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Justification for an Apparel-Based Sustainability Course at the University of Arkansas

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Justification for an Apparel-Based Sustainability Course at the University of Arkansas

Sydney Taylor

University of Arkansas

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Abstract

The University of Arkansas' Apparel Merchandising and Product Development program does not currently offer a course on sustainability in the apparel and textile sector. Due to a lack of sustainability information, students may not have a thorough understanding of their degree. If students had the opportunity to learn about current sustainability-related topics before entering the workforce, they would have a new perspective and a deeper understanding of the industry, allowing them to potentially make good change.

By elaborating on the need for an apparel-based sustainability course to be offered at the University of Arkansas in the Apparel Merchandising and Product Development program and proposing a syllabus based on this need, this study was able to make justification for adding the course to the curriculum. Justification was based on a review of apparel-based sustainability topics regarding both the relevant issues and innovations as well as how comparable universities were incorporating sustainability-related courses into their apparel degree curriculum. If this course were to be available to students, this new accessibility of information to the students could have a positive effect on the impact these students are able to make on the industry itself. It would allow for students to look outside the realm of the information they typically receive regarding the apparel and textile industry and discover new passions and possibilities.

Introduction

Background and Need

Sustainability in the apparel industry is a subject that has been brought to the forefront in recent years. The apparel and textile industry is engulfed with sustainability news, both good and bad, that is crucial for industry members to address. Although there is a rise in the interest being shown towards sustainability in the apparel industry, the University of Arkansas' Apparel Merchandising and Product Development program has no class geared strictly towards learning about these. The University of Arkansas does offer a sustainability minor, but the curriculum does not include any Apparel Merchandising and Product Development applicable courses. Lack of accessibility to sustainability information puts students at a disadvantage and hinders them from understanding what is necessary to make positive change in the industry. Many students within the program have begun showing more interest in sustainability topics but do not have the opportunity to learn more about it without a course on the subject focusing purely on apparel industry-based sustainability topics.

Fast fashion is a common production method in the fashion industry that gained momentum recently causing immense sustainability-related issues throughout the industry. The associated issues range from environmental, labor law violations, plagiarism of designs, and more. Fast fashion is the apparel industry's way to attempt to keep up with the demand of the consumer market by producing garments at rapid rates for significantly less price. Fast fashion leads to an increase in consumption and then increased waste soon after. Consumer demand has continued to grow in recent years, leaving the market struggling to keep up.

Whether or not they are aware of the consequences, the apparel industry has genuinely taken advantage of labor in developing countries such as China and Bangladesh. According to

the U.S. National Labor Committee, “some Chinese workers make as little as 12–18 cents per hour working in poor conditions. And with the fierce global competition that demands ever lower production costs, many emerging economies are aiming to get their share of the world’s apparel markets, even if it means lower wages and poor conditions for workers” (Claudio, 2007, p. 450).

Consumers’ desires to constantly be in line with the most current trends has led to the tendency to ignore thoughts of sustainability in order to feed their appetite of constantly having the aesthetics that are temporarily trending and getting “caught in the frenzy of purchasing new products” as a result (Saito, 2018, p. 430). Fast fashion’s influence on the apparel and textile industry has a drastic influence on the disposal of garments as well. With the influx in apparel production, the amount of fabric being discarded also increases as clothing utilization has become less important to the consumers. Each piece is being worn for a shorter period of time so that consumers are able to keep up with the new trends that arise as often as the garments can even be produced. This shortened lifespan of the garments leads to “higher relative manufacturing emissions” from the factories producing these fast fashion pieces (The Price of Fast Fashion, 2018, p. 1).

Although there are issues associated with the apparel and textile industry, there are constantly new innovations on the rise to help combat the issues. “Our efforts are just the beginning, but there’s lots of work to be done” (Rent the Runway, 2022). Innovations such as conceptualizing ways to use waste materials to create alternative raw materials for the apparel industry or finding ways to create a more circular economy within the apparel and textile industry are just the beginning. Each of these concepts are being addressed by a multitude of companies, each of them putting their own spin on it to create something new and beneficial.

There are many innovations in progress that have the ability to make real, positive change within the apparel and textile industry to minimize the damage that has been caused.

Problem Statement

There is a shortage of training and education on sustainability-related topics within the apparel and textile industry for students preparing to go into the industry due to the lack of sustainability-related courses offered within the University of Arkansas' Apparel Merchandising and Product Development program.

Purpose Statement

The purpose of this study was to create a sustainability course that highlights sustainability topics within the apparel industry in an attempt to better inform and prepare students entering the apparel and textile industry so that they may have the opportunity to be champions of change.

