to take it. The course is designed to aim non-fashion majors on campus to increase the awareness of sustainable fashion. For FASH majors, if they look for a GE course in A3, FASH 33 offers a new option to them.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Introduction to critical reasoning, evaluating, and thinking skills through the social, environmental, and economic issues in fashion sustainability. Students will use research, reflection, acquisition of information, structuring arguments, and other critical thinking processes to analyze individual decision making as consumers, and gain an understanding of the greater global impact in fashion sustainability.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'**

At the conclusion of this course, students will be able to:

1. Analyze the fashion development and production process and identify areas of concern with current procedures.
2. Identify and debate ideas on sustainable measures and their economic impact.
3. Use critical thinking to examine the current roadblocks in implementing positive change within fashion sustainability.
4. Analyze commercial efforts through case studies and evaluate their effectiveness and overall impact.

5. Identify the role of a consumer and critique fallacies, biases and errors in reasoning.
6. Identify leaders who are actively moving the fashion industry toward a more sustainable future.
7. Reflect on the impact and future of the fashion industry from a global perspective.

Area A-3 Learning Outcomes:

1. Identify and apply the elements of sound logical reasoning to compose and critique deductive and inductive arguments.
2. Identify and critique fallacies, biases, and errors in reasoning.
3. Identify and evaluate the use of facts and opinions as evidence in the construction of arguments.
4. Identify and evaluate methods and reasoning appropriate to the discipline associated with the course.

**Attach a list of the required/recommended course readings and activities:**

FASH 33\_GE\_syllabus.doc

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

• Attendance/participation

Being present and participating in class discussions is a crucial part of learning in this course. There will be periodic attendance recorded as well as graded participation activities. This will meet course objectives 1, 2, 3, 4, 5, 6 and 7.

• Assignments

Case studies, articles, video summaries, etc. Assignments will meet course objectives 1 and 4.

• Debate

There will be a team debate in conclusion of each trimester to give students the chance to consider the pros and cons of each perspective, use critical thinking to examine the current roadblocks in implementing positive change within fashion sustainability and provide a feasible solution. Students will be divided into group for this debate and will have one of the three trimesters to focus on. During the other two trimesters, the students will act as the audience and propose relevant questions of the presenters. This will meet course objectives 1, 2 and 3.

• Research Project

Students will survey those around them and conduct interviews on the topics of the course to research current consumer thinking, priorities and behavior. Their findings will be analyzed and used in addition to their expertise on the topic to construct a call to action to that is realistic and may be shared across various platforms in an audio/video format. A 1,200-word paper will support this project. Capstone research project will meet course objectives 1, 2, 3, 5 & 7.

• Quizzes (8)

Quizzes will assess student understanding of topics discussed. Quizzes will meet course objectives 2, 5 and 7.

• Midterm and final exam

Multiple choices, true false questions, and short essay. The tests will meet course objectives 1, 2, 3, 4, 5, 6 and 7.

**For whom is this course being developed?**

General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world

Integrative learning

Personal and social responsibility

Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

A3. Critical Thinking

**Which GE objective(s) does this course satisfy?**

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

FASH 33\_GE\_syllabus.doc

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The course objectives, assessments (exams, research project, debate, quizzes, and assignments), the course structure, and the outlined topics in this syllabus will be consistent across all sections. Class schedule, in-class activities, and additional references may vary based on the instructor.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

The means and methods for evaluating the GE Area A3 objectives will be met by the following assessments.

- Attendance/participation (GE Area A3 LO 1, 2, 3, & 4).
- Assignments (GE Area A3 LO 1, 2, 3, & 4).
- Debate (GE Area A3 LO 1, 2, 3, & 4).
- Research Project (GE Area A3 LO 1, 2, 3, & 4).
- Quizzes (8) (GE Area A3 LO 1, 2, 3, & 4).
- Midterm and final exam (GE Area A3 LO 1, 2, 3, & 4).

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

FASH 33 with multiple sections will be taught by different faculty members. A tenured faculty member will lead and coordinate all the sections. At the beginning of each semester, each syllabus prepared by different faculty member for FASH 33 should be submitted and reviewed by the lead tenured faculty. All sections will be required to use a master syllabus to attain the GE A3 learning objectives, the course objectives, assessments (exams, research project, debate, quizzes, and assignments), course structure, and outlined topics. Class schedule, in-class activities, and additional references may vary based on the instructor. The FACS Department will maintain the substantial compliance to the master syllabus. This is to ensure that we continue to meet the General Education requirements.

