SUSTAINABLE FASHION AND STARTUP STRATEGY

TBD
3 Credits

Instructor: **Ammar Belal, ab5145@columbia.edu**, 917-982-5678
Office Hours: By Appointment
Response Policy: Please contact me by email, and cc my Associate and TA. We are usually able to respond to your queries within 24 hours. Please specify in your communication if you need my personal response to your initial query.

Course Associate: **TBD**
Office Hours: As needed, by appointment on campus or via zoom.
Response Policy: Please email to reserve time in advance. I am usually able to respond within 24 hours.

Teaching Assistant: **TBD**
Office Hours: By appointment
Response Policy: Please email to reserve time in advance. I am usually able to respond within 24 hours.

COURSE OVERVIEW:

Fashion's consistent involvement amongst global polluters has become a decades old fact struggling to gain a proportionate response amongst the brand startup and sourcing community. With industry revenues set to exceed $1 trillion, there is an opportunity to critically address existing revenue models predicated on traditional metrics, such as constant growth, and singular bottom lines. "Sustaining" this defunct persona of a fashion business implies a contradictory strategy for an organization envisioning ethical and social relevance with the 21st-century consumer.

This environment demands a systems-change approach to thoroughly investigate recent initiatives and pioneer business models that promise shared value amongst planet, people and profit. An ethnographic review of hierarchical relationships within fashion's sourcing matrixes are required to evolve an exploitative foundation with a regenerative consequence.

The course attempts to create a nexus between the fashion entrepreneur and systems thinker to explore strategic solutions that address **sustainability through an environmental, social and economic lens.** It focuses on **dismantling a one-dimensional notion of success, scale or pragmatism** with initiatives that thrive and sustain their impact within micro-communities. We aim to foster a mindful, yet **critical discourse** on fashion industry initiatives, past and present, as we practice various tools that help transition existing organizations and incubate new startups towards sustainable outcomes.

LEARNING OBJECTIVES

●L1: Students will demonstrate a general understanding of the **history of sustainable fashion initiatives**; an applied vocabulary of the current global fashion system; its **key stakeholders and incentive mechanisms** across cultures and supply chains; and its **regulatory bodies and certification systems.**

●   L2: Students will **critically analyze contemporary business model**s within the industry, and contextualize advocacy initiatives within public policy and local governments.

●   L3: Students will apply **research mapping and systems thinking tools**, especially through qualitative exercises and interactions with multinational supply chains, and **alternative material sourcing models** to identify potential opportunities and build vendor relationships.

●   L4: Students will utilize **impact metrics and quantitative analysis** to demonstrate financial literacy within the sustainable fashion investor network.

●   L5: Students will utilize an applied business model validation process through the **Lean Startup methodology** for early stage fashion startups, team formation, and capital raising.

●   L6: Students will develop an inhouse **transitional sustainable strategy within corporate structures** and traditional supply chains.

INDUSTRY RESOURCES:

NEWSLETTERS
• http://3blmedia.com/
• http://www.csrwire.com/
• http://www.theguardian.com/us/environment
• http://green.blogs.nytimes.com/ (Climate Forward)
• http://www.corporateregister.com/
• http://www.environmentalleader.com/
• http://www.greenbiz.com/
• http://grist.org/
• http://www.sustainablebrands.com/
• http://www.responsible-investor.com/
• http://www.treehugger.com/
• https://www.ellenmacarthurfoundation.org/case-studies
• https://www.circle-economy.com/
• https://www.greenpeace.org/international/publication/17612/destination-zero/
• https://apparelinsider.com/

BRANDS
• Ganni
• Chloe 2023 Mission Report
• Eileen Fisher
• Another Tomorrow
• Comme des Garçons Fall 14 collection
• Victoria's Secret runway with Karlie Kloss
• Stella Jean, any season from 2014 onwards

WEBSITES & DIGITAL RESOURCES

- https://ecocult.com/category/fashion-2/ http://www.labourbehindthelabel.org http://www.cleanclothes.org http://www.ethicalfashionforum.com
- https://www.greenpeace.org/international/act/detox/
- https://www.heyfashion.org/about Legislation Tracker
- https://www.ellenmacarthurfoundation.org/
- Trustrace Traceability Roadmap