Research Objective

The objective of this study was to bring awareness to the University of Arkansas' Apparel Merchandising and Product Development program regarding their absence of a dedicated sustainability-related course in the current curriculum and to demonstrate the necessity of providing students with the opportunity to learn about topics regarding transparency throughout the supply chain of the garment manufacturing process through a specific course tailored to these topics rather than solely obtaining the information in sustainability-related discussions found embedded in several different courses. Students would then enter the workforce armed with the foundational knowledge to make wise decisions as members of the apparel and textile industry and as consumers.

Literature Review

The Concept of an Apparel-Based Sustainability Course and Comparable Universities

There is a need for teaching sustainability topics related to the apparel industry and universities are starting to incorporate these topics into classes. There are a multitude of working definitions to be considered when discussing sustainability as a topic and even more complexities that require mention when apparel and textiles are included. Sustainability within the apparel and textile industry is an increasingly important topic that students need the chance to learn about in their degree path. When asked about the importance of fashion education and sustainability, a University of Delaware student responded, “Sustainability is so multi-faceted and the more you learn, the more you realize you do not know about it. There is no quick, one-size-fits-all solution...this has become a large-scale, interdisciplinary problem that we can only address if we come together as students and industry professionals and experts in the field of sustainability” (Cao, 2020, para. 9). Not only is sustainability a very crucial aspect of the industry itself, but it is also a topic that more students are now beginning to consider with a peaked interest.

Professors who belong to universities that include apparel-based sustainability courses in their curriculum emphasize a few specific characteristics that are helpful to include when teaching this topic. The first of these characteristics considered to be beneficial is to “try to keep abreast with local, national and international news and events...” so that this content can be “...brought-up in class discussion with thoughtful connection to the curriculum content” (Landgram & Pasricha, 2011, p. 192). Professors also made suggestions to include topics such as zero waste and slow fashion in real world situations by pulling them into in-class projects to assist in building the connection between sustainability topics and the students’ personal choices

in fashion (Landgram & Pasricha, 2011). A teaching model prepared by Landgram and Pasricha (2011) illustrates the three main focuses when teaching this type of course: “intentional readings, deliberate conversations, (and) purposeful assignments” (Landgram & Pasricha, 2011, p. 188). These focuses allow for a healthy mix of active participation by the student and real-world scenarios being brought to their attention. Finding ways to incorporate sustainability-related topics into apparel-based curriculum is one potential way to have a positive impact on the industry (Landgram & Pasricha, 2011).

Comparable universities to the University of Arkansas are finding different ways to incorporate sustainability courses into their own apparel-based curriculum. The options seen of the University of Arkansas and six other comparable universities studied include variations of these courses as options for required credit as well as optional electives. According to the course catalog of each university studied in this project, Louisiana State University, Oklahoma State University, and University of Delaware all have specific sustainability courses built in as required courses in order to graduate. Oklahoma State University also had sustainability courses offered as potential options that students can take to obtain required credits. University of North Texas includes sustainability courses as apparel-based major specific elective options. The University of Arkansas and other SEC universities such as the University of Georgia and the University of Missouri are all in need of following in the footsteps of these other comparable universities to begin implementing sustainability-related courses into their apparel-based curriculums. Schools such as Louisiana State University, Oklahoma State University, the University of Delaware, and the University of North Texas are paving the way for schools like the University of Arkansas to include sustainability into their curriculum. *Table 1* demonstrates

how these comparable universities utilize more than one approach the inclusion of sustainability courses into an apparel-based degree path similar to the University of Arkansas' and others.

Table 1

Incorporation of Sustainability Courses into Apparel-Based Curriculum

	SPECIFICALLY REQUIRED TO TAKE COURSE	MAJOR SPECIFIC ELECTIVE OPTION	OPTION FOR REQUIRED CREDIT
<i>UNIVERSITY OF ARKANSAS</i>	-	-	-
<i>LOUISIANA STATE UNIVERSITY</i>	X	-	-
<i>OKLAHOMA STATE UNIVERSITY</i>	X	-	X
<i>UNIVERSITY OF DELAWARE</i>	X	-	-
<i>UNIVERSITY OF GEORGIA</i>	-	-	-
<i>UNIVERSITY OF MISSOURI</i>	-	-	-
<i>UNIVERSITY OF NORTH TEXAS</i>	-	X	-

Sustainability-Related Issues Within the Apparel and Textile Industry

The Evolution of Fast Fashion

In recent years a major shift has occurred within the fashion industry: fast fashion. Traditionally, the fashion industry revolved around six-month cycles split up into Spring/Summer and Fall/Winter. Now, with the introduction of fast fashion, the traditional two cycles a year has to constantly be in competition with fast fashion's ability to produce over 50 cycles within just one year (The True Cost, 2015). This newfound production process allows for consistently low prices all while maintaining a constant revolving selection of new garments available (Gabrielli, Baghi, & Codeluppi, 2013). Fast fashion in a sense, was always bound to happen due to the consumers desire to participate in each new trend that occurs. All of the burdens that high income countries face via mass production and disposal, both occupation and

environmental related, end up getting discarded onto those more vulnerable and under-resourced countries (Bick, Halsey, & Ekenga, 2018).

