

Proposed Learning Goals for Social Responsibility and Sustainability

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1. Level	Pre-16, FE, UG, PG
2. Pre-requisite knowledge required by educators	A. No background knowledge required
3. Pre-requisite knowledge required by students	A. No background knowledge required
4. Number of students	Whole school / college / university
5. Length of time required	N/A
6. Type of activity	Course outlines and learning goals
7. Discipline	Business, Cross-curricular, Design, Marketing, Pedagogy, Interactive
8. Topics covered	All

In November 2007, Educators for Socially Responsible Apparel Business (ESRAB) convened a special session at the annual conference of the International Textile and Apparel Association with the aim of creating learning goals related to social responsibility and sustainability. Co-conveners of the special session included the following, listed by the topic area around which they led discussion:

Labor Compliance

Dr. Marsha Dickson, University of Delaware

Dr. Molly Eckman, Colorado State University

Environmental Sustainability

Dr. Suzanne Loker, Cornell University

Dr. Jana Hawley, Kansas State University

Consumer Issues/Materialism

Dr. Sharron Lennon, University of Delaware

Dr. Leslie Davis Burns, Oregon State University

Dr. Margaret Rucker, University of California-Davis

Body Image/Disordered Eating

Dr. Jennifer Paff Ogle, Colorado State University

Dr. Nancy Rudd, The Ohio State University

Dr. Mary Lynn Damhorst, Iowa State University

The popularity of the session and interest in the topic was clear as we had over 60 participants from 34 colleges and universities across the United States and Canada.

Attendees first considered as a group the role of students as change agents in a presentation made by Drs. Hawley and Loker. Next the attendees broke into four groups to identify learning goals for their sub-topic (labor compliance, environmental sustainability, consumer issues/materialism, body image/disordered eating).

The following question was posed to the groups to facilitate their work:

- What should apparel/textile students be able to do (regarding each sub-topic area of social responsibility/sustainability) upon graduation?

The following draft learning goals were identified. We left it with each institutional participant to refine the goals that they wanted to implement in their programs.

LABOR COMPLIANCE

1. Describe key stakeholders in apparel supply chains.
2. Analyze the role of stakeholders in improving labor standards and working conditions.
3. Describe major labor problems found in the production of apparel.
4. Analyze the relationship between worker rights and human rights.
5. Describe the decisions for which buyers/merchandisers and designers are responsible that have implications for social responsibility and labor compliance.
6. Explain the standards on which respected codes of conduct for labor standards and working conditions are based.
7. Define social responsibility as it relates to labor standards and working conditions.
8. Analyze strategies commonly used by apparel brands and retailers for improving labor standards and working conditions in apparel factories.
9. Use theories to evaluate apparel brand and retailer efforts to address labor standards and working conditions.
10. Create a social responsibility strategy for an apparel brand or retailer to address labor problems in apparel factories.

ENVIRONMENTAL SUSTAINABILITY

1. Present an increased awareness and consciousness about environmental responsibility and sustainability.
2. Define basic environmental information, definitions, terminology, and codes of conduct.
3. Describe the relationship between the environment, people, and the apparel supply chain.
4. Analyze from a whole systems perspective, how the apparel supply chain impacts people and the environment.
5. Take actions toward environmental sustainability.
6. Act as a change agent toward environmental sustainability to inform, engage, and impassion others.
7. Embrace professional responsibility to join the debate about environmental responsibility in the apparel industry.
8. Engage in discussion and actions outside their comfort zone within and outside their spheres of influence.
9. Apply design and innovation concepts to the environmental debate.

10. Define how they can make a difference in sustaining the environment within their own sphere of influence AND what makes them angry about what's happening.
11. Analyze the product development system as a lifecycle and a closed system with cradle to cradle approaches.
12. Develop a global view of social and environmental responsibility.
13. Develop ethical courage and apply it at work and in everyday life.
14. Explore LEED-like systems for apparel.¹
15. Explore profitability within an environmentally sustainable system.

CONSUMER ISSUES/MATERIALISM

1. Analyze cultural and social contexts as they relate to individuals' value systems associated with the availability and use of consumer products.
2. Outline consumer decision-making and purchasing behavior as related to ethical decision-making and unethical/illegal decision-making.
3. Analyze the impact of consumer product use and maintenance on social and environmental sustainability.
4. Analyze the role of fashion product lifecycles in social and environmental sustainability.
5. Apply consumer issues of social responsibility as they relate to decisions made by industry professionals.
6. Empower students to be consumer change agents.

BODY IMAGE/DISORDERED EATING

1. Explain the ways in which body image is conditioned by social relationships, cultural and historical ideals, normative prescriptions, and moralistic meanings regarding self-control and discipline.
2. Deconstruct and critique dominant Western cultural ideals, ideologies and discourses about the body (e.g. the "beauty is good" stereotype; the myth of bodily perfection; the assumption that the human body is infinitely malleable; the assumption that attaining a given body ideal will bring happiness and success; the equation of thinness with healthfulness; the notion that everyone can and should be thin; the sexualization, objectification and commodification of the human body).
3. Explain and critique the potential impact of Western cultural ideals, ideologies, and discourses about the body on the self (i.e. on body image).
4. Apply critical thinking to analyze why consumer culture decision-makers invoke exclusionary, unrealistic, and/or objectifying body imagery and discourses to promote goods and services.
5. Apply critical thinking to analyze the implications of the global dissemination of Western culture's body ideals, ideologies, and discourses on people from diverse cultures and geographic regions.
6. Construct strategies to promote positive body images among various consumer groups (e.g., create advertisements that include representations of the human body designed to engender positive self-esteem and body image among diverse populations; design educational programming to mediate negative media influences on body image; develop social marketing campaigns designed to prevent eating disorders; participate in the National Organization for Women's Love Your Body Day activities).

GENERAL

1. Analyze whether there is an inherent conflict between commercial successes and social responsibility as related to labor compliance, environmental sustainability, consumption, body image/disordered eating.

¹ LEED stands for a Green Building Rating System referred to as Leadership in Energy and Environmental Design. LEED provides third party certification that universally accepted environmental standards were met in design, construction, and operation of buildings claiming to be "green." For more information see <http://www.usgbc.org/Default.aspx>.

This is an excerpt from:

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Edited by Liz Parker on behalf of Fashioning an Ethical Industry, UK, and Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business, USA.

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