DOCUMENTARY & FILM RESOURCES:

- BBC Documentary Clothes to Die For - Zara Hayes
- Planet of the Humans (documentary), Jeff Gibbs
- True Cost (Documentary), Andrew Morgan
- River Blue (Docu)
- Dead White Man's Clothes

MENTOR NETWORK:

Ayesha Barenblat
Founder, Remake https://www.linkedin.com/in/ayeshakhan/
Alden Wicker
Editor in Chief, EcoCult https://ecocult.com/about/
Sara Kozlowski
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Founder, Animaná and NGO Hecho por Nosotros https://animanaonline.com.ar/
Leslie Harwell
Managing Partner, Alante Capital https://www.alantecapital.com/team
Ian Fisk
Executive Director, Mentor Capital Network https://generalassemb.ly/instructors/ian-fisk/4778
Dinah Benhamou Emsalem
Founder, Paris New York Consulting https://www.parisnewyorkconsulting.com/about
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Steph Stephenson
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Kerli Kant Hvass
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Azfar Hassan
CEO, Matrix Sourcing https://www.linkedin.com/in/azfar-hasan-3306a520

COURSE REQUIREMENTS (ASSIGNMENTS):

1.   Attendance and Active Participation - 20% (L1, L2, L3, L4, L5, L6)
A significant portion of each class will consist of a discussion format as a platform for us to engage in a critical discourse on the readings. I expect each of you to come to class well prepared and **proactively participate in these conversations and challenge the prescribed texts.** Contributing to a respectful and professional learning environment during our class sessions means using electronic devices only for the purposes of note taking or research.

Contextualizing our nuanced perspectives, cultural experiences, and professional histories is key in fostering new approaches that address systemic change in the fashion industry. This is also an opportunity for you to bring/share relevant texts from your research that enrich our class discussion sessions on a scheduled topic.

I expect you to attend all classes as we will be covering a lot of material. Your participation performance will be assessed via a number grade every session.

10% of the Participation Grade will be attributed to your individual contributions to the Final Group Project that will be assessed through a peer review document.

2.   Critical responses on readings - 15% (L1, L2)
● Contextualizing a Global System (Session 2) 2.5%
● Fashion Acceleration (Session 3) 2.5%
● Regulation vs Certification (Session 4) 2.5%
● Session 7 (Topic TBD) 2.5%
● Session 8 (Topic TBD) 2.5%
● Session 10 (Topic TBD) 2.5%

Documented reflections on the first few sessions of the course are pivotal for forming a strong foundation that can effectively contextualize your proposal of a sustainable fashion intervention.
You will be expected to digitally submit a 750-1000 response to three of our readings.
The responses will be due on the same date as the class discussion session on the subject. You will be evaluated on your ability to evidence your overall understanding of the subject through referencing prescribed readings and class discussion notes, as well as responding to its validity within your personal experience. Offering a critical analysis along with strategic next steps are recommended to conclude your responses. Further items to consider:

● Evidencing personal experiences that speak to the reading materials.
● Researching to inform an initial opinion on the subject matter. What do I disagree with as written, what's my dissenting opinion, and why?
● Concluding with a complex critical question, which industry experts currently grapple with. What does the reading leave unanswered, and how do I see answers to those questions?

3.   Project proposal - Individual pitches 10% (L3, L4, L5, L6)
●Initial system proposal and value proposition
●Competitor Analysis

Active participation in our first 5 sessions should generate diverse insights from a historical context, mentor network, and industry standards. Each one of you is expected to prepare a recorded 3 mins video presentation (voice over with slides) for a sustainable fashion initiative or system. This is an opportunity for you to reference key research from the past few weeks that help validate your proposed idea. Your proposal presentations will be followed by feedback from your peers.

I will evaluate and shortlist 4-6 proposals based on the most traction, collective interest, and next-steps viability for you to assimilate into teams of 3-4 and continue to build on these hypotheses for the end-semester final project.

4.   Mid-Point Presentation - 15% (L3)

The mid-point presentation is meant to be an insightful feedback session of your proposal by industry professionals and external partners. This is an opportunity for you to incorporate the feedback from your initial pitches and have a well researched "version 2.0" of your value proposition, competitor analysis, and a stakeholder map.