As fast fashion has become more prevalent, especially in recent years, the issues that come along have only increased and become varying in nature as well. The issues range from affecting the environment to the workers themselves. Students and consumers alike should be aware of the problems associated with the purchases they make so there is a chance for changes to be made relating to the fast fashion industry itself.

Environmental Effects

Oftentimes consumers' aesthetic preferences take priority over the environmental consequences they may have as a result (Saito, 2018). The textile production industry has been found to be one of the most "polluting industries" as it produces more carbon dioxide equivalent emissions than international flights and maritime shipping (The Price of Fast Fashion, 2018, p. 1). Decisions based on aesthetics tend to be a time sensitive manner leading to the discarding of those garments soon after purchasing. The production model fast fashion utilizes turns clothing into disposable objects in the eye of the consumer. Each year, 85% of clothing consumed by Americans, equaling out to be about 3.8 billion pounds, is sent to landfills. Within a year, Americans end up discarding about 80 pounds of clothing items per person. This alone equates to about 5% of the available landfill space (Bick, Halsey, & Ekenga, 2018). The second-hand clothing market has become an increasingly popular choice for getting rid of old or unwanted clothing, however, not all of those pieces donated or sold to second-hand shops are picked up by other consumers. Those unsold products end up getting made into 100-pound bales and sent overseas to be accounted for by low-wage workers and markets within the low-to-middle-income countries. Clothes that maintain unsold throughout the process become waste products that have

the potential to cause additional environmental health hazards for these countries due to their lack of proper municipal waste systems (Bick, Halsey, & Ekenga, 2018). These improper waste systems combined with “unsound practices and poor wastewater management” and the fact that many of the common, toxic chemicals seen in the textile industry “cannot be removed by wastewater treatment plants” all result in negative effects on the health of the workers, nearby communities, and the environment (Hub, 2021). On top of the hazards that result from the waste derived from over production, the chemicals used in textile production have additional negative health and environmental impacts. “The cost to the textile industry of poor chemical management is estimated at €7 billion per year” that has been connected to workplace-related illnesses and diseases such as “cancer and (the disruption of) hormonal systems” (Hub, 2021).

Low Wage Working Conditions

Of the 40 million workers worldwide that are employed by the global textile supply chain, a whopping 90% are found in low-to-middle-income countries. All of the hazardous working conditions that were constantly noticed by the United States and European Union have yet to be resolved, but now the victims of these conditions have shifted to be those overseas. The occupational and safety standards within these lower income countries tend to not be enforced due to their “poor political infrastructure and organizational management” and tend to lead to “debilitating and life-threatening conditions” as a result (Bick, Halsey, & Ekenga, 2018, p. 2). Due to their disadvantages socioeconomically, the majority of the workforce within developing countries tend to be made up predominantly of women and children because they are the ones who will accept working at lower wages (Atluntas & Turker, 2014). Within the past decade, countries such as Cambodia and Bangladesh have used their large populations to their advantage as they began using the garment assembly business as a form of export-led growth (Taplin,

2014). Workers in Bangladesh earn around the equivalent of \$70 USD per month, which is well under their cost of living of \$90 USD. However, these numbers are not destined to change anytime soon due to the 34 previous trade agreements Bangladesh signed with the World Trade Organization (Crinis, 2019). Migrant workers in particular have begun moving into the “low-paying sectors of the manufacturing industry” and make up 80% of the production workers in the clothing industry (Crinis, 2019, p. 305). Although the workers are often aware of the fact that the conditions they endure are unethical, they tend to believe that the work itself is only temporary so they attempt to push through them to get the money they need to go home and eventually start up their own business (Crinis, 2019). Unfortunately, some of those poor conditions are allowed to reach the extent of taking the lives of those workers before they get the chance to get out of the industry. On April 23, 2013, 1,135 workers were killed and 2,000 injured when the Rana Plaza Building collapsed due to its inability to meet the necessary codes (Crinis, 2019). This is not a lone incident. Catastrophes like this happen far too often because many of the building structures that accommodate the workers are below the Bangladeshi building standards. With that being said, the influx of deadlines that stem from fast fashion that suppliers are attempting to meet lead to the issue of the buildings going unaddressed in the meantime (Crinis, 2019).