## General Education Details - Area A3: Critical Thinking

Section 1.

**Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Students study about and consciously develop skills in critical thinking.**

Students study about critical thinking as they analyze the way corporations and consumers currently participate through research and observation, and they will consciously develop their critical thinking skills including observation, analysis, inference, communication, and problem-solving by formulating a sustainable guide for consumers and brands to adhere to.

**Knowledge through logical analysis and argument construction is pursued throughout the course.**

Knowledge through logical analysis will be pursued in the comprehension of current consumer and corporate behaviors in fashion from all three perspectives including social sustainability, environmental sustainability, and economic sustainability throughout the course. Arguments for both sides will need to be constructed to defend current protocols. Students will prepare for and engage in a team debate as they meet this objective.

**Instruction develops understanding of logical relationships between premises and conclusions.**

The course poses thought provoking questions about why the fashion industry operates the way it does currently and requires students to research and develop their premises, and conclude with potential implications and identify solutions for the future through the capstone research project.

**Instruction develops ability to recognize more common formal and informal fallacies.**

Throughout the course urban myths in fashion will be discussed as well as more conventional misunderstandings of the fashion industry. Students will gain the ability to logically analyze the data and differentiate the two through the assignments (such as case studies and video report), debate, and the research project.

**Grading reflects emphasis on logical processes.**

Throughout the course there will be a number of assignments, a debate and a capstone research project which will assess how well students use logical thought when demonstrating their comprehension of course topics, researching the topic and formulating arguments and summaries.

6 Assignments including case studies, video reports, etc. (Course objectives 1 & 4)

Debate (Course objectives 1, 2 and 3)

Research Project (Course objectives 1, 2, 3, 5 & 7)

8 Quizzes (Course objectives 2, 5 and 7)

2 Exams (midterm and final) (Course objectives 1, 2, 3, 4, 5, 6 and 7)

**Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.**

**1) Skill in evaluating the validity, strength and relevance of arguments.**

**2) A sense of logical structure of both inductive and deductive forms.**

**3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.**

**4) Skill in handling a variety of arguments in variety of contexts.**

**5) Ability to argue fairly and to handle bias, emotion, and propaganda.**

The research that will be conducted in this class, the analysis of various perspectives, formulation of arguments and use of critical thinking in designing a call to action for consumers, corporations and social leaders alike are topics that can easily translate to other industries beyond fashion. Eventually, the critical thinking skills students learn, develop, and practice in FASH 33 can help them fulfill roles as citizen, consumer, leader and moral agent.

1) Skill in evaluating the validity, strength and relevance of arguments.

Student will demonstrate skill in evaluating the validity, strength and relevance of arguments as part of the debate and capstone projects.

2) A sense of logical structure of both inductive and deductive forms.

Students will demonstrate a sense of logical structure of both inductive and deductive forms when formulating their arguments for the debate and also when they conclude their research project with an informed, succinct and strong call to action plan for consumers.

3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.

In FASH 33 students will conduct market research within the fashion industry to gain awareness of misleading information in the research project. Conducting this research project along with the related instruction and assignments, students gain more awareness of uses and abuses of argument language.

4) Skill in handling a variety of arguments in variety of contexts.

By observing video documentaries, reading case studies and articles, conducting surveys and participating in class debates, students will gain skill in handling a variety of arguments in differing contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.

The class debate, as well as the capstone project will assess the student's capabilities of participating in informed, well-articulated and un-biased arguments.

**Includes a writing component described on course syllabus.**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term

**paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

In this lower division course, students will complete periodic video reports, article summaries within the assignments, answer short essay exam questions in the midterm and the final exam, provide written peer feedback and submit a final research paper as part of their capstone project. Course objectives 3, 4, 5 and 7.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on PP. 2-3 of the 'Statement of Policies Pertaining to the G.E. Program' of August, 1991.**

FASH 33 will appeal to a wide array of students because fashion consumption is relevant to many college students. Learning, developing, and practicing critical thinking skills through fashion sustainability is not only exciting, but also relatable. The course will also add to the limited options in Area A3.

**Reviewer Comments:**

**Tristan Josephson (tristan.josephson) (Wed, 24 Mar 2021 15:37:59 GMT):** Rollback: Please see email for minor changes requested

Key: 14450