An extensive stakeholder map, documents all the primary and secondary bodies in your proposed system or service. An effective map aims to serve as a snapshot of your ecosystem and showcases your comprehensive research and understanding of the subjects, industry, and hierarchy (Farmer, Factory owner, Labor, Government, Auditor, Buyer etc.). Your map will be graded on its ability to critically analyze these complex relationships beyond a surface/transactional lens and provide nuanced insights and intervention opportunities.

You are expected to prepare and present a max 5 mins slide presentation live in class as a group and be ready for a Q & A session with visiting industry professional/s.

5. Final Systems Group Project Presentation - 40% (L3, L4, L5, L6)
● Competitor analysis and Ecosystem Overview with Expert Interviews - 5%
● Customer discovery tools and quantitative methods/surveys to test and validate the value proposition - 5%
● Market Size and Projected Growth with Impact analysis. Unit Economics demonstrating costing and pricing strategy relevant to sustainability claims - 5%
● Communication strategy
● Verbal pitch, digital presentation slide deck - 20%
● Printed long deck organized and curated with full research - 5%

Every group is expected to mature its Sustainable Fashion Initiative/System midterm proposal into a well- researched, consumer validated, and financially viable short pitch deck. Your team will be expected to verbally present your final project and research through a well curated 5 mins digital presentation with a comprehensive printed deck to a panel of industry professionals and experts from the field.

Projects will be evaluated on their depth of supporting research, the rigor of testing tools employed to validate the proposed idea, financial viability, and fluency within the overall communication strategy.

* All team members will share the project grade equally and will submit individual peer reviews that will be incorporated in the individual participation grade.

FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

ASSIGNMENT	% Weight
Participation – Class Discussions	20%
Reading Response - Session 2	2.5%
Reading Response - Session 3	2.5%
Reading Response - Session 4	2.5%
Reading Response - Session 7	2.5%
Reading Response - Session 8	2.5%
Reading Response - Session 10	2.5%
Individual Pitches	10%
Mid-Point Research & System Proposal	15%
Final Systems Project & Presentation	40%

COLUMBIA RESOURCES:

Columbia University Information Technology
[Columbia University Information Technology](#) (CUIT) provides Columbia University students, faculty, and staff with central computing and communications services. Students, faculty, and staff may access University-provided discounted software downloads (https://columbiait.onthehub.com/).

Columbia University Library
Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online: https://library.columbia.edu/

SPS Academic Resources
The Office of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: [http://sps.columbia.edu/student-life-and-alumni-relations/academic- resources](http://sps.columbia.edu/student-life-and-alumni-relations/academic-resources).

Course Policies

Participation and Attendance

I expect you to come to class on time and thoroughly prepared. I will keep track of attendance and look forward to an interesting, lively and confidential discussion. If you miss an experience in class, you miss an important learning moment and the class misses your contribution. **One absence will affect your grade.**

Late work
Work that is not submitted on the due date noted in the course syllabus, without advance notice and permission from the instructor, will be graded down 1/3 of a grade every day it is late (e.g., from a B+ to a B).

Citation & Submission
All written assignments must use **Chicago citation,** cite sources, and be submitted to the course website (not via email).

School and University Policies and Resources

Copyright Policy
Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Statement permitting AI Usage with Considerations
AI generative or machine learning tools can be used to assist with course deliverables, provided that all utilized information is cited in accordance with program guidelines. In addition, note that information produced by AI generative tools may be inaccurate or outdated. Please speak with your instructor if you have questions about course specific policies relating to usage of AI generative tools
UNIVERSITY POLICY, STANDARDS AND DISCIPLINE - ACADEMIC VIOLATIONS
CENTER FOR STUDENT SUCCESS AND INTERVENTION
*If there is a violation of either of the above statements related to use of AI, please see below University Policy related to Academic Violations within the Standards and Discipline for all Columbia Students.
Use of Artificial Intelligence Tools, Unauthorized
Absent a clear statement from a course instructor granting permission, the use of generative Artificial Intelligence (AI) tools to complete an assignment or exam is prohibited. The unauthorized use of AI shall be treated similarly to unauthorized assistance and/or plagiarism.
Language available via: https://cssi.columbia.edu/content/academic-violations
To report a violation of the University Standards and Discipline including Academic Integrity violations, please visit: https://cm.maxient.com/reportingform.php?ColumbiaUniv=&layout_id=4

EXCEPTION
There are no exceptions to this policy.