Corporate Social Responsibility Within the Supply Chain

The fashion industry can be described as “one of the most global industries in the world” due to the variety of aspects it encounters within its supply chain (Laudal, 2010, p. 63). Fashion in itself is complex and the supply chain involves components throughout including “production, raw material, textile manufacturing, clothing construction, shipping, retail, and use and ultimate disposal of the garment” (Song, Tong, & Yang, 2017, p. 6). Low transaction costs, learning curve, and responsiveness are all competitive advantages that draw in companies within the

fashion industry to source out of Asia. Incorporating in the Corporate Social Responsibility approach within the fashion supply chains has the potential to help with the overall presence of the company so that they may avoid bad publicity in any way relating back to their supply chain (Perry & Towers, 2013). Any additional uncertainty or hesitation within the fashion supply chain can be combatted with “better cooperation, coordination and collaboration between supply chain partners” (Perry & Towers, 2013, p. 484). Although the Corporate Social responsibility implementation has the ability to be affected by the “product nature” of the fashion garments leading to intense lead times, it has the potential to do the supply chain as a whole some good (Perry & Towers, 2013, p. 482).

Greenwashing

With Corporate Social Responsibility having such a large potential impact on what is brought to fruition, false promises may end up slipping through the cracks alongside the good that the CSR brings. A prime example of impossible promises being made is the concept of greenwashing. Greenwashing is explained as “the intersection of two firm behaviors: poor environmental performance and positive communication about environmental performance” that in turn, misleads consumers into falsely believing their purchase has some sort of environmental performance or benefits associated with it (Delmas and Burbano, 2011, p. 65). There are two categories of greenwashing tactics know as decoupling and attention deflection. Greenwashing decoupling has to do with companies attempting to appease the expectations placed on them by stakeholders, but they do not actually make the necessary changes within their own practices required to do so. The attention deflecting category of greenwashing is done by utilizing actions to distract stakeholders from the unsustainable practices that are actively in use. Greenwashing is seen in many forms within these categories such as “empty green claims and fibbing,” “sin of

vagueness,” “irrelevance or incomplete comparisons in product advertisements,” and so many more (Majláth, 2017, p. 93).

Sustainability Related Innovations Within the Apparel and Textile Industry

Utilizing Nontraditional Materials to Create Textiles

This research will be focusing on two companies that are each using separate nontraditional materials to create a new textile. One of these companies being. REMEANT. Founded by Elinor and Alon Nathaniel, REMEANT has been able to produce the first-ever solution for reusing upcycled plastic that is found in packaging materials such as bubble wrap and aluminum to create a “beautiful eco-friendly textile” that they have named REMEANT (REMEANT, 2022). This waste that they are able to transform into a “waterproof, washable, highly durable and lightweight” fabric would have been non-biodegradable and “left to decompose of thousands of years, causing terrible damage to the environment” (REMEANT, 2022). The overall goal of this company is to be able to create a connection between sustainability and fashion that allows for them to transform single-use plastics into high quality fabrics.

The other company that is being highlighted in this research is Frumat. Frumat is a company based in northern Italy that utilizes apple skin and cores that are otherwise considered to be waste from the apply industry in the Tyrol region of Italy. The development of their raw material, known as Apple Skin, is a “cellulose-based material featuring a variety of textures, thicknesses and embossing and laser prints...that can be produced on demand and easily personalized” (Technofashion World, 2019). Variations of their textile are able to be utilized in clothing, shoes, luggage, furnishings, upholstery, stationary, and packaging materials (Technofashion World, 2019).

Clothing Rentals

Two of the most popular companies known for renting clothes to consumers are Rent the Runway and Nuuly. Both companies revolve around the primary goal of shifting consumer behavior so that they have more of a “buy less, rent more approach to fashion in order to displace the need for clothing production” (Rent the Runway, 2022). By changing the consumers’ overall mindsets companies like these are able to have a more positive impact on the apparel and textile industry by assisting in deterring the concept of over production. “Nuuly shifts fashion from a cycle of buying and discarding to a system that minimizes ownership and maximizes newness. Less cycle, more circular” (Nuuly, 2022). This concept allows for a reduction in water usage, energy usage, and carbon dioxide emissions that would typically result from the apparel industry (Rent the Runway, 2022).

Tracing and Trading Textile Waste

In an attempt to help prevent the amount of textile waste that the industry is currently producing, Reverse Resources has created a platform for tracing down clean textile waste that can be resold and given another life by making a “supply chain of waste-to-recycling efficient and transparent” that paves the way for the process to happen (Reverse Resources, 2020). Research done by the company itself has found that “textile waste recyclers overspend by >30% on sourcing waste with the right specification because of too many middlemen and no waste segregation done in garment factories” (Reverse Resources, 2020). Reverse Resources brings their concept to life in a four-step process that involves “collecting waste profiles and specifications,” “matchmaking of supply and demand,” “segregation and delivery of waste,” and finally “market insight and reporting on circular process” (Reverse Resources, 2020). These steps are all used to provide information on their software platform. This platform allows for

users to see insights regarding factories' waste profiles, recyclers' requests, live feed of available waste, matchmaking of supply and demand that shows the best delivery routes, full waste disposal and quality reports, as well as end-to-end transparency during the shipment process (Reverse Resources, 2020). By creating this process, Reverse Resources is able to have a major impact on the amount of waste that end up plaguing the environment as a result of the textile industry. The waste that would've been deemed as garbage is now able to be potentially upcycled into something new which saves water and land usage along with toning down the carbon dioxide emissions.

