



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

Sustainable Fashion in London

Course Details

Course Designator & Number: ADES/RM 3196

Number of Credits: 3

Language of Instruction: English

Instructors

Elizabeth (Missy) Bye, Professor of Apparel Design, Human Factors, University of Minnesota, ebye@umn.edu

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Course Description

This course is an experiential study of sustainable fashion in London. It will apply visual and reflective textual tools to understand the current issues around the design, manufacturing, and retail of sustainable fashion. This course will include site visits to designers, retailers and manufacturers who are leading sustainable exchange in the fashion industry. We'll also take program excursions, tours, and cultural visits to understand the context of this fashion city and the changes that are occurring. You will engage in a short research project to understand the opportunities and challenges in the fashion/retail industry and for consumers and then reflect on how those learnings can be applied to your life and work as a designer/retailer moving forward.

Course Objectives

- Develop independence by challenging yourself in a new environment

- Function as an effective team member by utilizing your personal strengths in a group setting
- Explore a specific topic through experiential and interdisciplinary approaches
- Can communicate effectively
- Can locate and critically evaluate information in another culture
- Can identify, define, and solve problems.
- Understand the role of creativity, innovation, discovery, and expression across disciplines.
- Have acquired skills for effective citizenship and life-long learning

Course Relation to Sustainable Development Goals

This program can be tied to three sustainable development goals (SDG). The first is SDG #12 - Responsible Consumption & Production. This is the main focus of the entire course. You will engage with many sub-topics related to sustainable apparel and retail systems through readings/videos, site visits, in-country activities, guest lectures, and course assignments. The second is SDG #3 - Good Health and Well-being. Clothing is essential to human-being's health and well-being, and we will look at how clothing and communication impact identity. The third is SDG #11 - Sustainable Cities and Communities. Through the lens of fashion, students will look at the larger city/community scale and how sustainable fashion fits into these fashion cities.

- 1. Engage in Conversations in Ways that Honor Each Other**
- 2. Speak from Your Own Lived Experience**
- 3. Think Beyond Binaries**
- 4. Foster a Space for Vulnerability and Humility**
- 5. Acknowledge, Validate, and Repair Harm**
- 6. Other/Additional**

Course Programming

This course will incorporate intercultural learnings into the course through intentional tours and programming. There will be tours of designers, retailers, and manufacturers. At these activities, there will be local guides and leaders sharing their experiences, knowledge and experiences. Additionally, the students will be keeping a visual/photo journal documenting their experiences and research learnings. They will engage in synthesizing this research into insights to guide their research project. This act of reflection will encourage students'

intercultural development through a topic that relates to everyone regardless of geographical location: clothing.

Course Culture

Names & Pronouns

Everyone has the right to be addressed in accordance with their personal identity. Your preferred name can be entered into your student account on Canvas. We will gladly honor your request at any point throughout the semester to address you by your correct name, gender pronoun, or any other manner you would like to be referred to. We will also instruct class members to do the same.

Inclusivity & Equity

Our hope is that students from all backgrounds and perspectives will be well served by this course, that students' learning needs to be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. We strive to present materials and activities that are inclusive of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let us know ways to improve the effectiveness of the course for you personally or for other students.

Creating Space

We will verbally acknowledge at the beginning of the course that everyone is learning new concepts and language and ask students to be open to change and be flexible when new knowledge is gained. Marta Elena Esquilin from Bryant University and Mike Funk from New York University, write on the importance of community building and the value of engagement agreements. They provide over 20 "classroom and meeting guidelines" to create an intentional space to have conversations focused on diversity, equity, and inclusion. As a course we will work together on the development of a community agreement. We will determine a community agreement for the semester developed from the link and image below, and it will ultimately be posted to the syllabus here.

Required Reading / Materials

All are available online through the UMN library.

Readings

- Payne, A. (2020). *Designing Fashion's Future: Present Practice and Tactics for Sustainable Change*. Bloomsbury Visual Arts.
 - Chapters

- Charter, M., Pan, B., & Black, S. (Eds.). (2023). *Accelerating sustainability in fashion, clothing and textiles*. Routledge.
 - Chapters 3, 17, 28
- Goworek, H., Oxborrow, L., Claxton, S., McLaren, A., Cooper, T., & Hill, H. (2020). Managing sustainability in the fashion business: Challenges in product development for clothing longevity in the UK. *Journal of Business Research*, 117, 629-641.

Materials

- A physical design notebook (non-ruled and non-lined)
- Access to a digital camera or smartphone capable of taking pictures and video recording
- Laptop, iPad, or similar to post reflections

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Reflective activities (journaling, photo documentation)	50%
Research into sustainable issues and practices	30%
Attendance and class participation	20%
Overall grade	100%

Assessment Details

Students will have two main mechanisms for assignments and assessment in this course. First, the students will be expected to keep a daily visual/photo journal during the trip focusing on our professional appointments, design (form, function, environmental, cultural factors), and their experiences with both. This will act as a research documentation and synthesis of the experiences. This documentation will have clear expectations outlined, including creating visuals like maps and having at least one image from each experience. Second, the students will engage in a short research project on sustainable fashion.