Academic Integrity
Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams are expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at http://sps.columbia.edu/student-life-and-alumni-relations/academic-integrity-

[and-community-standards.](and-community-standards)

You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

Class Recordings

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process. If the recording is posted, it is considered confidential and it is not acceptable to share the recording outside the purview of the faculty member and registered class.

Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Inclusion

In any M.S. or M.P.S. program at SPS, faculty, and staff are committed to the creation and maintenance of "inclusive learning" spaces – classrooms and other places of learning where you will be treated with respect and dignity, and where all individuals are provided an equitable opportunity to participate, contribute, and succeed. In our Sustainable Fashion & Startup Strategy classroom, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

Names/Pronouns

You deserve to be addressed in a manner that reflects your identity. You are welcome to tell me your pronoun(s)and/or name (if different from University records) at any time, either in person or via email.

Discrimination

We embrace the diversity of gender, gender identity & expression, sex, sexual orientation, race, ethnicity, national origin, age, religion, disability status, family status, socioeconomic background, and other visible and non-visible identities. Columbia University does not tolerate unlawful discrimination, discriminatory harassment, sexual assault, domestic violence, dating violence, stalking, or sexual exploitation and all such conduct is forbidden by Columbia University Policy.

Accessibility

I want you to succeed in this course. Contact disability@columbia.edu for learning accommodations. Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: https://health.columbia.edu/services/ods/support.

Duty to Report

You deserve a university community free from discrimination, harassment, and gender-based misconduct including sexual harassment, sexual assault, domestic and dating violence, stalking, and sexual exploitation. It is Columbia University policy to require faculty and staff to report to

Columbia's office of *Equal Opportunity and Affirmative Action* (EOAA) any instance or allegation of prohibited conduct involving any undergraduate or any graduate student that is disclosed to, observed by, or otherwise known to that employee. This requirement to report is in place to help ensure that you are provided with appropriate resources and to allow the University to mitigate harm to our community.

Confidential Resources

There are confidential resources on campus who do not have a Duty to Report, including:
• Sexual Violence Response & Rape Crisis/Anti-Violence Support Center (SVR)
• Ombuds Office
• Medical Services
• University Counseling and Psychological Services
• University Pastoral Counseling
• Columbia Office of Disability Services

University employees working in a confidential capacity will not report information shared with them.

COURSE SCHEDULE

Lectures, presentations, potential site visits, and some external expert mentorship
sessions will provide students a thorough vocabulary of the sustainable fashion
marketplace and its complex stakeholder relationships. **Our weekly structure will entail
a reading schedule that informs an engaged discourse for the first half of the
course, followed by a workshop format for incubating startup ideas and solutions.** I
will be organizing a list of accomplished industry professionals that have graciously offered
their
consultation as an external resource to our classroom, for testing the validity of your proposed
initiatives. We will study key research methods and tools to help gain insights and discuss
sustainable solutions to material resources and product life cycles. An integral part of our
iterative process will be exercises from the **Lean Startup methodology to pilot market
validation and consumer discovery, and its application to a sustainable fashion business
hypothesis**. A session on how to articulate scalable impact, decipher hidden costs, and markup
formulas, is also included in our program. The last few sessions will involve cultivating a
nuanced communication strategy, that examines cultural blind spots while protecting
authenticity and a committed brand identity. Our final project will be presented in a pitch format
to a panel of experts, industry professionals, and thought leaders within the sustainable fashion
landscape.

**This course serves as a holistic incubator for enthused ethical fashion entrepreneurs, but
also current industry professionals envisioning a strategic and cultural transition to
sustainable frameworks within their organizational structure.** The experience is intended to
yield numerous networking opportunities within the sustainable fashion ecosystem, for future
careers and potential partnerships.