Design Process and Creative Works

Sustainability is a popular topic in the world today and especially so in the apparel and textile industry. Students preparing to go into this industry need to be fully prepared to address the multitude of sustainability topics in the industry. The University of Arkansas does not currently offer a sustainability course to Apparel Merchandising and Product Development students despite the fact that other universities with similar programs do include sustainability courses in their apparel-based curriculum.

Development Plan

1. Conduct a Content Analysis and Review of the University of Arkansas' Apparel Merchandising and Product Development Curriculum

A content analysis was conducted over the entirety of the Apparel Merchandising and Product Development program's curriculum at the University of Arkansas to see which topics were successfully being prioritized and what topics they would benefit from adding to their curriculum. The course catalog for this degree path displayed courses

specializing in a variety of topics but was missing a signature course on a crucial part of the industry: sustainability.

2. Research SEC and Other Regional Universities with Sustainability Courses in Their Apparel-Based Curriculum

The goal of this research was to see if other universities with apparel programs within both SEC universities as well as other universities within the same region as the University of Arkansas included sustainability-related courses implemented in their curriculum. Once the research proved that universities that could be considered to be comparable to the University of Arkansas had successfully incorporated sustainability courses into their apparel-based curriculum, it was important to observe how they had done so. The universities were able to include sustainability courses in various ways within their curriculum.

3. Research Major Sustainability-Related Problems and Innovations in the Apparel Industry

Research was then conducted to gather potential topics for the development of a sustainability course that would appropriately fit into the current curriculum of the University of Arkansas' Apparel Merchandising and Product Development program. The problems that this research focused on included the issues of fast fashion, low wage workers, negative environmental effects, supply chain issues, and greenwashing within the apparel and textile industry. The innovations being focused on in the research included utilizing nontraditional materials to create textiles, clothing rentals, and tracing and trading textile waste. All of these topics helped to demonstrate the attention being placed on sustainability within the apparel and textile industry and the need for

incorporation into the Apparel Merchandising and Product Development program at the University of Arkansas.

4. Create the Course Content

The next step of the project was to develop a course from which the University of Arkansas' Apparel Merchandising and Product Development program would benefit from that they were currently lacking. This course needed to include information that students were not presented in other courses within the Apparel Merchandising and Product Development degree path. The basis of the course, once developed, included sustainability related topics regarding the issues and innovations seen in the apparel and textile industry. A tentative class schedule consisting of a breakdown of each class period for a standard 15-week semester was created. This schedule illustrates what topics would be covered each day the class was held as well as suggested assignments to include each week. An annotated bibliography was also put together for potential readings that could be integrated into the teachings within the course or as an additional source to the topics being taught.

- i. See Appendix A below for the class schedule attached to the end of the syllabus.
- ii. See Appendix B below for the annotated bibliography.

5. Prepare a Syllabus for the Course

A conceptual syllabus for the course was constructed ensuring that the main sustainability related topics in the apparel industry were being taught in the course. The course syllabus provided a description of the course as well as course objectives that elaborate on the what the students who complete the course should be able to take away.

- i. See Appendix A below for the actual syllabus created.

Conclusions and Discussion

The sustainability-related topics within the apparel and textile industry have not only become more prevalent in recent decades but have also become part of numerous apparel programs in the United States. Students must have increased access to courses focused on sustainability-related topics within the apparel and textile industry. While the University of Arkansas does offer a sustainability minor, none of the coursework included addresses the apparel and textile industry.

The course developed as a result of this project will provide Apparel Merchandising and Product Development students at the University of Arkansas the training and education necessary to meet the sustainability challenges as they transition into the workforce. This course also provides a steppingstone for potential growth as a program so that more in-depth and specific sustainability courses may be offered within the University of Arkansas' apparel curriculum in the future.

Limitations and Future Works

For this study, the research done on comparable universities was limited to the course catalog information that could be found online. With that being said, it is recommended to contact department heads regarding incorporating sustainability courses into their apparel curriculum for future works done on the subject. It must also be noted that there was no research done to see if any of these universities had the option of sustainability minors that are applicable to apparel majors. These limitations leave potential for future works to be done in addition to this study to continue building justification for an apparel-based sustainability course at the University of Arkansas as well as other comparable universities.