Course Content

This is a three-credit intensive abroad course. We will be in London for a total of eight days, and most hours of the day will be spent related to this course.

The instructors reserve the right to make adjustments and or changes to the course syllabus with or without notice. This schedule is still being refined and will likely change before the trip begins. There will be specific professional and cultural appointments identified in the final course schedule. This is an example of our likely appointments.

March 2025

Friday, March 7

- Travel Day

Saturday, March 8

- Travel Day
- Arrive in London
- HD Sightseeing Tour
- Welcome Dinner

Sunday, March 9

- Mr Londoner Fashion Walking Tour
- Victoria and Albert Museum (V&A)

Monday, March 10

- Liberty London
- Alexander McQueen

Tuesday, March 11

- Retail Walking Tour with Prudence and Vivienne Westwood

Wednesday, March 12

- Day trip to Brighton
- Sustainable Workshop with Sophie Darling

Thursday, March 13

- FEL Sustainable Factor Tour
- Cassie Quinn Workshop

Friday, March 14

- Barbican Fashion & Textile Museum OR Museum of Docklands
- Free Afternoon

Saturday, March 15

- Free Day. Suggestion to explore markets (Spitalfields, Camden, Notting Hill).
- Farewell Dinner

Sunday, March 16

- Free Time to Explore
- Travel Home

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

Use of ChatGPT

The Board of Regents [Student Conduct Code](#) states the following in Section IV, Subd.1: Scholastic Dishonesty: "Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty

permission, including the posting of faculty-provided course materials on online learning and testing platforms; ..."

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, we encourage you to discuss your situation with us.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

Examples of citing content composed by digital tools are presented in:

libguides.umn.edu/chatgpt [or provide an alternative reference appropriate for your class].

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Statement on Climate of Inclusivity

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help. Download the policy at [Equity and Diversity](#).

Disability & Mental Health Accommodation

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think

you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC 612.626.1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above. **If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor within the first week of the semester to review how the accommodations will be applied in the course.** If you are registered with the DRC and have questions or concerns about your accommodations, please contact your access consultant. Additional information is [available on the DRC website](#) or [via email](#).

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via mentalhealth.umn.edu or contact Counseling/Consulting Services at 612.624.3323.

Use of Class Video & Audio

This course may include video and audio recordings of class lectures and classroom activities. These recordings will be used for educational purposes and the instructor will make these available to students currently enrolled in this course. Students must seek instructor permission in order to share either course recordings or course content/materials. Similarly, instructors who wish to share Zoom recordings with other sections or classes must seek and document permission from students whose image or voice are in these recordings.

Use of Class Notes & Material

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

Course Policies

Assignments

Assignments must be turned in at the agreed upon due date and time. No late work will be accepted unless excused. Excused attendance late work must be accompanied by an emailed

excuse. [See more from UMN policy on turning in late assignments](#). Be sure to use the format specified by the instructor and name the file correctly. Keep your work and files organized.

Final Grades

The professor of record determines all final grades. Your final grades are based on a sum of your assignments and overall progress of learning. Grades will be assigned within two weeks after the final assignment has been turned in.

Attendance

Attendance for all course events is mandatory. This course is scheduled as an in-person course abroad in London. You must be on time for each day's activities. Late arrival to class is disrespectful to the instructor and your peers. If you are habitually late or leave early you will be deducted attendance points.

Google Suite

As a University student, you are assigned a Google email address. It is imperative you check this email (or have it forwarded to the email that you do check). You should also use Google Drive to save and sync your work so that if you have technical issues, your work is saved to the cloud and can be worked on with another device.

Problem Issue or Dispute Elevation

Problems and/or issues may arise in this course and it might be intimidating to confront these concerns. In some cases, students may be experiencing the same issues, so we want to make sure you have what you need to ensure your learning experience is not hindered by negative class environment experiences. While we would hope that the classroom culture provides opportunities to informally address any issues you are having, we recognize that you may not always feel comfortable or safe to handle issues through informal conversation.

The College of Design asks that the following chain of elevation be followed for any and all formal disputes: the Instructors (Elizabeth Bye - ebye@umn.edu) and (Jaye Thompson - parod005@umn.edu), the Associate Head of the Department (Fancy Trice - tric0001@umn.edu), the Department Head Barry Kudrowitz - barryk@umn.edu), and then the College of Design Associate Dean of Academic Affairs (Juanjuan Wu - jjwu@umn.edu). Please note that you should go to whomever's position sits after the person(s) you have issue with.

“Student academic complaints are brought by students regarding the University's provision of education and academic services affecting their role as students and must be based on a claimed violation of a University rule, policy, or established practice. Student academic complaints do not include student complaints regarding: their University employment, disciplinary action under Board of Regents Policy: Student Conduct Code, grades, University admission decisions.” View the University's policy at [Addressing Student Academic Complaints](#).