Date	Topics and Activities	Readings (Due this day)	Assignments (Due date)
Week #1	**Session 1:** **Introductions**	*None	Upload 3 photos for ice breaker exercise (see Courseworks)
Week #2	**Session 2:** **Contextualizing a Global System** - Colonialism in context with apparel trade - Sourcing: In search for the next Eastern frontier - Managing an overseas team: Mitigating relationships with multicultural counterparts.	**Required:** 1. "Manchester to Mumbai" (pg. 11-33) from Fixing Fashion: Rethinking the Way We Make, Market and buy our clothes - **Michael Lavergne** 2."Going south: global restructuring and garment production in three east Asian cases" (pg. 1-31) - **David A. Smith** 3. "Developments in The Global Garment Industry and the Role of Asia" (pg. 1-26) - **F Smakman** 4. "Trouble at the border" (pg. 109-173) The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade - **Pietra Rivoli** **Recommended:** "Three cultures of Consumption" (pg. 21-403) from Empire of things: how we became a world of consumers, from the fifteenth century to the twenty-first - **Frank Trentmann**	Complete required readings. 750-1000 word written response.
Week #3 **VIRTUAL** *Guest Speaker*	**Session 3:** **Fashion Acceleration** - The Fast Fashion Calendar. Creative Burnout, Consumer Demand, and Job Creation - Fashion's 9/11: Rana Plaza: Cause & Effect - 19th century Atelier to 20th Century Oligopoly	**Required:** 1. "The price of furious fashion" from Fashionopolis (pg. 39-69) 2. "More please sir" (pg. 41-51) from Wardrobe Crisis: How we went from Sunday Best to Fast Fashion - **Clare Press** 3. "Factory Collapse in Bangladesh" (pg. 63-69, 143-149) from Understanding Sustainability in the Fashion Industry - **Tyler Press** 4. "Future Trends" from We Are What We Wear: Unraveling fast fashion and the collapse of Rana Plaza" - **Lucy Siegle & Jason Burke** 5. "Threads of Despair" (pg. 29-81, 111-147) from Governing Corporate Social Responsibility in the Apparel Industry after Rana Plaza - **Anil Hira and Maureen Benson-Rea** Articles: • Why even the pandemic couldn't kill fast fashion • The Lost Season - The Cut	Complete required readings. 750-1000 word written response.

		• Raf Simons on his final six months at Dior" - Cathy Horyn for System Mag • WWD "Overheated! Is Fashion Heading for a Burnout?" • Tech Spotlight on 3D Fashion - Vogue Business **Recommended:** "Fast Fashion, Sustainability, and the Ethical Appeal of Luxury Brands" from Fashion Theory: The journal of Dress, Body and Culture (pg. 273- 292) Cotton Road – A Supply Chain Journey **- Laura Kissel** Evolution of Manufacturing in Italy – PWC Report	
Week #4	**Session 4: Transparency - Regulation vs Certification** - Public policy, local labor laws, and advocacy initiatives - Auditor scandals and corporate corruption - An evolution and critique of certification standards (Higg Index, ISO, Wrap, B Corp, Fairtrade, Wrap etc.) - The case for vegan leather	**Required:** 1. "Analytical modeling research on fast fashion systems" (pg. 59-129) from Fast Fashion systems: Theories & Applications **- Tsan-Ming Choi** **2.** Factory Sourcing - "Source My Garment: The Insider's Guide To Responsible Offshore Manufacturing," **- Adila Cokar** 3. Sustainability certification guide (2020), apparel entrepreneurship guide 4. "The reality behind fashion's sustainability certifications and coalitions" from Vogue Business - **Rachel Cernansky** 5. BoF Article: Will Self-Regulation Solve? 6."Supply chain audits fail to detect abuses" from The Guardian **- Tansy Hoskins** 7. Article: Fashion's Greenwashing Problem Begins with Bad Data 8. McKinsey Article on how to make sourcing more agile & sustainable **Recommended:** "Chapter 4 & 5 – Private Sector & Governments; The importance of public policies" (pg. 137-163) from Sustainability **- Kent E. Portney** -IndustryWeek Article: The US Needs China More Than China Needs the US - Ethical Audits and the Supply Chains of Global Corporations - **Genevieve LeBaron and Jane Lister**	Complete required readings. 750-1000 word written response.
Week #5	**Session 5: Materiality** **Scale and Geography** - Sustainable Materials (Innovation update) - Ethical consumerism: an oxymoron? - Ethics in global trade dynamics - Stakeholder relationships and incentive mechanisms	**Required:** 1. "Life Upcycles" (pg. 23-51) from The Upcycle: Beyond Sustainability - Designing for Abundance - **William McDonough & Michael Braungart** **2.** "What is Vegan Leather, and should you be wearing it?" Denitsa Tsekova, Bloomberg Business 3. Introduction & Executive Summary of Navigating Plastic Alternatives – Closed Loop Partners Report	Complete required readings.