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Appendix A: Syllabus and Class Schedule

DALE BUMPERS COLLEGE OF AGRICULTURAL, FOOD, AND LIFE SCIENCES
SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES
APPAREL MERCHANDISING AND PRODUCT DEVELOPMENT
UNIVERSITY OF ARKANSAS

AMPD 3XX3
Sustainability in Apparel and Textiles
Fall 2022
Tues/Thurs 11:00AM – 12:15PM

Dr. Lance Cheramie
Email for virtual appointments M-F
Office Telephone: 479-575-6732
Email: cheramie@uark.edu

COURSE DESCRIPTION

This course provides students with information regarding relevant sustainability topics in the apparel and textile industries. These topics include a mix of sustainability-related issues as well as innovations. Students will also incorporate their own research of current affairs related to apparel/textile sustainability topics via weekly current affair assignments that will be discussed in class.

COURSE OBJECTIVES

1. Identify knowledge of some of the major sustainability topics seen within the apparel and textile industries.
2. Compare sustainability-related issues and innovations within the apparel and textile industries.
3. Explore alternative points of view concerning aspects of sustainable business practices in the apparel and textile industries.
4. Examine how consumer behaviors have an impact on the sustainability of the apparel and textile industries.

GRADING

2 Exams (150 pts)	300
5 Assignments (50 pts)	250
12 Current Affairs Assignments (25 pts)	300
2 Guest Speaker Summary (75 pts)	150

Total: 1000

GRADING SCALE:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Less than 60 = F

CLASS POLICIES

- **ACADEMIC HONESTY STATEMENT:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/245.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
- **ACADEMIC STANDARDS:** Course grading criteria are based on promptness, professionalism, accuracy and thoroughness. All work should reflect high *professional* standards. Students are responsible for all materials and announcements presented in class, whether in attendance or not. Students are expected to be prepared for and attend class, participate in class discussions and keep up-to-date on projects and assignments. Read your syllabus and **check your UARK email account daily** for class information.
- **CLASSROOM BEHAVIOR:** Students are expected to assist in maintaining a classroom environment, which is conducive to learning. In order to assure that all students have an opportunity to gain the most from the time spent in class, unless otherwise approved by the instructor, students are **prohibited from using cellular phones , texting, making offensive remarks or general social chatter, reading newspapers, sleeping, leaving class** or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in minimally, a request to leave class and all work for the day will receive a 0. **During exams, once the first person has completed an exam and left the room, no other exams will be given out during that class time.**
- **LATE ASSIGNMENTS:** Students who wish to have full consideration in the grading process must turn in assignments when they are due. Assignments found in the professor's mailbox, slid under the office door or given to another individual to deliver to the instructor are considered at least one class period late. Assignments turned in past the date due will be reduced **one letter grade for each class period it is late, up to two class periods.** **Late assignments will not be accepted if submitted more than two class periods after the due date.** Per the course requirement for this course, the instructor will periodically ask for work done during class time to be turned in at the end of class for points. **Any class work which is missed due to an absence cannot be made up.**
- **MAKE-UP POLICY FOR EXAMS AND QUIZZES:** Exams and quizzes should be completed on the day scheduled. Exams and quizzes may be made up only if missed for a **valid** reason and the instructor is notified **prior** to the exam or quiz. **A DOCUMENTED ACCEPTABLE EXCUSE, WHICH CAN BE VALIDATED, IS REQUIRED.** Any makeup test will be given on the last day of class or with the final exam; to be determined by the instructor.
- **INCLEMENT WEATHER POLICY:** If the University is closed, our class will not meet and adjustments will be made to the schedule regarding work deadlines. Information regarding University closings can be obtained by calling 575-7000 or check the University of Arkansas homepage
- **CENTER FOR EDUCATIONAL ACCESS (CEA):** The Center for Educational Access (CEA) has requested that the following statement be included in all course syllabi regarding students with disabilities: *The purpose of this statement is to alert students that it is their responsibility to register for accommodations. If you want to request reasonable*

accommodations for this class due to a disability, you must first register with the Center for Educational Access (CEA) and hand-deliver an official Accommodation Letter from the CEA to the instructor during office hours or after class. **This needs to be done during the first two weeks of class.**

- **COVID SAFETY:** Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at <https://health.uark.edu/coronavirus/latest-information-for.php#safety>. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: <https://ethics.uark.edu/>. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