	- "The Economics of Organic" - Local resources and infrastructure vs outsourcing "Eco"-imports - Investigate dynamic new eco systems with original material re-sourcing and alternative supply chains - Life cycle assessment: Impact measurement tools and metrics	4. Environmental Research Letters: Innovative recycling or extended use? Articles: 5. NeoLife: Get Up To Speed on the State of Eco-Fashion 6. BoF: How Old Clothes Became Big Business 7. Rise of Recommerce Alpaca VC Landscape 8. NYT: Cotton Totes 9. *High Snobiety:* ASKET Impact Receipt 10. The Guardian Rental Can Be Green 11. Tools for Systems Thinkers: The 6 Fundamental Concepts of Systems Thinking (Available on medium.com), 2017	Complete required readings.
Week #6	**Session 6: Individual Pitch Presentations**	**Prepare Pre Recorded Video Presentation (slides with voiceover)**	—------------ Develop initial ideas & get feedback on Final Project ideas from Ammar, and the T.A. —---------------
Week #7 *Guest Speaker*	**Session 7: Value Proposition** - Feedback on proposals - Final group formation - Pains and gains analysis - The Sustainability Intrapreneur: Leading change within complex organization structures -"Who cares and who consumes": Consumer behavior studies across generations - Customer discovery tools/exercises to test and validate the value proposition **Sustainable Fashion Marketplace Overview:** **- Ethics: Cultural appropriation** - Brands value propositions - Different business models	**Required:** **1.** The Lean Startup (pg.15-149) **- Eric Ries** **2.** Talking to Humans **- Geoff Constable** 3. Exploring the Relationship Between Business Model Innovation, Corporate Sustainability, and Organizational Values within the Fashion Industry (pg. 267-280) **- Esben Rahbek Gjerdrum** **Pedersen, Wencke Gwozdz, Kerli Kant Hvass** 4.Slow Fashion & Investment Consumption – (pg 65-80) "The Geographies of Fashion: Consumption, Space, and Value" - **Louise Crewe and Joanne B. Eicher** **5.** The Sustainable Fashion Handbook – "The Conscious Closet - Looking Good While Doing Good," (Part 4) - **Elizabeth Cline** 6. "Body Ritual Among the Nacirema" from American Anthropologist, (pg. 503-507) 7. How to Fix the Global Fashion Industry: 8 Ambitious Expert Ideas to Make Fashion Ethical, by **Alden Wicker, ECO Cult** 8. Let My People Go Surfing: The Education of a Reluctant Businessman - **Yvon Chouinard of Patagonia**	**Critical Research Response 1** **(Present to Class with your team. 1 Min)**

		Articles: 9. NYT: Homage or Theft? 10. NYT: American Originals 11. McKinsey: Surveyed Consumer Sentiment on Sustainable Fashion 12. Atmos: The Twilight of the Ethical Consumer 13. Vogue: Ethical Consumerism	

Week #8	**Session 8: Market Validation/Customer Discovery** - Quantitative analysis of relevant market segments, sizing exercises, and surveys - Customer personas	**Required:** **1.** Chapter 5: Lap of Luxury – "To Die for: Is fashion wearing out the World?" - **Lucy Siegle** **2.** Inside H&M's $4 Billion Inventory Challenge from BOF, **Sarah Kent and Hannah Crump** 3. Vogue Business: LVMH's Latest Venture: A Deadstock Marketplace 4. Fast Company: Selling clothes from the factory of Alexander Wang & Prada **Recommended:** "A New Textiles Economy: Redesigning Fashion's Future" (pg.18-108) - **Ellen MacArthur Foundation** Quantis Global Impact Study	Complete required readings. **Critical Research Response 2** **(Present to Class with your team. 1 Min)**
Week #9 *Guest Speaker*	**Session 9: Proposing a System for Sustainability** <mark>**Midpoint Pitch Presentations**</mark> Presentations to expert panel	**Required:** 1. Skim CFDA Guide to Sustainable Strategies for Ideas and areas of intervention 2. The Social Intrapreneur (pg. 8-64), A Field Guide for Corporate Changemaker 3. Vogue Business: Fashion-tech's Funding Boom • WWD: Black-Owned, Women-Owned Consignment & Vintage Shops **Recommended:** The Nature of Fashion Report Shaping Sustainable Fashion: Changing the Way We Make and Use Clothes - **Alison Gwilt and Timo Rissanen** Fashion and Sustainability - Design for Change - **Kate Fletcher**	Complete required readings. **Competitor Analysis, & Customer Discovery Surveys, Stakeholder Maps** **Mid-point Research and System Proposal Due**: 5 min slide Group presentation (supported by digital visuals) for your fashion initiative.
Week #10	**Session 10 : More Market Validation/Customer Discovery - VERSION 2** - Branding your initiative and		**Market Sizing Exercise. V2** - More surveys

| | positioning for an applicable market segment | | **Critical Research Response 3**

(Present to Class with your team. 1 Min) |

Nov. 19	**Session 11 : More Market Validation/Customer Discovery VERSION 3**		**Finalize Market Sizing Exercise. V3** **- More surveys**
Nov. 26	**Session 12: Scalable Impact** - A rebuttal to "Big Scale = Big Impact" - Mission statements and the opportunity cost of consistent growth - Monetizing the sustainable system: Articulating revenue streams and projected growth - The eco upcharge and measuring sustainability - Pricing structures and costing math relevant to sustainable materials and supply chains **Raising Capital for Your Startup** - Investment strategy for social impact fashion - Creative impact indicators for funders - Sourcing the "dream" investor: Promising projections and managing funder relationships - Funding sustainable fashion	**Required:** **1.** The Responsible Company - what we have learned from Patagonia's first 40 years (pg. 67- 95) - **Yvon Chouinard** **2.** "Introduction, Ideology" (pg.1-7) Stitched up: the Anti Capitalist Book of Fashion **- Tansy Hoskins** 3. This Changes everything: Capitalism vs the Climate (pg. 64-96 **- Naomi Klein** **Recommended:** Budgeting/Pricing & CSR - "Source My Garment: The Insider's Guide To Responsible Offshore Manufacturing" - **Adila Cokar** **Required:** 1. "Acumen Fund: Measurement in Impact Investing"**- Ebrahim, Alnoor and V. Kasturi Rangan** 2. Investing for Environmental and Social - GIIN's Impact Reporting and Investment Standards 3. What's in the Deck? One-pager **Recommended:** Planet of the Humans (documentary) - **Jeff Gibbs**	Complete required readings. **Growth Model / Projections**
<mark>Dec. 3</mark> *VIRTUAL* *Guest Speaker*	**Session 13: Communication Strategy** - Maintaining authenticity through multiple channels and mediums - Making your narrative greenwashing- proof - Case Study: H&M's PR conundrum - Workshop on delivering a concise strategy while pitching a new sustainable model - Editing and curating the pitch, investor, and email decks	**Required:** **1.** No Logo: No Space, No Choice, No Jobs, (pg. 279-345) **- Naomi Klein** **2.** "Everlane is Losing the Optics Game in the Age of Coronavirus" from Vogue - **Emily Farra** **3.** "Prada apologized for 'blackface' merchandise. Now it will step up its diversity efforts." from The Washington Post - **Abha Bhattarai** **Recommended:** Parsons' Healthy Materials Lab Guidelines Guides for the Use of Environmental Marketing Claims, **U.S. Federal Trade Commission**	Due: **Presentation Slide Design**
Dec. 10	**STUDY BREAK**	**STUDY BREAK**	
Dec. 13 *Guest Speaker*	**Session 14: Final Pitch Presentations** -Presentations to a diverse panel of industry experts that include potential investors, business consultants - Evaluating feedback from panelists. Exploring next steps and potential pathways	Complete the final systems group presentation: Pre Recorded Video Presentation of final project and research through well- curated 5-minute digital presentation and PRINTED supporting deck	**Final Presentation Pitch Decks**