**AMPD 3XX3 FALL 2022
TENTATIVE CLASS SCHEDULE**

DATE	TOPIC	ASSIGNMENT
8/23	COURSE INTRODUCTION	
8/25	CH. 1: OVERVIEW OF SUSTAINABILITY AS IT RELATES TO THE APPAREL AND TEXTILE INDUSTRY	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
8/30	CH. 1: OVERVIEW OF SUSTAINABILITY AS IT RELATES TO THE APPAREL AND TEXTILE INDUSTRY	
9/1	CH. 2: OVERVIEW OF SUSTAINABILITY-RELATED ISSUES WITHIN THE APPAREL AND TEXTILE INDUSTRY	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
9/6	CH. 3: EVOLUTION OF FAST FASHION	
9/8	CH. 3: EVOLUTION OF FAST FASHION	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
9/13	CH. 3: FAST FASHION ASSIGNMENT WORKDAY	WRITE 1-2 PAGE PAPER FOCUSING ON 2-3 FAST FASHION COMPANIES AND HOW THEY COULD IMPROVE (DUE 9/14 @ 11:59 PM)
9/15	CH. 3: CLASS DISCUSSION ABOUT ASSIGNMENT	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
9/20	GUEST SPEAKER	WRITE A PAGE ON WHAT YOU LEARNED FROM THE GUEST SPEAKER (DUE 9/21 @ 11:59 PM)
9/22	GO OVER GUEST SPEAKER	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
9/27	CH. 4: EXPLOITATION OF LOW WAGE WORKERS	
9/29	CH. 4: EXPLOITATION OF LOW WAGE WORKERS	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
10/4	CH. 5: GREENWASHING ASSIGNMENT WORKDAY	WRITE 1-2 PAGE PAPER ON EXAMPLES OF GREENWASHING YOU HAVE SEEN IN THE MEDIA (DUE 10/5 @ 11:59 PM)
10/6	CH. 5: CLASS DISCUSSION ABOUT ASSIGNMENT	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
10/11	EXAM REVIEW DAY	

10/13	EXAM 1: CH. 1-5	
10/18	FALL BREAK	
10/20	CH. 6: OVERVIEW OF SUSTAINABILITY-RELATED INNOVATIONS WITHIN THE APPAREL AND TEXTILE INDUSTRY	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
10/25	GUEST SPEAKER	WRITE A PAGE ON WHAT YOU LEARNED FROM THE GUEST SPEAKER (DUE 10/26 @ 11:59 PM)
10/27	GO OVER GUEST SPEAKER	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
11/1	CH. 7: UTILIZING NONTRADITIONAL MATERIALS TO CREATE TEXTILES	
11/3	CH. 7: UTILIZING NONTRADITIONAL MATERIALS TO CREATE TEXTILES ASSIGNMENT WORKDAY	RESEARCH A COMPANY THAT UTILIZES NONTRADITIONAL MATERIALS TO CREATE TEXTILES AND WRITE 1-2 PAGES (DUE 11/4 @ 11:59 PM) FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
11/8	CH. 7: CLASS DISCUSSION ABOUT ASSIGNMENT	
11/10	CH. 8: CLOTHING RENTALS	FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
11/15	CH. 8: CLOTHING RENTALS ASSIGNMENT WORKDAY	WRITE 1-2 PAGES ON 1-2 CLOTHING RENTAL COMPANIES AND YOUR THOUGHTS ON THE CONCEPT (DUE 11/16 @ 11:59 PM)
11/17	GUEST SPEAKER	WRITE A PAGE ON WHAT YOU LEARNED FROM THE GUEST SPEAKER (DUE 11/18 @ 11:59 PM) FIND CURRENT AFFAIR AND WRITE A PARAGRAPH SUMMARY (DUE BY NEXT CLASS)
11/22	GO OVER GUEST SPEAKER	
11/24	THANKSGIVING BREAK	
11/29	PICK YOUR OWN TOPIC ASSIGNMENT WORKDAY	CREATE A 6-8 SLIDE POWERPOINT PRESENTATION BASED ON ANY SUSTAINABILITY TOPIC RELATED TO THE APPAREL AND TEXTILE

		INDUSTRY (CAN BE ONE WE COVERED IN CLASS OR NOT) TO PRESENT IN CLASS (DUE BY 12/5 @ 11:59 PM)
12/1	PICK YOUR OWN TOPIC ASSIGNMENT WORKDAY	
12/6	PICK YOUR OWN TOPIC PRESENTATIONS	
12/8	REVIEW FOR FINAL	

FINAL EXAM: CH. 6-8 - MONDAY, DECEMBER 13TH (3-5 PM)

Appendix B: Annotated Bibliography

Annotated Bibliography

Bick, R., Halsey, E., & Ekenga, C. C. (2018). The global environmental injustice of fast fashion. *Environmental Health*, 17(1). doi: 10.1186/s12940-018-0433-7

This journal article refers to how fast fashion has led to a wide variety of negative implications on the environment. The recent ability of the fashion industry to be able to put out more clothes for significantly cheaper has caused for the areas surrounding where these garments are produced to be potential environmental health hazards. It also refers to the increased consumption by consumers leading to the extensive disposal of textiles in the end.

Claudio, L. (2007). Waste couture: Environmental impact of the clothing industry. *Environmental Health Perspectives*, 115(9). doi: 10.1289/ehp.115-a449

This journal article looks at how much the rate of purchase and disposal has gone up since the growth of Industrialism. With that growth also came the growth of recycling and particularly domestic resale with the rise of the Internet. It also mentions that more eco-friendly manufacturing processes within the fashion industry are becoming more prominent as well.

Crinis, V. (2019). Corporate social responsibility, human rights and clothing workers in Bangladesh and Malaysia. *Asian Studies Review*, 43(2), 295–312. doi: 10.1080/10357823.2019.1588850

This author explains how Corporate Social Responsibility (CSR) has been put in use by fashion corporations to help combat the labor exploitation and human rights abuse caused by the high levels of competition in developing countries related to the fashion industry. It goes on to mention how the CSR has had some success but has also been blamed for undercutting how important the role of trade union and privatizing labor rights is.

Gabrielli, V., Baghi, I., & Codeluppi, V. (2013). Consumption practices of fast fashion products: a consumer-based approach. *Journal of Fashion Marketing and Management: An International Journal*, 17(2), 206–224. doi: 10.1108/jfmm-10-2011-0076

This journal article looks into the consumers' standpoint in relation to the consumption of fast fashion products. Those consumption practices have turned into a normal part of the consumers' daily routines.

Gopura, S., Payne, A. R., Buys, L., & Bandara, D. C. (2019). Fashion exposure. *Journal of Fashion Marketing and Management: An International Journal*, 23(4), 466–486. doi: 10.1108/jfmm-10-2018-0137

The study in this journal article looks at how Sri Lankan apparel industry designers collaborate with those in the western fashion world. It introduces a way to depict how Sri Lankan designers use their knowledge of fashion, consumer culture, and the manufacturing industry to interact with the western fashion world.

Laudal, T. (2010), "An attempt to determine the CSR potential of the international clothing business", *Journal of Business Ethics*, Vol. 96, S1, pp. 63-77.

Laudal looks at how to implement Corporate Social Responsibility tactics within the fashion garment manufacturing supply chain and how the effects of the implementation would have the ability to lessen negative effects of retail buying.

Perry, P., & Towers, N. (2013). Conceptual framework development. *International Journal of Physical Distribution & Logistics Management*, 43(5/6), 478–501. doi: 10.1108/ijpdlm-03-2012-0107

Perry and Towers look at the different facets involved in the implication of a Corporate Social Responsibility (CSR) strategy in a garment manufacturing supply chain. This journal article is industry specific so it seeks out the aspects involved such as the pressures on cost and lead time that the fashion industry faces.

Saito, Y. (2018). Consumer aesthetics and environmental ethics: Problems and possibilities. *The Journal of Aesthetics and Art Criticism*, 76(4), 429–439. doi: 10.1111/jaac.12594

Saito looks at aesthetics' role in modern day consumerism and how it can cause decisions that end up being a poor choice for the environment as a result. Consumers are always wanting the newest thing to wear and this constant and never ending changing of trends lead to a manufacturing process that damages the environment. Turns out, consumers are often willing to make that sacrifice for aesthetics. (CAN'T GAIN ACCESS OFF UARK WIFI)

Taplin, I. M. (2014). Who is to blame?: A re-examination of fast fashion after the 2013 factory disaster in Bangladesh. *Critical Perspectives on International Business*, 10(1/2), 72–83. doi: 10.1108/cpoib-09-2013-0035

This paper looks at the Bangladesh clothing factory tragedy and evaluates the factors leading up to the incident. Western consumers' overwhelming desire for constant new garments to fit with the ever-changing trends led fast fashion thus inevitably leading to the Bangladesh clothing factory disaster.

The price of fast fashion. (2018). *Nature Climate Change*, 8(1), 1. doi: 10.1038/s41558-017-0058-9

The author gathers details of the negative impacts that the fashion industry is imposing on the environment due to their attempt at the upkeep of consumer desires. The carbon footprint that the fashion industry is leaving behind can be traced back to a multitude of points in the manufacturing and consumption processes. It is a situation that is going to take the effort of both the consumers and the businesses to help resolve.

The true cost. (2015). Retrieved from <https://truecostmovie.com>

This documentary looks at how the price of clothing has continuously decreased over the years as the negative environmental impacts of the clothing production process have only continued to

increase. It provides a look into everything from the high-end fashion world to the areas who produce the garments.

Turker, D., & Altuntas, C. (2014). Sustainable supply chain management in the fast fashion industry: An analysis of corporate reports. *European Management Journal*, 32(5), 837–849. doi: 10.1016/j.emj.2014.02.001

This journal article acknowledges the use of both developed and developing countries in the supply chains found among the fashion industry. It is noted that companies are becoming more aware of the sustainable aspects in an effort to provide the proper standards and conditions within their supply chains.

Yang, S., Song, Y., & Tong, S. (2017). Sustainable retailing in the fashion industry: A systematic literature review. *Sustainability*, 9(7), 1266. doi: 10.3390/su9071266

This study is all about shining a light on the lack of research done on sustainable retailing in the fashion industry. Despite the heightened interest in sustainability within fashion, the parts of the supply chain have not been dealt with in much detail.